PSAT/NMSQT® CollegeBoard / NATIONAL MERIT SCHOLARSHIP CORPORATION

Fall 2019

PSAT/NMSQT®

Preliminary SAT/National Merit Scholarship Qualifying Test

Coordinator Manual

Look inside for:

🔒 **SECURITY REQUIREMENTS**

☰ **TESTING ROOM PROCEDURES**

📋 **STANDARD AND ACCOMMODATED TEST SCRIPTS**

✉ **INSTRUCTIONS FOR RETURNING MATERIALS**

Test Dates

| OCT 16 | OCT 19 | OCT 30 |

About College Board

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

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

National Merit Scholarship Corporation (NMSC)

NMSC is an independent, not-for-profit organization that operates without government assistance. NMSC conducts the National Merit® Scholarship Program, an annual academic competition for recognition and college scholarships.

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) is the route of entry to the National Merit Scholarship Program. Requirements for participation, steps in the competition, and awards offered are explained in the *PSAT/NMSQT Student Guide* and on NMSC's website, **www.nationalmerit.org**. Further information is provided in the *Guide to the National Merit Scholarship Program*.

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

WEB: www.nationalmerit.org

MAIL: National Merit Scholarship Corporation
1560 Sherman Avenue, Suite 200
Evanston, IL 60201-4897

PHONE: 847-866-5100

Contents

Contact Us

The PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) is cosponsored by College Board and National Merit Scholarship Corporation (NMSC) and administered for College Board and NMSC by Educational Testing Service (ETS). It helps students prepare for the SAT and provides entry to the National Merit® Scholarship Program, an academic competition conducted by NMSC. If you have a question about the information in this manual or about an unusual testing situation not covered here, or in the case of missing or damaged test materials (aside from missing test books or alternate test formats), contact:

WEB: collegeboard.org/administering

MAIL: PSAT/NMSQT
P.O. Box 6720
Princeton, NJ 08541-6720

EMAIL: psat/nmsqt@info.collegeboard.org

FAX: 610-290-8979

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

HOURS: 8 a.m.–8 p.m. ET, M–F
7 a.m.–8 p.m. ET, Wednesday, October 16, and Wednesday, October 30
7 a.m.–4 p.m. ET, Saturday, October 19

For Study Participants

PHONE: 866-917-0941 toll-free for educators in the United States only
7 a.m.–8 p.m. ET, Wednesday, October 16

Office of Testing Integrity (OTI)

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

PHONE: 1-800-353-8570
(toll-free for educators in the United States, U.S. Virgin Islands, Puerto Rico and Canada only)
+1-609-406-5430 outside of the U.S.

College Board Services for Students with Disabilities (SSD)

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

WEB: collegeboard.org/ssd

MAIL: College Board
Services for Students with Disabilities
P.O. Box 6226
Princeton, NJ 08541-6226

EMAIL: ssd@info.collegeboard.org

PHONE: 844-255-7728 (toll-free for U.S. educators with SSD inquiries only)
+1-212-713-8333 outside of the U.S.

HOURS: 8 a.m.–6 p.m. ET, M–F

FAX: 609-771-7944

Send eligibility-related mail such as SSD Coordinator Forms or applications for accommodations to:

MAIL: College Board SSD
P.O. Box 7504
London, KY 40742-7504

FAX: 866-360-0114

PART 1: For Test Coordinators

This manual is split into two parts.

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

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

Introduction

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

Using This Manual

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

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

Part 1 for Test Coordinators

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

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

Part 1 covers the test coordinator's responsibilities for managing test day activities. Proctors will need to review the details covered in Part 2 for administering the test.

After the Test
After the test you'll have a few things to do to wrap up the administration, such as returning materials correctly. Completing the tasks in After the Test Tasks and Information ensures that students receive their scores.

Part 2 for Testing Staff
Give staff who will be administering the test a copy of this manual, and direct them to read Part 2 carefully. If they are administering the test with accommodations, they should pay special attention to the section Set Up for Testing Students with Accommodations on page 61, which explains the use of the different accommodated scripts in this manual, and Administer Accommodations on page 67, which explains the different accommodations.

Appendix Resources
You'll find timing charts, instructions for MP3 audio format, the Irregularity Chart, a Glossary of Terms, a seating chart, and other resources in the Appendix (see the Table of Contents for a complete list with page references).

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

📞 Contact by phone

🆂🆂🅳 Procedures or information for providing accommodations to students with disabilities

🔒 Security requirement

New for Fall 2019
Important Changes
General Administration Updates

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

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

3. MP3 audio content is now delivered via a streaming application. Information in the body of this manual relates to MP3 streaming. If your school is unable to use a streaming application (e.g., due to no internet access), contact the SSD office as soon as possible.

   - The link to download the MP3 application can be found on the MP3 streaming instructions page, which is accessible through SSD Online. The application can be installed by the SSD coordinator or designated staff with appropriate rights to install applications.
   - All MP3 audio testing still takes place over 2 days.
   - SSD coordinators overseeing MP3 audio streaming will be responsible for ensuring proctors have the necessary access to SSD Online for setting up the MP3 streaming format on test day.

4. This manual has been updated to include additional policies and procedures for schools that need to test all or a portion of their students in off-site facilities.

5. Answer sheets will be shipped separately from your test books for your initial orders.

6. Data privacy policies, including those for opting into mobile messaging, can be found in the *PSAT/NMSQT Student Guide* or online under **Privacy Statement** at **collegeboard.org/privacy-policy**. Mobile Opt-In Policies documents will no longer be included in shipments for distribution to students.

7. If you're reporting an irregularity, you are required to apply a pink Irregularity Report (IR) label to the outside of each box in your return shipment of used answer sheets. If you are reporting a test day irregularity, scores will be delayed if you do not apply the label to the outside of your shipment.

8. We are working to streamline the payment process for schools. For the latest information, see **psat.org/invoicing**.

Note to Saturday Testers
If you're testing on Saturday, October 19:

1. Your test books will have serial numbers, and you'll need to guide students to fill in field C on the answer sheet before they take the test, as directed in the scripts.

2. **After the test, you'll need to pack and return all test books, following the instructions included in your test shipment in the Coordinator Testing Materials Kit. We won't release scores for your students until we've received your test materials.**

3. Question-level details will not be available in score materials for this administration.

   a. Educators and students will continue to receive comprehensive online PSAT/NMSQT Score Reports.

   b. Students will still be able to access their free, personalized practice plan on Official SAT Practice on Khan Academy® at **satpractice.org** based on their PSAT/NMSQT results when they link their College Board and Khan Academy accounts.

Note to Schools Participating in the Test Administration Study
Some schools are participating in the PSAT/NMSQT Test Administration Study. Participating schools have received emails about the requirements for participation.

If you're unsure of whether your school is participating or if you have questions about the specific terms and conditions for your administration, please contact us for more information (see Contact Us on page 4). You may note some slight differences between the administration directions for the standard administration and those for the Study throughout this manual.

The following updates apply to schools that are participating in the Study:

1. Test materials cannot be shared, loaned, copied, or distributed prior to the administration.

2. **You must return test books and any accommodated formats of the test as well as answer sheets immediately following the administration. College Board will not release score reports until test materials are received.** Schools must return:

   a. All test books and any accommodated formats, used and unused, in the carton(s) they were originally shipped in.

   b. All used answer sheets in the prelabeled UPS Express Pak or courier box(es).

   c. The Coordinator Report Form (CRF).

   d. Any Irregularity Reports (IRs).

   e. Any defective test materials.

3. Tests may only be administered on Wednesday, October 16, 2019.

4. Study participants may only test 10th and 11th graders who attend the school. (All Study schools must test 11th graders, and these schools may choose to test 10th graders as well.)

5. Question-level details will not be available in score materials for Study participants.

Testing Basics

As part of the SAT® Suite of Assessments, the PSAT/NMSQT measures the skills and knowledge that current research shows are essential for college and career readiness and success. Both the PSAT/NMSQT and PSAT™ 10 serve as a check-in on student progress to help pinpoint areas for development. The PSAT/NMSQT helps students prepare for the SAT and provides entry to the National Merit Scholarship Program, an academic competition for recognition and college scholarships conducted by National Merit Scholarship Corporation (NMSC).

Standardized Testing

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

Please ensure that you and all testing staff comply with all applicable laws, including those relating to discrimination. By strictly following our policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

Test Sections and Timing

The PSAT/NMSQT is composed of the following sections and must be completed in this sequence.

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

Time allotted:

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

Math: Includes multiple-choice and student-produced response questions. Divided into two portions: one that permits calculator use and one that does not.

Time allotted:

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

Accommodated Testing Overview

College Board is dedicated to ensuring that students with disabilities receive appropriate accommodations on its tests, such as braille, large print, and extended time. Using the College Board SSD Online system, SSD coordinators can manage student requests and approvals for accommodations. See Prepare to Test with Accommodations on page 26 for more information.

Terminology

See the Glossary of Terms on page 132 for definitions of frequently used terms and acronyms.

Staff Roles and Responsibilities

The main testing staff is described in this section. You may require additional support staff depending on the needs of your students.

PSAT/NMSQT Coordinator

As the test coordinator of record, you manage the test site and staff. You order all testing materials in the test ordering site and ensure that they are received, handled, and stored securely. You are expected to be at the school to supervise all activities related to testing, including preadministration sessions and accommodated testing. You assume responsibility for fee waiver processing and submitting payment of the invoice at the end of testing. You also are responsible for returning all test materials.

Online training is provided for all PSAT/NMSQT coordinators. Be sure to complete it well before test day. You will receive an email with more information about the training and instructions for accessing it.

If you're participating in the Test Administration Study, see the communications that you received with your Study enrollment for details, which may vary from the information given here.

SSD Coordinator

The SSD coordinator works with students to apply for accommodations through the SSD Online portal. As part of the testing staff, the SSD coordinator accesses and prints the Nonstandard Administration Report (NAR) and assists the PSAT/NMSQT coordinator in ordering materials, in determining testing rooms and staff needed for administering the test with accommodations, and in administering the test.

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

Proctor

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

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

Hall or Room Monitors

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

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

PSAT/NMSQT Test Materials

Materials Tables

Your school will receive a number of shipments related to your test administration. Review the following tables to plan for receiving and checking materials and to learn about the forms and publications you'll be using for administering the PSAT/NMSQT.

Note that scannable forms (like the answer sheet, CRF, and IR) should not be photocopied because photocopies won't scan properly. Contact the PSAT/NMSQT office if you need additional copies. Other forms can be copied if needed.

STAFF MATERIALS—MANUAL AND INSTRUCTIONS

Material	What It Is and How It's Used	Shipment(s) [quantity]
PSAT/NMSQT Coordinator Manual	Detailed instructions and policies for the test coordinator to plan setup and management of the PSAT/NMSQT administration. Detailed instructions and scripts to help the proctor hold the preadministration session and administer the PSAT/NMSQT in the standard and accommodated rooms.	Preadministration Shipment [as needed] Test Shipment [as needed]
Coordinator Testing Materials Kit	A packet sent with the test shipments containing forms, return envelopes, and Irregularity Report indicator labels. Used by the test coordinator to administer the test and to report on the administration.	Test Shipment [1]
Pre-ID Label Instructions	A memo included for schools/districts participating in bulk registration that details the information included on pre-ID labels. (See the Student Materials table that follows for more information about pre-ID labels.) Used by the test coordinator to help modify preadministration scripts, if necessary.	Pre-ID Label Shipment [1], if applicable
Receiving and Returning Test Materials for Saturday Testing and the Test Administration Study	Special instructions for test coordinators at schools testing on Saturday, October 19 or participating in the Test Administration Study. These instructions supplement those in this manual. Used by the test coordinator. Describes materials in test shipment, how to secure materials, and how to return them properly.	Coordinator Testing Materials Kit in the Test Shipment [1]

STAFF MATERIALS—REPORTS AND FORMS

Material	What It Is and How It's Used	Shipment(s) [quantity]
PSAT/NMSQT Coordinator Report Form (CRF)	Scannable form used by the test coordinator to report the number of used answer sheets and other materials being returned for scoring.	Coordinator Testing Materials Kit in the Test Shipment [1]
PSAT/NMSQT Irregularity Report (IR)	Scannable form for testing staff to report irregularities that might affect scores or result in a misadministration.	Coordinator Testing Materials Kit in the Test Shipment [5]

STAFF MATERIALS—ENVELOPES AND LABELS

Material	What It Is and How It's Used	Shipment(s) [quantity]
Answer Sheet Return Materials	Preaddressed (labeled) carton(s) or UPS Express Pak for the test coordinator to return answer sheets and reports.	Test Shipment [1 or more]
Irregularity Report (IR) Label	Pink labels for indicating the inclusion of IRs in a used answer sheet shipment. If returning one or more IRs, the test coordinator must affix to all packages containing answer sheet return materials.	Coordinator Testing Materials Kit in the Test Shipment [2]
Gray-Bordered Envelope	Envelope for test coordinator to return any IRs and any defective materials.	Coordinator Testing Materials Kit in the Test Shipment [1 each]
White Accommodated Testing Envelope	Envelope for returning the NAR, answer sheets for students listed on the NAR, and any other score-related materials for accommodated students.	Coordinator Testing Materials Kit in the Test Shipment [1 each]
Test Book Return Materials (ONLY for schools testing on Saturday or participating in the Study)	UPS return label(s) Used by the test coordinator at schools testing on Saturday, October 19 or participating in the Study to label boxes for returning test books after testing is completed.	Test Shipment [1 or more]

STUDENT MATERIALS

Material	What It Is and How It's Used	Shipment(s) [quantity]
Pre-ID Labels (if applicable)	Preidentification labels with student information printed out and encoded in barcode. Applied to the answer sheet by the testing staff to ensure accurate data for each student.	Pre-ID Label Shipment [1 per student]
PSAT/NMSQT Answer Sheet—Standard	Scannable form for students to record answers to preadministration and test questions, in bundles.	Preadministration Shipment [as needed] Test Shipment [as needed]
PSAT/NMSQT Answer Sheet—Large Block	Enlarged answer sheet used by approved students to record answers to preadministration questions and test questions.	Preadministration Shipment [as needed, based on students who need specific formats] Test Shipment [as needed, based on students who need specific formats]
PSAT/NMSQT Student Answer Sheet Instructions	Booklet of instructions to help students complete demographic and nontest questions on the answer sheet.	Preadministration Shipment [as needed, 1 per answer sheet] Test Shipment [as needed, 1 per answer sheet]

Material	What It Is and How It's Used	Shipment(s) [quantity]
PSAT/NMSQT Student Answer Sheet Instructions— Large Print	Booklet of large-print instructions to help students complete demographic and nontest questions on the answer sheet. Used by students who are approved for large print.	Preadministration Shipment [as needed, based on approved student count] Test Shipment [as needed, based on approved student count]
PSAT/NMSQT Student Guide	A booklet for students that explains the assessment, including test directions, test-taking tips, and policies governing the test and the use of student information. A complete practice test is included in the center of the booklet. A separate section of the booklet provides information about the National Merit Scholarship Program.	Preadministration Shipment [as applicable, 1 per student] Test Shipment [as applicable, 1 per student] A separate, earlier shipment (for domestic schools only) if your school ordered early [1 per student]
PSAT/NMSQT Test Books	Test books for the PSAT/NMSQT, distributed by the proctor for students' use in both standard and accommodated testing.	Test Shipment [as ordered]
PSAT/NMSQT Alternate Test Formats	Specific formats of the test distributed by the proctor to students listed on the NAR for taking the test with certain accommodations (e.g., large-print test book, assistive technology–compatible format, or braille).	Test Shipment [based on the specific format needs of students]
Student Flyer for MP3 Users	Flyer to copy and distribute to students with instructions for accessing an audio practice test.	Preadministration Shipment [1 if needed]

Manual and Scripts

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

Test Books and Answer Sheets

The PSAT/NMSQT test books have covers with dark green accents. The book cover displays the test name and important notes for the student. Standard answer sheets have a matching green color. You may also have some large-block answer sheets with a green title. These have dark gray type and answer squares in place of bubbles.

Alternate Test Formats

All students, including those testing with accommodations, will use the standard test books unless approved by College Board for another format.

See Materials Provided for Accommodated Testing on page 31 for a list of available formats.

Rosters

To manage testing at your school, we recommend that you develop a Master Student List of test takers for the PSAT/NMSQT; recommendations for compiling this list are in Compile a List of Students on page 16. You are not required to return your Master Student List, but you should keep copies for your records. Also, each proctor will need a room roster.

Forms and Reporting

Nonstandard Administration Report (NAR)

Your SSD coordinator has access to the Nonstandard Administration Report (NAR) which lists students approved for accommodations. Several days before test day, print copies of the NAR and distribute them to proctors.

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

Seating Chart

Proctors should use the seating chart on the back of this manual to record the seating in their rooms for future reference. Record students' names or initials on the chart. This task can be completed during Section 1 (the Reading Test).

If your school is testing on Saturday or participating in the Test Administration Study, proctors will record test book serial numbers on this chart (along with student names if time permits).

PSAT/NMSQT Irregularity Report

You'll receive copies of the Irregularity Report (IR) form to use in the event of an irregularity. Distribute at least one IR to each proctor to use in the testing room. Remember, these scannable forms can't be photocopied for use, but your school can call the PSAT/NMSQT office to request additional copies.

The testing staff performs a critical role in reporting any and all irregularities. Without information, College Board can't resolve issues that may occur. Please ensure all proctors are familiar with the IR form. All IRs submitted are thoroughly reviewed. Refer to the Irregularity Chart on page 122 for instructions on when to fill out the IR. National Merit Scholarship Corporation (NMSC) receives a copy of all Irregularity Reports and reserves the right to make its own judgment about a student's participation in the National Merit Scholarship Program.

Coordinator Report Form

You'll receive a Coordinator Report Form (CRF) with your testing materials. Use it to report the number of students tested and the count of answer sheets being returned. Fill the form out carefully to ensure accurate reporting and billing. See Count Materials on page 46 and Complete the CRF on page 48 for more information.

Standard and Accommodated Testing Rooms

Your Nonstandard Administration Report (NAR) should be printed from SSD Online by your school's SSD coordinator. It will list all students who are testing with accommodations. The table that follows provides an overview of some of the most common accommodations. Check your NAR to ensure that all students with approved accommodations are identified correctly.

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

GUIDE FOR TESTING WITH ACCOMMODATIONS

	Standard Room(s)		Accommodated Room(s)	
Number of Testing Days	1 day	1 day	1 day	2 days
Accommodation Examples	No accommodations	▪ 14-pt large-print test book ▪ Large-block answer sheet ▪ Magnifier ▪ Written copy of oral instructions ▪ Permission for food/medication ▪ Wheelchair accessibility ▪ Preferential seating ▪ Record answers in test book ▪ Use of colored overlay ▪ Auditory amplification/FM system ▪ Sign language interpreter for test directions	▪ Extended breaks ▪ Extra breaks ▪ Four-function calculator on Math Test – No Calculator ▪ Permission to test blood sugar ▪ Small-group setting ▪ 50% extended time for reading or math ▪ 20-pt (or larger) large print ▪ Magnifying machine ▪ Braille ▪ Braille writer ▪ Reader ▪ Writer/scribe to record responses ▪ Assistive technology–compatible (ATC) format ▪ Breaks as needed ▪ One-to-one testing ▪ Late start time ▪ Home/hospital testing ▪ Limited testing time (some may test over 2 days) ▪ 100% extended time for reading or math	▪ MP3 audio test format
Room Roster	Work with school administration to create a list of students you plan to test.	Use NAR to help you create a list of students you plan to test.	Use NAR to help you create a list of students you plan to test.	Use NAR to help you create a list of students you plan to test.
Scripts	Script 1	Script 1	Scripts 1–4	Script 5

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

Test Coordinator's Checklist

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

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

THREE TO FOUR WEEKS BEFORE THE TEST DATE

Activity	Where to Learn More
☐ Complete the online test coordinator training. (We'll email you instructions for accessing it.)	**collegeboard.org/ptat**
☐ Designate a secure area for receiving, checking, and securely storing your test materials.	Plan Your Space on page 17
☐ Identify your students who are testing and create a Master Student List.	Build Your Master Student List for Testing on page 16
☐ Distribute copies of the *PSAT/NMSQT Student Guide*. Encourage students to visit **psat.org/practice** to get ready for test day.	Prepare Your Students on page 33
☐ Have the SSD coordinator access the NAR for the list of students who are approved to test with accommodations.	Accessing the NAR to Determine Room Needs for Accommodated Students on page 16 **SSD Online: collegeboard.org/ssdonline**
☐ Check the test ordering site to make sure you've ordered materials for all students who will test at your school.	**ordering.collegeboard.org**
☐ Check with your SSD coordinator to make sure you've ordered materials for students who are approved for accommodations and might have been added to the NAR since your initial order.	**collegeboard.org/ssdonline**
☐ Estimate how many standard and accommodated rooms you'll need based on the number of students testing. Identify which rooms in your facility can be used for testing.	Plan Your Space on page 17
☐ Make a list of available staff and what role they should fill. (Ensure no staff members have any conflicts of interest.) Use the number of testing rooms and their capacity to determine testing room assignments.	Plan Your Staff on page 18
☐ Work with the SSD coordinator to identify students, if any, who will need support staff such as readers, scribes, or sign language interpreters and recruit staff to fill these positions.	Plan Your Staff on page 18
☐ Create room rosters by assigning students to testing rooms. Assign testing room codes and note them on the room rosters.	Build Your Room Rosters on page 20
☐ Arrange to minimize distractions—no fire drills or other disruptive events should be scheduled for test day. Bells and announcements should be silenced while testing is in progress.	Manage Test Day Impacts on page 23
☐ Reschedule lunch for all participating students, if necessary. (You won't be able to break for lunch during testing except in the case of certain accommodations.)	Manage Test Day Impacts on page 23
☐ Plan activities for students who won't be testing, such as field trips, practice testing, alternative school schedule, etc.	
☐ Notify your school population of modifications to the normal school day.	
☐ Plan your preadministration session.	Prepare Your Preadministration Session on page 38

TWO WEEKS BEFORE THE TEST DATE

Activity	Where to Learn More
☐ Check the test ordering site to track your test materials shipment.	**ordering.collegeboard.org**
☐ Schedule and conduct staff training.	Train Your Staff on page 24
☐ If you opted in to early delivery of preadministration materials, conduct your preadministration session.	Help Staff Conduct the Preadministration Session on page 40 Conduct the Preadministration Session on page 55
☐ Update Master Student List and room rosters as necessary to include newly enrolled students and any additional approved accommodations.	Build Your Room Rosters on page 20
☐ Plan test day schedule.	Build Your Plan for Testing on page 21
☐ Notify school staff of testing room assignments and alternative arrangements for nontesting students.	Manage Test Day Impacts on page 23
☐ Make sure computers are provided in testing rooms for students approved to use them. Computers must be school provided; students cannot use their own computers for testing.	Prepare to Test with Accommodations on page 26
☐ If you have students approved for the MP3 audio format, work with the SSD coordinator to make sure that the streaming application has been installed and tested on all student computers.	Set Up Computers for MP3 Audio Streaming Users on page 62

ONE WEEK BEFORE THE TEST DATE

Activity	Where to Learn More
☐ If you haven't received your test materials yet, check the test ordering site to track your test shipment. (Study schools should receive materials by the Friday before test day.) Call the PSAT/NMSQT office if you don't see confirmation of shipment.	**ordering.collegeboard.org**
☐ If you haven't already done so, distribute copies of the *PSAT/NMSQT Student Guide* to students. Double-check the covers before you hand out the guide to make sure you aren't distributing actual test books.	
☐ Have your SSD coordinator review and print your NAR to make sure you have accounted for all students approved to test with accommodations.	**collegeboard.org/ssdonline**
☐ Revise standard and accommodated room rosters if needed.	Build Your Room Rosters on page 20
☐ Notify students of when and where to report on test day.	Prepare Your Students on page 33
☐ Post testing room assignments.	Post Testing Room Assignments on page 22
☐ Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students on page 23
☐ If applicable, update Master Student List and room rosters as necessary to include any homeschooled students or students from other schools (and notify relevant proctors). Share the school codes for any students from other schools with the proctor(s), and note them on the room roster(s).	Build Your Room Rosters on page 20
☐ Conduct your preadministration session if you haven't already.	Help Staff Conduct the Preadministration Session on page 40 Conduct the Preadministration Session on page 55
☐ Review assignments with staff.	Share Role and Room Assignments on page 24

Activity	Where to Learn More
☐ Hold a brief assembly with students who are testing to prepare them for test day.	Prepare Your Students on page 33
☐ Check test materials within 24 hours of receipt.	Prepare Your Materials on page 35
☐ Review facility preparation with custodial staff.	Manage Test Day Impacts on page 23
☐ Call ahead to arrange pickup of materials.	Return Test Materials on page 50

ON OR BEFORE TEST DAY

Activity	Where to Learn More
☐ Prepare testing room packets for proctors.	Prepare Your Materials on page 35
☐ Prior to test day, have staff test the computers and any MP3 audio or assistive technology–compatible (ATC) computer files.	Prepare to Test with Accommodations on page 26

ON TEST DAY

Activity	Where to Learn More
☐ Complete your testing room packets for proctors. Add test books to the packets for proctors.	Count and Distribute Test Materials on page 41
☐ Post any revised testing room assignments and room assignments for nontesting students.	Admit Students to the Testing Area on page 42
☐ Distribute testing room packets to proctors.	Equip Testing Rooms on page 41
☐ Make sure all announcements are discontinued for the duration of testing.	Manage Test Day Impacts on page 23
☐ Admit students to the testing area/rooms. We recommend you annotate your Master Student List or have staff annotate room rosters as students check in.	Admit Students to the Testing Area on page 42
☐ Maintain security in your school and support testing staff while testing is in progress.	Your Role During Testing on page 44
☐ Report test administration irregularities, if any.	Your Role During Testing on page 44

AFTER TESTING IS COMPLETED

Activity	Where to Learn More
☐ Collect materials from proctors.	Collect Testing Materials on page 46
☐ Prepare materials for return.	Prepare Materials for Return on page 48
☐ Make copies of key forms and store securely.	Prepare Materials for Return on page 48
☐ Return test materials. If testing on Saturday or participating in the Study, this includes returning all test books.	Return Test Materials on page 50
☐ Submit payment.	Submit Payment on page 53

Before Test Day Tasks and Information

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

Prepare Yourself

TASKS

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

Build Your Master Student List for Testing

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

To create your Master Student List, choose any tabular format (e.g., spreadsheet) that you can easily copy information into from your source list(s). Also keep in mind that you will likely need to divide the list up into room rosters and to print all or parts of it for tracking purposes. Keep all copies secure and accessible only to staff who need them.

TASKS

Compile a List of Students

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

Be sure you and your staff know, based on the communications you received when you ordered, whether your school is in the Study.

If your school is NOT participating in the Study, you may be asked to allow students who don't regularly attend your school (especially those in your community) to test with your school's students. Reports and data for these students will remain separate from your school's data.

IMPORTANT: *Schools participating in the Study will test only students who regularly attend the school.*

Create a Master Student List, which will include all students eligible for testing—standard and accommodated. See the Sample Master Student List on page 115 with suggested headings.

1. Pull the list of eligible students from your school's student information system or work with your district assessment coordinator to get the list. Closer to test day, you may need to add any newly eligible students, including students who have recently transferred to your school.
2. If you're asked to test students who don't attend your school, make sure these students are accounted for as part of the Master Student List.
3. Give the SSD coordinator your Master Student List and ask them to confirm which students will be testing with College Board–approved accommodations. Update the Master Student List to show which students will be testing with which accommodations.

You will now have one Master Student List to add room and staffing information to. Check your list against the Sample Master Student List on page 115 to confirm that your list has all the information you'll need for planning rooms and staff.

KEY INFORMATION

Accessing the NAR to Determine Room Needs for Accommodated Students

The NAR for the PSAT/NMSQT includes the names and SSD numbers of all students testing with accommodations. The SSD coordinator can access the NAR in SSD Online approximately 30 days before test day to help you organize testing for accommodated students. You can also request access to SSD Online for access to the NAR.

Using the Eligibility Roster

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

Plan Your Space

TASKS

Designate a Secure Area for Materials

Designate a location for receiving, checking, and storing your test materials securely. See Prepare Your Materials on page 35 for more information.

Evaluate Rooms for Testing

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

Identify the Number of Rooms You Need for Testing

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

KEY INFORMATION

Facility Requirements

To prepare for test day, you will need:

A place to securely receive and store testing materials

- An area where students can assemble before testing
- Rooms for testing standard and accommodated students
- A late-arrivals room for students who arrive late but still in time to be tested

Testing Room Requirements

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

- Rooms must be located away from noisy areas and distracting activities.

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

Room Selection Tips

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

Seating Requirements

The following are seating requirements for all testing rooms:

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

The following seating arrangements are not allowed:

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

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

Additional Requirements for Accommodated Testing

Students who are taking the test with accommodations not listed later in this section must be assigned a room and a proctor separate from those used for the standard administration. Test coordinators should be discreet when communicating room assignments to avoid subjecting students to unnecessary attention.

- Students with the same type of timing may be seated together.
- Students who require different timing or breaks must be tested in separate rooms. Students testing with accommodations that would distract other test takers must also be seated in different rooms.
- For students approved for use of MP3 audio and ATC formats, a computer must be provided. These 2 formats also require specialized timing and must be administered in separate rooms from each other. They also may not share a room with students taking other formats of the test. See the requirements in Plan for Computer Usage on page 27.
- Students who are approved by College Board for a reader or scribe must test in a one-to-one setting.

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

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

If a student is approved by College Board for one of these accommodations, and is NOT approved for another accommodation that would require a separate setting, assign the student to a standard testing room.

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

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

Plan Your Staff

The number of each staff position you need depends on the number of students testing and whether that number includes students testing with accommodations that require separate rooms. See Staff Roles and Responsibilities on page 7 for descriptions of staff positions.

TASKS

Identify Staff for Testing

- Work with school administrators to review teacher schedules. Teachers of classes that are not meeting due to testing are likely candidates to serve as proctors and monitors.
- If you're testing students approved by College Board for accommodations, work with your SSD coordinator to ensure you have the proper staffing to meet the students' needs.
- Make a list of available staff and what roles they should fill. Be sure to include any additional support staff needed for accommodated testing.

Assign Staff to Test Rooms

Starting with the number of testing rooms you previously identified, determine testing room assignments for staff who will administer the test (proctors) or act as monitors.

KEY INFORMATION

Staff Policies

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

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

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

When making staff assignments, adhere to these policies:

- If a staff member has a member of their household or immediate family taking the PSAT/NMSQT at any test site during the same year, they must not take a role in which they will have access to test books before test day. At a minimum, this includes the roles of test coordinator and SSD coordinator. (Immediate family includes one's parents, siblings, children, grandparents, and spouse. This applies even if they do not reside in the same household.) Having access to test books provides a conflict of interest. **In cases where this policy is not followed, the related student's scores are subject to cancellation.**

- An individual **may not administer the PSAT/NMSQT** to a member of their immediate family or household. If a proctor administers the test to a member of their immediate family or household, the scores will be canceled.

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

Monitors will not administer the test, but they may:

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

Proctors Needed

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

Room Monitors Needed

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

FOR EACH STANDARD TESTING ROOM

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

FOR EACH ACCOMMODATED TESTING ROOM

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

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

Hall Monitors Needed

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

NUMBER OF HALL MONITORS NEEDED

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

Support Staff Needed for Accommodated Testing

Work with the SSD coordinator to check your eligibility roster in SSD Online to determine if you have students approved for accommodations who need any of the following support staff. Support staff must meet the same requirements as all other staff.

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

Build Your Room Rosters

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

TASKS

Assign a Testing Room Code to Each Testing Room

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

- Assign a 3-digit testing room code to each room you identified as a testing room in Plan Your Space on page 17. When using codes that are shorter than 3 digits, be sure to include leading zeros (e.g., 001, 020). Ensure that staff have the code for their room so they can post it on the board and students can enter it on their answer sheets on test day.
- Record the testing room code on each room list you created.
- If you're using one or more off-site testing locations, assign a unique testing room code or set of codes for each location. (If you will be using more than one testing room at a location, assign a testing room code to each room.)

Assign Students to Testing Rooms

Divide your students into testing rooms based on room capacity.

- Separate your list of students into standard and accommodated test takers.
- Next, separate your list of students testing with accommodations into testing rooms based on their accommodations listed on your NAR. Remember that students testing in the same room must have the same testing schedule. For general guidelines, see Standard and Accommodated Testing Rooms on page 11.
- Add each student's testing room assignment to your Master Student List by recording the testing room code.

- If you're using optional codes to sort your students' paper score reports for easier distribution, add optional codes to your Master Student List and your room rosters. See Assigning Optional Codes later in this section.
- Also record accommodated students' testing room assignments on the NAR.

Create Individual Room Rosters

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

- Divide your Master Student List into individual room rosters for students testing in standard and accommodated testing rooms, using the NAR to guide you.
- In addition to individual room rosters for accommodated testing rooms, provide a copy of the relevant pages of the NAR to each proctor for their room. The proctor will need to record which accommodations each student tested with next to the student's name on the NAR. Proctors testing students using the streaming MP3 audio format will need each student's SSD number as well.
- Note the testing room code on each room roster (if your school is using testing room codes).

Update and Finalize Your Room Rosters

As test day approaches, continue to update your Master Student List and room rosters to account for additional students who may be eligible for testing. Work with your SSD coordinator to identify additional students who may have been recently approved by College Board for accommodations (e.g., students who recently transferred to your school).

KEY INFORMATION

Assigning Optional Codes

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

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

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

Build Your Plan for Testing

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

TASKS

Finalize Your School's Test Date

A school may administer the test only on the date for which test materials were ordered in the test ordering site and must use the test form specified for that date. If your test books have not yet been shipped to your school, you may switch from one test date to another by going online to **ordering.collegeboard.org**. Otherwise, call the PSAT/NMSQT office (see Contact Us on page 4) to request a change to your test date. If your school can't test on October 16, October 19, or October 30, contact the PSAT/NMSQT office immediately to learn about your options.

Students who know they won't be able to test on your school's test date may be able to test at a nearby school that has selected a different test date. You may need to help them make arrangements.

Schools participating in the Study may administer the test only on Wednesday, October 16, using the test form specified for that date. If your school can't test on October 16, contact the PSAT/NMSQT office immediately to learn about your options.

IMPORTANT: *Students testing on a date other than one authorized by the PSAT/NMSQT office or on a day other than that specified on their test form may not be considered for entry to the National Merit Scholarship Program, and will not receive score reports.*

IMPORTANT: *Students who are unable to test may still apply for alternate means of entry to the National Merit Scholarship Program. Details appear in Key Information later in this section.*

Plan for Preadministration

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

If your school selected the preadministration option, your answer sheets, *PSAT/NMSQT Student Answer Sheet Instructions*, and copies of the *PSAT/NMSQT Coordinator Manual* will arrive by mid-September. If not, you will still receive materials in time to schedule and hold a preadministration session.

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

IMPORTANT: *If you choose to complete the personal information fields on test day and doing so takes longer than expected, you must still give students the full amount of time for each of the test sections and breaks.*

- You may decide to hold preadministration sessions in any number of ways (for example, in a class, in an assembly for students taking the test, or in small groups). Don't let students take the answer sheets out of the room. All activities related to answer sheets must take place with school supervision.
- If you know ahead of time that some students will have pre-ID labels and others won't, plan to conduct separate preadministration sessions for these groups to assure a better experience for both staff and students.
- Part 2 of this manual includes detailed instructions and scripts for conducting the session.

On test day, be sure to have blank answer sheets on hand for any students who may not have been present for the preadministration session or who may have incorrect labels.

Plan Training Sessions

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

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

Plan Your Test Day Schedule

- Select a start time for testing that allows for the full time for testing within a typical school-day morning. Begin testing early enough to complete testing before lunchtime. You may not break for lunch and then resume standard testing. Testing at any other time of day is not permitted.
- On test day, plan to hold a session with staff before testing begins to share last-minute reminders and hand out testing room packets.

(SSD) *If you are testing students who are approved by College Board for 100% extended time, you may conduct an extended break (we recommend no longer than 20 minutes) after Section 2 so those students may eat lunch.*

Plan for Accommodated Testing

- Be sure to plan for the additional time it will take to test any student(s) approved by College Board for extended time. Overview of Accommodated Timing and Breaks on page 108 gives details about the different types of timing and breaks that may be needed.

- Students using the MP3 audio format will test over 2 days.

Plan Student Check-In

Depending on your needs, plan for either a central check-in or a room check-in. See Admit Students to the Testing Area on page 42 for more information. If you're using a central check-in, you'll need to designate a waiting area where students can assemble before testing and to inform staff and students of the location.

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

Post Testing Room Assignments

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

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

Plan for Breaks

Students may have snacks and drinks in supervised designated areas during scheduled breaks in testing. Before test day, designate one or more areas near the testing rooms to use for this purpose. In general, you should avoid allowing students to eat their snacks in the testing room. In particular, food and drinks must never be allowed near testing materials.

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

Plan for Off-Site Testing

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

- Assign a unique testing room code or set of codes for each off-site location. (If you will be using more than one testing room at a location, assign a testing room code to each room.)

- Assign an off-site test coordinator for each off-site location and off-site proctors as needed.

- Make sure off-site test coordinators and proctors are provided with training.

- Plan for secure transport of materials to off-site locations.

- Each location's test coordinator is responsible for ensuring that the off-site test location meets the requirements for test materials security, room configuration, seating (round tables are prohibited for testing), and test day staffing as described in this manual.

KEY INFORMATION

Timing for the PSAT/NMSQT

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

TIMING FOR THE PSAT/NMSQT

	Total Testing Time Including Breaks	Total Testing Time (Not Including Breaks)
Standard Time	2 hours, 55 minutes	2 hours, 45 minutes
Standard Time with Extra Breaks	3 hours, 10 minutes	2 hours, 45 minutes
100% Extended Time	5 hours, 55 minutes	5 hours, 30 minutes
50% Extended Time	4 hours, 34 minutes	4 hours, 9 minutes
Math Only 100% Extended Time	4 hours, 15 minutes	3 hours, 55 minutes
Math Only 50% Extended Time	3 hours, 41 minutes	3 hours, 21 minutes
MP3 Two-Day Testing, Day 1	4 hours, 10 minutes	3 hours, 55 minutes
MP3 Two-Day Testing, Day 2	2 hours, 30 minutes	2 hours, 20 minutes

Entering Scholarship Programs if a Student Is Unable to Test

Advise students who are unable to take the PSAT/NMSQT to immediately contact the scholarship program(s) they wish to enter. Scholarship programs are described in the 2019 *PSAT/NMSQT Student Guide*.

All requests for information about another route of entry to the National Merit Scholarship Program conducted by National Merit Scholarship Corporation (NMSC) should be mailed to NMSC (see the inside front cover). The letter must be postmarked on or before April 1, 2020. The earlier a school official or student writes to NMSC, the more options will be available for scheduling test dates. The alternate entry request should include the student's name and home address, the contact information of the person making the request, the name and address of the high school, and a brief explanation of why the student missed the test. If you have any questions, please call NMSC.

Manage Test Day Impacts

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

TASKS

Be Prepared for Observers

If staff from College Board, Educational Testing Service (ETS), National Merit Scholarship Corporation (NMSC), or administrators from your district or state ask to visit your school the day of the test or the week preceding it, follow the procedures under Verify Authorized Test Observers and Visitors on page 44.

Prepare to Collect Student Belongings

College Board requires testing staff to collect mobile phones, wearable technology (e.g., smartwatches or fitness trackers), and other prohibited electronic devices before administering the PSAT/NMSQT. Plan ahead for collecting electronic devices and backpacks as students enter the testing room. During check-in, instruct students to power off electronic devices. If collecting devices, be ready to label them so they can be returned after testing. If your school is not allowed to collect devices under school policy, tell students to store their phones in a bag or backpack placed to the side of the room away from the testing area. (Have a supply of clear plastic bags to offer students who don't have a bag or backpack with them.) For more information, see Preventing Issues Involving Phones and Electronic Devices on page 25 and Collect Students' Personal Belongings on page 65.

Plan for Test Day Impacts to Rooms and Students

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

Establish a Signaling System

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

Minimize Distractions

Only test takers, testing staff, authorized observers, and SSD support staff (e.g., sign language interpreters) are allowed in the testing area on test day. Parents and guardians may need to be reminded of this policy. Displaying signs or posters stating this policy can help minimize disruptions. When you train your staff, be sure to emphasize that this policy is both for security reasons and to protect students from disruptions on test day.

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

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

Train Your Staff

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

TASKS

Hold Training Sessions

We'll send you an email with information on how to access the online training in advance of test day.

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

- Maintaining security in the testing room
- Procedures for collecting student belongings (if school policy permits)
- Seating policies
- Calculator and cell phone policies
- General responsibilities of each position
- Using the correct testing materials
- Equipping the testing room
- Timing of the test and breaks
- Testing room forms and reports
- Signaling plan for test day
- Administering accommodated testing when applicable

Share Role and Room Assignments

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

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

KEY INFORMATION

Maintaining Security

Make sure your staff understands and follows these policies:

- Prepare testing rooms by covering up or removing any instructional material, such as maps and charts.
- Follow instructions under Prepare to Collect Student Belongings on page 23 to plan ahead for collecting electronic devices (if permitted under school policy) or storing them in bags/backpacks (so that students cannot access them) as students enter the testing room. Instruct students to disable any alarms and power off electronic devices. Be ready to label items collected so they can be returned after testing.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing, such as using a phone, using a computer, or grading papers.
- Make sure that at least one staff member is in the testing room at all times.
- Make sure students are monitored during scheduled and unscheduled breaks.
- Make sure that students do not access calculators, phones, or prohibited aids during breaks.

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

- Do not leave test materials unattended by testing staff under any circumstances.
- Make sure test materials are not removed from the room.
- No student may eat or drink during testing unless they have a College Board–approved accommodation.

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

Prohibited Aids

During the opening scripts that they read to students, staff are directed to check desks for prohibited aids and devices, which cannot be on the desks or accessed during testing, including breaks. Electronic devices, including smartwatches and phones, can be used to record test questions and answers or to bring answer keys into the testing room. Staff must exercise special

care to prevent issues involving them, as covered in Preventing Issues Involving Phones and Electronic Devices later in this section. Anyone accessing or using other prohibited aids during any part of the administration, including breaks, may be dismissed from the test (see the Irregularity Chart on page 122 for details). Note any such activities on an IR.

The only exceptions are for College Board–approved accommodations for particular testing aids.

Prohibited aids include, but are not limited to:

- Mobile phones, smartphones, smartwatches, or other wearable technology
- Audio players/recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils
- Books, notes, or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including notes and scratch paper
- Earplugs
- Unacceptable calculators that have computer-style (QWERTY) keyboards, use paper tape, make noise, or use a power cord

Medical Devices

Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. For other medications/medical devices, contact the SSD office.

In some cases, a student may have College Board approval to have a cell phone in the testing room for use with a glucose monitor. Only students who are specifically approved to have a cell phone in the testing room may do so. Approval to test blood sugar does not permit the student to have a cell phone unless also approved for a cell phone. In these circumstances, the phone must remain on the proctor's desk and can only be viewed under direct supervision. The phone must be in airplane mode and the camera feature disabled. (If needed to check their blood sugar, the phone may be taken off airplane mode when the student is accessing the share app, under direct supervision of the proctor, and reengaged following use.) Before the beginning of testing, the proctor should ask the student for instructions on how to access the share app and how to proceed if any alarm goes off (including how to operate the phone). The phone settings must be adjusted so sounds are produced only when monitoring is required because of the student's medical status. Under no circumstances may a student keep their phone at their desk.

Preventing Issues Involving Phones and Electronic Devices

Discourage students from bringing phones or other prohibited electronic devices to the testing room. At the beginning of testing, staff will read scripts reminding students to turn off their phones and other electronic devices and to turn them in to the proctor, if allowed under school policy. If your school does not permit the collection of devices, proctors must instruct students to disable device alarms and store their powered-down devices in a bag or backpack placed to the side of the room away from the testing area. (If a student with a device doesn't have a bag or backpack with them, the proctor should provide a clear plastic bag.) For more details and suggested collection procedures, see Collect Students' Personal Belongings on page 65.

Once the script has been read, if a student is observed with a prohibited device, regardless of whether the device creates a disturbance (e.g., makes noise) or is being used, the test coordinator must dismiss that student and, if warranted, collect the device. (More information about when you should collect a device appears in the Irregularity Chart under Security Violations/Student Misconduct on page 124.) If a student's phone makes noise or creates a disturbance while in the proctor's possession or stored away from the student's desk, this should not be considered grounds for dismissal, but the proctor should turn off the phone to prevent additional disturbances during testing and issue a warning to the student who owns the phone that additional disturbances will result in dismissal.

If a student is observed with a device or the device makes noise or creates a disturbance while in a student's possession, including during breaks, follow instructions in the Irregularity Chart for collection and checking of electronic devices. A student doesn't need to be holding a phone for it to be considered in their possession—a phone is considered in the student's possession if it's on or under the student's desk. The test coordinator should contact the Office of Testing Integrity (OTI) immediately for further instructions if test content is detected on the device.

Test Monitoring Responsibilities

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

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

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

Seating Policies

Have proctors follow these procedures:

- Develop a seating plan ahead of time that follows the seating guidelines for type and spacing of seats. (See Sample Seating Plans on page 118.)
- Assign seats at random or by prearrangement with the test coordinator. Seating should not be arranged in any predictable order. **Never allow students to select their own seats.**
- Use the seating chart on the back cover of this manual to record the seating in their rooms for future reference. Test coordinators should keep all seating charts for at least six months.

Calculator Policies and Guidelines

Calculators may only be used on the Math Test – Calculator portion of the test, unless a student is approved by College Board to use a basic four-function calculator as an accommodation on the Math Test – No Calculator portion. To help staff monitor calculator use, the Math Test – Calculator portion will have a calculator symbol at the top of each test book page. Students may only have calculators on their desks when working on these questions. See Acceptable Calculators on page 114.

General policies are as follows:

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

Monitoring Equipment Use

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

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

IMPORTANT: *Students approved by College Board to use a calculator on the Math Test – No Calculator questions must use a basic four-function calculator. (Percentage and square-root functions are allowed.) Confirm that the calculators in use aren't more advanced models (scientific or graphing calculators).*

Calculator Malfunction

Students should raise their hand if their calculators malfunction before or during the test. Allow them to use an acceptable backup calculator or batteries that they brought and continue to test. (See the Irregularity Chart on page 122 for more information.)

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

Prepare to Test with Accommodations

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

- The student is included in the school's online dashboard of students with approved accommodations (available to the SSD coordinator through the SSD Online system).
- The student appears on the online NAR accessed by the SSD coordinator.
- Your SSD coordinator has verified the student's eligibility with the College Board SSD office.
- The student has a documented College Board approval for accommodations. If a student presents an eligibility letter, but does not appear on the NAR, you can test them as long as you have enough materials.

Students with accommodations must be tested with the correct testing materials, using the corresponding scripts. All students, including those who are testing with accommodations, will use the standard test books (with dark green covers) unless approved for another

format (for example, large print or braille). The proctor in the accommodated room should test students using the scripts in this manual.

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

TASKS FOR TEST COORDINATORS

Check Room Assignments for Accommodated Students

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

Plan for Computer Usage

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

- Make sure appropriate computers are provided in rooms where students need them.
- For students using an accommodation requiring a flash drive, make sure the computers have USB ports.

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

- The MP3 audio format is now delivered via a streaming application. For students using MP3 audio format, you'll need computers with access to the internet for downloading the application and test content. Internet availability will be disabled by the application once testing begins.

    IMPORTANT: *If your school is unable to use a streaming application (e.g., due to no internet access), contact the SSD office as soon as possible.*

- Instruct the staff testing these students to test the equipment before test day and ensure that important precautions for electronic equipment are followed. See Set Up for Testing Students with Accommodations on page 61 and Administer Accommodations on page 67 for related tasks and information. For tips and practice tests in MP3 audio and ATC format, go to **collegeboard.org/students-with-disabilities/after-approval**.

Ensure Approved Transcription Is Planned

Some accommodations require transcription. For students using braille writers or other devices, or who are approved by College Board to write their answers in test books, the proctor, SSD coordinator, or other appropriate school staff must transfer the answers to the answer sheet after the student completes the test.

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

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

Assign Any Support Staff for Accommodated Students

- Using the list supplied by your SSD coordinator, assign support staff, such as readers, scribes, or sign language interpreters (for directions only), to students approved by College Board to use them. Follow the same guidelines as for other staff assignments (see Train Your Staff on page 24).
- Do not assign a support staff member to a student who is a relative of the staff member.
- Do not assign a single support staff member to more than one student.
- Notify readers and scribes that their students will take the test with 50% extended time unless a student is already approved by College Board for 100% (or more) extended time. Students assisted by a reader or scribe must test in a 1-to-1 setting.

Continue to Check for Approvals and Plan for Testing Needs

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

- Ask the SSD coordinator to alert you if they're notified that a student received approval for accommodations so you can order the student's testing materials. Once the ordering deadline is past, the SSD coordinator will need to arrange for materials for newly approved students by calling the SSD office.

- If necessary, adjust staffing and rooms to allow for additional accommodated students.

- Contact the SSD office if any information is incorrect or if a student's name is missing.

The NAR must be returned with answer sheets and the Coordinator Report Form. Scores will not be released until the NAR is received. A blank NAR form, if needed, can be found online at **psat.org/resources**.

TASKS FOR SSD COORDINATORS

SSD coordinators at schools testing with the MP3 audio streaming application should see the detailed directions in Set Up Computers for MP3 Audio Streaming Users on page 62.

Work with the Test Coordinator

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

- A list of students approved for accommodations, and notification of any updates. This will prompt the test coordinator to order test materials for that student and update the Master Student List.

- A list of needed support staff for accommodated students.

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

- Assistance with planning for rooms and materials.

Request Accommodations

Accommodation requests are submitted by the SSD coordinator in the College Board online request system, SSD Online. All accommodations must be approved by College Board in advance in SSD Online. Some accommodations will be automatically approved upon submission of the request, while others will require documentation. Approvals that require documentation review may take approximately seven weeks to process from the date College Board receives all documentation.

- Each school must have one SSD coordinator, but may have more.

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

IMPORTANT: *If a student needs temporary assistance for an injury such as a broken hand and requires a large-block answer sheet, contact the SSD office. The support must be requested and approved before test day.*

Review Approved Students

The SSD coordinator will:

- Identify students who will be testing this year and confirm accommodations.

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

- Submit a request in SSD Online for new students or students who need accommodations that have not yet been requested.

- Verify the following information for students with previously approved accommodations:

  ◆ The accommodations approved match the student's current identified accommodation needs. (Submit updates in SSD Online.)

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

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

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

Download and Verify the Nonstandard Administration Report (NAR)

The SSD coordinator will need to supply the test coordinator with the NAR regularly in the weeks leading up to the test administration. The NAR, which can be accessed through SSD Online, will be available about 30 days before test day and will be updated as accommodations are approved. A final NAR should be provided to the test coordinator in the days before testing to ensure proper planning for test day. As additional accommodations are approved, be sure to place test material orders for your additional students.

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

SSD *Find more information about eligibility and accommodations at* **collegeboard.org/ssd**.

Students interested in participating in the National Merit Scholarship Program who did not receive accommodations they were approved for or who didn't receive approval in time for the test should contact NMSC immediately (see the inside front cover).

KEY INFORMATION

Types of Accommodations and Materials

College Board offers extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to approved students with documented needs. Some students may be approved by College Board for one or more alternate test formats. A brief explanation of how to administer these formats follows. See Materials Provided for Accommodated Testing on page 31 for a list of materials.

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

Accommodated Timing and Breaks

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

- Students who are approved for extended time only in math will get extended time only for the math section. Students approved for extended time in reading will receive extended time for the entire test.

- See the chart Overview of Accommodated Timing and Breaks on page 108 for detailed information about which scripts to use for various accommodations.

A student can be approved for accommodated breaks of various types. During their breaks, students who are approved for breaks due to their accommodations are still subject to the same regulations that apply to standard breaks. Post break times for them as noted in the scripts.

Administer accommodated breaks as follows:

- **Extra Breaks:** Give students who are approved for extra breaks the same breaks that extended time students receive, as noted in the scripts: a break in between each test section and an extra break in the middle of Sections 1 and 4.

- **Extended Breaks:** Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks. If you have students who are approved for both extra and extended breaks, provide 10-minute breaks between each test section; if students ask to resume testing sooner, they may, but you shouldn't prompt students to end their breaks early.

- **Breaks As Needed:** When a student is approved for breaks as needed, they may take a break during a test section. Most students' needs are met with

a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time (that is, the testing clock stops).

(SSD) *If you are testing students who are approved by College Board for 100% extended time, you may conduct an extended break (we recommend no longer than 20 minutes) after Section 2 so those students may eat lunch.*

Test Aids and Support Staff

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

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

- **Writer/Scribe** Students will dictate all answers to be put on the machine-scannable answer sheet by a scribe. Students who test with a scribe will test with 50% extended time unless they have already been approved for 100% (or more) extended time. These students test in a 1-to-1 setting.

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

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

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

Students who are deaf or hearing-impaired:

- May be approved to have a sign language interpreter to translate test directions from spoken English.

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

Students assisted by a reader:

- Take the test with 50% extended time unless already approved for 100% (or more) extended time.

- Test in a 1-to-1 setting.

▪ Will need a script for dictation of test questions (for use by the reader), a regular-type test book (for use by the student), and possible additional test materials as approved by College Board (for example, braille materials).

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

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

General Notes for Electronic Devices

Software or assistive technology, such as screen readers, may only be used when specifically approved by College Board.

Computers used for the MP3 streaming application must have internet access; once the test is launched, access to other applications will be disabled. Make sure that any other electronic device used for testing, including a computer for use of flash drives, a braille writer, or any magnifying machine, is not connected to the internet or to any network (disable all Local Area Network (LAN) or ethernet connections). Disable all unapproved assistive features such as spell-checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste). Any device, computer, or monitor connected to a magnifying device must not be able to copy, store, or print the magnified images. Any capability for recording, storage, snapshot, or transmission of data, whether in the form of pictures, text, or other information, is strictly prohibited.

Large Print

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

Braille Test Formats

Students who test with braille test formats have standard time and breaks (Script 1) unless approved by College Board for other accommodations. The braille type used is Unified English Braille (UEB). The Math Test sections are in the 1972 revised Nemeth Code. Make sure each student approved for braille receives the *Guide to the Nemeth Code* and the *Braille Reference Information*.

The *Guide to the Nemeth Code* lists the current version of Nemeth Code mathematical symbols with their meanings. Students may refer to the guide during the test if they are taking the braille test or using the supplementary book of braille math graphs and figures. The *Braille Reference*

Information contains math reference material required for the braille test. Labels and numbers given with figures can be found in corresponding locations in both the regular- and large-print tests.

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

Braille Graphs and Figures

Some students using formats other than braille may be approved by College Board for the accommodation of braille graphs and figures (along with a reader or MP3 audio format). During the test, when questions refer to figures, students may refer to either the regular-print or large-print test or to the *Braille Figure Supplement*.

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

MP3 and ATC

The ATC format is provided on a flash drive and requires each student to use a school-provided computer that has a USB port. The MP3 audio format is provided via a streaming application and requires a computer with internet access. (If your school can't access test content over the internet, contact the SSD office. Flash drives will be provided to approved schools only if necessary. See the Appendix for flash drive–specific instructions.) The school must provide suitable computers for MP3 audio formats. Chromebook, Mac, and Windows formats are supported for both ATC and MP3 audio (streaming or on a flash drive). For flash drives a USB port is required, so a tablet may not be used to take the test.

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

The ATC format requires 100% extended time for Section 2 only. For all other sections, students will receive the timing they are approved for by College Board (standard, 50%, or 100%).

▪ Students using the ATC format need to double-click on a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends or for accommodated breaks during test sections, they need to close the file.

▪ The proctor should allow these students to keep the ATC packaging at their desks, should be ready to help students locate the password, and should give students time to open the file before starting

the timed section. Once a student has successfully entered the password for a test section, the student should be instructed to place the ATC packaging under their desk.

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

- To ensure a smooth administration, the streaming application should be set up in advance of test day. **Detailed directions for setting up the MP3 application appear in Part 2 of this manual:**
  - Set Up Computers for MP3 Audio Streaming Users on page 62
  - Install the Streaming Application on page 62
  - Access the MP3 Sample Test Form on page 62

- If your school's computers require login credentials, the person who installed the application before test day must also be present on both days of testing to sign in to each computer and start the application.

- If your school has been approved to use MP3 audio flash drives, they also must be set up in advance of test day. The MP3 flash drives contain read-only files and a built-in player to deliver the test content. Information for schools that have approval to use flash drives appears in the Appendix.

- All students using an MP3 audio format will test with 100% extended time for the entire test and will have an additional 45 minutes to complete Section 2. These students test over two days.

Materials Provided for Accommodated Testing

Use the table that follows to confirm that you have received all materials for students testing with accommodations.

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

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

ACCOMMODATED MATERIALS

Accommodation	Materials Provided for Each Approved Student
▪ 50% extended time ▪ 100% extended time ▪ Auditory amplification/FM system ▪ Breaks as needed ▪ Extra or extended breaks ▪ Four-function calculator on Math Test – No Calculator portion ▪ Home/hospital testing ▪ Late start time ▪ Limited testing time ▪ One-to-one testing ▪ Permission for food/medication ▪ Permission to test blood sugar ▪ Preferential seating ▪ Record answers in test book ▪ Sign language interpreter ▪ Small-group setting ▪ Use of colored overlay ▪ Wheelchair accessibility ▪ Writer/scribe ▪ Written copy of oral instructions	▪ Regular-print test book ▪ Standard answer sheet ▪ Standard answer sheet instructions
Large-block answer sheet	▪ Large-block answer sheet ▪ Standard answer sheet instructions
▪ Large print - 14 point ▪ Large print - 20 point ▪ Large print - 24 point	▪ Large print - 14-point/20-point/24-point/larger than 24-point test book, as applicable ▪ Standard answer sheet ▪ Large-block answer sheet ▪ Standard answer sheet instructions (included only with 14-point test book) ▪ Large-print answer sheet instructions (included with all large-print test books)
MP3 audio	▪ Streaming application with MP3 files* ▪ Regular-print test book ▪ Standard answer sheet ▪ Standard answer sheet instructions ▪ Large-print answer sheet instructions
Assistive technology–compatible	▪ Flash drive with ATC files ▪ Regular-print test book ▪ Standard answer sheet ▪ Standard answer sheet instructions ▪ Large-block answer sheet ▪ Large-print answer sheet instructions

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

Accommodation	Materials Provided for Each Approved Student
Reader	▪ Reader's script ▪ Regular-print test book (2 copies) ▪ Standard answer sheet ▪ Standard answer sheet instructions
Braille	Braille kit: ▪ Braille Book 1 - Reading Test, Writing and Language Test ▪ Braille Book 2 - Math Test – No Calculator, Math Test – Calculator ▪ Standard answer sheet ▪ Standard answer sheet instructions Also: ▪ *Guide to the Nemeth Code* ▪ *Braille Reference Information* ▪ Reader's script ▪ Regular-print test book
Braille graphs and figures	*Braille Figure Supplement* book

Prepare Your Students

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

TASKS

Inform Students About the PSAT/NMSQT

Three to four weeks before the test:

▪ Meet with students, including those with accommodations, to go over important information for test day. Let them know about their schedule. If your school is conducting an extended break for students testing with 100% extended time, remind those students to bring a lunch to the testing room. Let all other students know that lunch won't take place until after testing ends for the day. Be sure to inform any students approved for the MP3 audio format that they will be testing over 2 days.

▪ Distribute copies of the *PSAT/NMSQT Student Guide*. Encourage students to read the test regulations and to take the included practice test. The student guide also provides sample test items, test-taking tips, data privacy information, and information about the National Merit Scholarship Program. **Make sure you distribute the student guides and NOT the actual test books.**

▪ Remind students to access Khan Academy for free, personalized online practice (**satpractice.org**). Developed with actual test items from College Board, Official SAT Practice is

tailored to each student's strengths and areas where they may need help. Students can find additional practice materials, including 2 full-length practice tests, on **psat.org/practice**. Practice tests in ATC and MP3 audio formats are also available there.

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

▪ Two No. 2 pencils with soft erasers; no pens or mechanical pencils

▪ Student ID number (if your school will use it)

▪ Email address (optional)

Inform Families About the PSAT/NMSQT

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

KEY INFORMATION

When and Where to Report

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

What to Bring on Test Day

Tell students to bring the following on test day:

- Two No. 2 pencils with soft erasers; no pens or mechanical pencils.
- Acceptable calculator (for the Math Test – Calculator portion of the test only).
- Earphones, if using an ATC or MP3 audio format.
- Acceptable photo ID that includes their name and signature, if testing at a school they don't regularly attend. (See Photo ID Requirements on page 118.)
- For any student who uses an epinephrine auto-injector (e.g., EpiPen), a clear bag for storing it under their desk during testing.

IMPORTANT: *If you have students with College Board approval to use a calculator on the Math Test – No Calculator portion of the PSAT/NMSQT, remind them to bring a separate, basic four-function calculator for this purpose. (Percentage and square-root functions are permitted.)*

We also recommend that students bring:

- A watch that has no audible alarm or communications/recording capabilities
- Snacks and drinks (which must be stored under the students' desks during testing)
- Extra batteries and a backup calculator

If applicable, give this information to all students from other schools and any homeschooled students who will be testing at your school.

What NOT to Bring on Test Day

Students may not have the following in the test area (except in the case of College Board–approved accommodations for specific aids):

- Electronic equipment, including phones of any kind; personal computing devices (laptops, notebooks, Bluetooth devices, or tablets); cameras; timers; audio players/recorders; wearable technology; digital watches, including smartwatches, that can be used to record, transmit, or receive information; or any other prohibited devices
- Highlighters, rulers, earplugs, dictionaries or other books, pens or mechanical/colored pencils, pamphlets and papers of any kind, including scratch paper

Marking the Answer Sheet

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

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

IMPORTANT: *Staff should not, under any circumstances, review answer sheets for completeness or make any corrections or changes to the marks made on them, except to ensure that the student has filled out identifying information. Staff may correct errors students have made in the grade or school code fields, but staff may not alter any other information on the answer sheets. When these fields have been altered, complete an IR, filling in the Other field. Be sure to note the relevant students' names.*

Important Reminders for ATC and MP3 Users

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

- Students using the MP3 audio or ATC format with text-to-speech should use earphones. Schools can provide earphones, if necessary; however, students should use earphones they're familiar with and comfortable using. Bluetooth capabilities are not allowed.
- Students using either format should practice to become familiar with the software before testing. For tips and practice tests, go to **accommodations.collegeboard.org/after-approval/overview**.
- MP3 audio format users should know how much testing time they will have and that they will be testing over 2 days.
- The ATC format will be administered with the same College Board–approved timing as a paper test format with one exception: Section 2 requires 100% extended time.
- Students use ATC and MP3 formats to access test questions, but still must record their answers on an answer sheet (or another method according to a College Board–approved accommodation).

Prepare Your Materials

TASKS

Use the Test Ordering Site

Sign in at **ordering.collegeboard.org** to order additional tests, update and track your test material orders, and make any adjustments to your counts after testing. See **psat.org/important-dates** for ordering deadlines.

IMPORTANT: *Be sure to order sufficient test materials for students from other schools and for homeschooled students who will be taking the test at your school. (Study participants won't test students from other schools or homeschooled students.) Students must use the test materials for that test date. No other test materials may be used.*

Identify Authorized Staff

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

IMPORTANT: *Any staff member, including the test coordinator, who will have access to test books before test day must not have a member of their household or immediate family taking the PSAT/NMSQT during the same year at any test site. (Immediate family includes one's parents, siblings, children, grandparents, and spouse. This applies even if they do not reside in the same household.)* **In such instances, the student's scores are subject to cancellation.**

Check the Preadministration Materials Shipment

Preadministration and test materials may arrive in one or more separate shipments.

Preadministration materials include:

- ☐ Answer sheets (as needed)
- ☐ *PSAT/NMSQT Student Answer Sheet Instructions* (as needed)
- ☐ Large-block answer sheets (as needed)
- ☐ Large-print *PSAT/NMSQT Student Answer Sheet Instructions* (as needed)
- ☐ Copies of the *PSAT/NMSQT Coordinator Manual*
- ☐ Copies of the *PSAT/NMSQT Student Guide* including full-length practice test

Copies of the *PSAT/NMSQT Student Guide* will arrive in a separate shipment if your school ordered by the deadline.

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

Check the Pre-ID Labels Shipment

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

- ☐ Pre-ID labels
- ☐ Pre-ID Label Instructions

Refer to Tasks for Schools with Pre-ID Labels on page 39 for more information.

Check the Test Materials Shipment

Select a secure, locked location for storing test materials, and confirm that access to the storage area is limited to no more than three authorized individuals. Test materials are considered to be in secure storage when they're stored in a locked area at your school that only you and designated assistants can access. No one is to open the shrinkwrapped test books until test day, when you will open them and distribute them to your proctors.

🔒 *As test coordinator, you're responsible for protecting test materials against unauthorized access from the time they are delivered to your school until they are returned to students with score reports (for Wednesday testing) or to College Board (for Saturday testing or for Study participants).*

If materials are stored over the weekend, take special care that they are locked in a secure area, such as a cabinet, closet, or vault, and check them carefully for tampering. Do not store materials in a classroom, trunk of a vehicle, or residence.

All testing materials, for both standard and accommodated testing, will be shipped to the test coordinator. You should receive testing materials by approximately 5–7 days before test day. Schools participating in the Study should receive materials on or around the Friday before test day. We recommend that you go online to **ordering.collegeboard.org** to check on the shipment status of your order because materials may ship and arrive at different times.

IMPORTANT: *If your school will be on break the week before testing, please notify the PSAT/NMSQT office so the delivery date can be changed.*

You will receive an email alert to notify you that your test materials have been shipped. If you do not receive testing materials by the expected date, call the PSAT/NMSQT office.

Your school should receive the following in the test shipment:

- ☐ Shipping notice
- ☐ Bundles of shrinkwrapped test books
- ☐ Answer sheets (as needed)

☐ *PSAT/NMSQT Student Answer Sheet Instructions* booklets (as needed)

☐ Copies of the *PSAT/NMSQT Coordinator Manual* (as needed)

☐ Copies of the *PSAT/NMSQT Student Guide* and full-length practice test for distribution to students (as needed)

☐ For schools testing on Saturday or participating in the Test Administration Study, preprinted UPS label(s) for returning all test books

☐ UPS Express Pak or box(es) with preapplied labels for returning used answer sheets (including materials for both standard and accommodated testing)

Coordinator Testing Materials Kit containing the following:

◆ Coordinator Report Form (CRF)

◆ Accommodated Testing Envelope (white) for return of answer sheets for students tested with accommodations

◆ Bundle of 5 Irregularity Report (IR) forms

◆ IR labels (pink) to affix to all answer sheet return packages if returning one or more IRs

◆ Gray-Bordered Envelope

◆ Packing tape

◆ For schools testing on Saturday, October 19 or participating in the Test Administration Study, Receiving and Returning Test Materials booklet

◆ For schools testing on Wednesday, October 16, or Wednesday, October 30 and NOT participating in the Test Administration Study, cover flyer listing contents of shipment

Your school may also receive the following materials under separate cover:

☐ Test books and materials for students testing with alternate test formats

☐ Large-block answer sheets

☐ Large-print answer sheet instructions

If applicable, confirm that you have received any specialized materials such as braille, flash drives, and reader's scripts.

Procedures for Confirming Your Test Materials

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

1. **Check that you have received all cartons.** If more than 1 carton was used for your shipment, each will be marked accordingly (e.g., 1 of 3, 2 of 3, 3 of 3).

2. **If testing on Saturday or participating in the Test Administration Study, refer to any enclosed instructions for receiving and returning materials, which may supplement the instructions in this manual.**

3. **Without opening the shrinkwrap around the test books,** check the covers to verify that they are the correct books for the 2019 test date you selected:

   ◆ Wednesday, October 16 **(all Study participants will test on October 16)**;

   ◆ Saturday, October 19;

   ◆ Wednesday, October 30.

4. **Count the test books (still keeping them in the unopened shrinkwrap).** Verify the quantities of test books and other test materials against the number shown on the shipping notice.

5. Contact the PSAT/NMSQT office immediately if the test books are for a date other than the one your school ordered for, if the number of tests doesn't match what was ordered, or if any other materials listed on the shipping notice are missing.

6. Check the CRF to be sure it displays the correct school (AI) code. If the school code on the CRF is incorrect, call the PSAT/NMSQT office to request a new copy.

7. If your shipment includes the *PSAT/NMSQT Student Guide*, remove copies of the guide and separate them from test books for immediate distribution to students. **Make sure that no test books are included in the materials given to students before the test.**

8. **Reseal the boxes with packing tape, sign your name across the tape to extend across the carton, and place all test materials in secure storage.**

🔒 *Check the sealed cartons daily and contact OTI immediately if there is any evidence of tampering.*

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

10. **If testing on Saturday or if part of the Study, keep the original cartons from your shipment, along with the test book return label(s) included in your test shipment.** You will use them to return the used and unused test books after the test.

11. **When you remove tests from secure storage on test day, verify the number of test books given to each proctor.** Distribute and collect materials individually, and in such a way that no student has access to test books except while taking the test. Students should never be allowed to transport, distribute, or collect test materials.

See After the Test Tasks and Information on page 46 for instructions on how to handle test books after the test.

Secure Test Materials for Off-Site Testing

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

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

Create a Testing Room Cover Sheet

We recommend that you create a Testing Room Cover Sheet for each testing room.

Include the following information:

- Number of students assigned to a room
- Type of test administered in the room (standard or accommodated, e.g., 50% extended time)
- Name of proctor administering the test in that room
- Monitor name(s) (if applicable)
- School (AI) code and address
- Testing room code
- If applicable, a list of optional codes (for receiving score reports in a particular sort order)

If applicable, also include:

- 6-digit school codes and addresses for any students from other schools (find codes at **collegeboard.org/sat-codes**)
- 3-digit country codes for students with international addresses (see Codes for Countries or Regions Outside the United States and U.S. Territories on page 116)
- 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories
- 2-letter APO or FPO code (AA, AE, or AP)

Assemble Testing Room Packets

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

Assemble the following items to create your testing room packets:

- Testing room cover sheet
- Test date
- A copy of the room roster you created showing students assigned to the testing room with the testing room code for the proctor to post for students
- If applicable, a list of optional codes assigned to students (with student names grouped by assigned code)
- If applicable, a list of school names, addresses, and 6-digit school (AI) codes for any students from other schools
- If applicable, 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories (if different from school's address)
- For accommodated rooms, a copy of the NAR page(s) showing the name(s) of students testing in that room, their SSD numbers, and the accommodations they're approved for
- Answer sheets (sorted by correct testing room):
  - If applicable, prelabeled answer sheets and/or answer sheets used in a preadministration session
  - Blank answer sheets or large-block answer sheets, if necessary (plus a few extra if using prelabeled and/or pregridded answer sheets)
- Standard and/or large-print *PSAT/NMSQT Student Answer Sheet Instructions* booklets
- Pre-ID Label Instructions, if applicable, for students with pre-ID labels who didn't participate in a preadministration session
- Irregularity Report (IR) forms
- Copy of the *PSAT/NMSQT Coordinator Manual*, if not already distributed during training or a preadministration session
- Clear plastic bags for storage of any epinephrine injectors (e.g., EpiPens) as well as electronic devices (if students need them to store devices to the side of the room). If the school allows collection of devices, also include any other materials needed, such as sticky notes or envelopes.
- For students taking the MP3 audio format test and downloading the test form themselves, sticky notes or small sheets of paper. Each student will need a note or piece of paper containing their SSD number in order to access their test form in the application.

🔒 *Test books must be kept securely stored until test day. Do not add them to the kits until the morning of the test (unless required for off-site locations). See Equip Testing Rooms on page 41 for associated tasks.*

Assemble Packets for Off-Site Testing

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

- Coordinator Testing Materials Kits containing necessary test day materials, such as forms and envelopes
- Copies of the manual for the testing rooms
- Answer sheets with preapplied pre-ID labels (if your school is using pre-ID labels)
- Answer sheet return UPS Express Pak or box(es)

If you plan to deliver all test materials to the off-site locations before test day, follow the instructions under Provide Materials to Off-Site Locations on page 42 to add the test books and additional test day materials to the packets before delivering to the off-site locations.

Prepare Your Preadministration Session

We strongly recommend conducting a preadministration session prior to test day. Once you receive the preadministration materials you have the option to allow all students, including those testing with accommodations, to fill in identifying information on their answer sheets ahead of test day. This shortens the test day for both students and staff, and it helps to create a more positive test-taking experience. **Please note that students must fill out answer sheets under supervision in school.**

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

TASKS

Get Started

Full scripts and instructions for conducting the preadministration session are included in Part 2. Be sure proctors know that all answer sheets, which they should sort as you instruct them to, and *PSAT/NMSQT Student Answer Sheet Instructions* booklets should be returned to you after the session so you can return everything to secure storage. Do not remove them again until you create your testing room packets.

- Use your list of students who will be testing (both standard and accommodated students).

- Work with your SSD coordinator to identify which students on the NAR should receive large-block answer sheets instead of standard ones. If you're waiting for College Board approval to use large-block answer sheets for any students, don't have those students participate in the session. Have them fill in their information on test day instead.
- If using pre-ID labels, apply labels to the correct answer sheet type (standard or large block), taking care to check for inaccuracies (See Verify and Apply Labels on page 39).
- Instruct staff to display the school (AI) code in a prominent place in the preadministration room for students to see. Also include the following information if applicable:
  - If testing students with non-U.S. addresses, the appropriate country code(s). See Codes for Countries or Regions Outside the United States and U.S. Territories on page 116.
  - If applicable, 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories.
  - If your students have APO or FPO addresses, the 2-letter code (AA, AE, or AP) that applies to them.
- If your session will include any students from other schools, ensure that staff have a list of school names, addresses, and 6-digit school (AI) codes for those students.
- Ensure that staff have lists of student ID numbers to assist students who don't know their ID number (if your school will use them).
- Inform staff and students of the planned sessions. Tell students they'll need No. 2 pencils with soft erasers for the preadministration session. They may also need:
  - Student ID number (depending on school, district, or state requirements).
  - Email address (optional).
  - Their grade point average, the highest level of education of their parents or guardians, and whether their parents or guardians are or have been in the military (all such information is optional).

IMPORTANT: *If your school uses pre-ID labels, continue with the instructions that follow. Otherwise, proceed to Help Staff Conduct the Preadministration Session on page 40.*

TASKS FOR SCHOOLS WITH PRE-ID LABELS

Check the Pre-ID Labels

You'll receive one pre-ID label for each student who was included in the preidentification file provided to College Board, along with a Pre-ID Label Instructions memo for their use.

Check the Pre-ID Label Instructions to see which fields appear on your labels.

Verify and Apply Labels

- As soon as possible after receipt, review the labels to ensure they're correct:
  - Is the school (AI) code correct?
  - Do the students named attend your school?
  - Is the grade level correct?
  - If your labels show incorrect data for the fields listed above:
    - Contact the PSAT/NMSQT office immediately.
    - Shred or securely destroy incorrect labels.

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

- If your labels show correct data for the school, attending students, and grade level, check them for the following:
  - Students who have the wrong address but correct data for all other fields—use these labels (students will fill in their correct addresses on the answer sheet).
  - Students whose race/ethnicity doesn't match what was included on the preidentification file—use these labels (students can change this information during preadministration or on test day).
  - Students who have other data fields that are incorrect (e.g., student ID number or date of birth)—shred or securely destroy these labels.
  - Students who are no longer enrolled at your school—shred or securely destroy these labels.
- If you have requested, but not yet received, College Board approval for any students to use a large-block answer sheet, don't apply their labels to answer sheets until the SSD coordinator is notified of a student's accommodations approval.
- Once the labels have been verified, apply them in the shaded box on page 1 of the answer sheets.
- Place each label as accurately as possible so that it falls exactly within the box.
- Organize your labeled answer sheets by alphabetizing them before returning them to their boxes and securely storing them.

Prepare the Preadministration Scripts

- Prior to the preadministration, meet as a group with the proctors who will be administering the sessions. At this meeting, supply copies of the Pre-ID Label Instructions to the proctors and instruct them to update the script for pre-ID labels under Conduct the Preadministration Session on page 55 in their copies of the *PSAT/NMSQT Coordinator Manual*.
- Proctors should place a check mark next to each boldface instruction that indicates a section of the answer sheet that can be skipped (students do not have to fill in the fields listed on the memo). See the following example:

  ☑ **If Address is listed on the Pre-ID Label Instructions, tell students to skip fields 9–13.**

KEY INFORMATION FOR SCHOOLS WITH PRE-ID LABELS

Pre-ID Label Instructions

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

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

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

PSAT/NMSQT AI: 123456   **Gr:** 11   **Sort:** 123AB
WASHINGTON GEORGE
1880 BROADWAY   NEW YORK NY 10023
ID: x123   **Gn:** M   **DOB:** 03/01/03   **R/E:** A-A, B-A   **Em:** N

200000035-8

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

The data provided on the labels include:

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

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

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

Help Staff Conduct the Preadministration Session

TASKS

Determine Staffing and Materials for the Preadministration Session

- Determine staffing needs prior to preadministration. Depending on the number of students you're testing, the preadministration session may be conducted by you, or you may need 1 or more proctors to conduct multiple sessions.

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

- Staff should match the script to your answer sheet type—unlabeled or with pre-ID labels.

- Before starting the session, staff should post any information the students will need, such as the 6-digit school (AI) code.

- Staff will give each student their answer sheet and a copy of the *PSAT/NMSQT Student Answer Sheet Instructions*. A large-print version of the *PSAT/NMSQT Student Answer Sheet Instructions* is provided for students with College Board–approved accommodations that necessitate large print.

  - Some students on the NAR may be using large-block answer sheets.

  - If your school has pre-ID labels, make sure your staff is prepared to correctly match the labeled answer sheet to the student whose information is on the label.

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

KEY INFORMATION

When to Schedule Additional Sessions

- Some students who take the test may be absent for the preadministration session. The test day scripts in Part 2 include instructions for assisting students to complete the answer sheet after testing is completed. If you have a large group of these students, consider assigning them to a separate room.

- If you have students who don't have labels or whose labels have incorrect information other than the address or race/ethnicity identifier, plan for them to move to a different preadministration session where students are filling in blank answer sheets, if possible.

- If you know ahead of time that some students will have pre-ID labels and others will not, conduct separate preadministration sessions for these 2 groups of students to allow for a better experience for both staff and students. (Students from other schools and homeschooled students testing at your school will need to fill out blank answer sheets on test day.)

During the Test Tasks and Information

Follow Your Test Day Schedule

TASKS

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

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

KEY INFORMATION

Timing of the Test and Breaks

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

Remind staff to:

- Administer each section of the test in sequence.
- Accurately time each test section.
- Record the start and stop times on the lines provided in the scripts, as well as at the front of the room for students to see.
- Announce the remaining time at regular intervals as indicated in the scripts.
- Immediately inform the test coordinator of any timing irregularities.
- Record irregularities and actions taken on the Irregularity Report (IR). See the Irregularity Chart on page 122 for more information.

Scheduled Breaks

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

Students who receive standard time on the entire test, whether taking the test with other accommodations or not, receive a 5-minute break after Section 1 and a 5-minute break after Section 3. During breaks, students may go to the restroom or to a supervised area designated for eating snacks.

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

Unscheduled Breaks

When students take an unscheduled break, the clock does not stop. To maintain security, staff should adhere to the following guidelines for permitting unscheduled breaks:

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

Equip Testing Rooms

TASKS

Count and Distribute Test Materials

On test day, complete the testing room packets before distributing them to your proctors. Count the test books assigned to each room before placing them in the appropriate packet.

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

On test day, you must count the test books:

- When distributing materials to proctors
- When collecting materials from proctors and preparing them for return

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

After counting test books before the test, do the following:

- Add the test books to the testing room packets.
- Distribute testing room packets to proctors.

Provide Materials to Off-Site Locations

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

- Count test books for the off-site location.
- Add the test books to the package of testing room packets for the off-site location. Only full bundles of test books should be sent to off-site locations. Shrinkwrapping should be broken at the off-site location on test day.

KEY INFORMATION

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

- A pencil sharpener
- A supply of No. 2 pencils
- Calculators, if your school is providing them
- Materials (such as plastic bags and sticky notes) for collecting and storing cell phones and wearable technology, if allowed under school policy

Information to Post in Testing Rooms

Your testing room packets should contain this information for proctors to post:

- Test date.
- Your school's address.
- Testing room code, if any; when using codes that are shorter than 3 digits, include leading zeros (e.g., 001, 020). If your school isn't using testing room codes, include a room identifier (e.g., the room's name or number).
- Your 6-digit school (AI) code.
- 3-digit country codes for students with international addresses (see Codes for Countries or Regions Outside the United States and U.S. Territories on page 116).
- If applicable, 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories.
- 2-letter APO or FPO code(s) (AA, AE, or AP), if applicable.
- The proctor testing students with MP3 audio formats should post common keyboard commands for the equipment students are using. These are listed in Administer Accommodations on page 67.

If applicable, the testing room packet also should include the following information for proctors to provide directly to students (instead of posting on the board):

- A list of school names, addresses, and 6-digit school (AI) codes for students from other schools (if any).
- A list of students from your school assigned to the room and the optional codes assigned to them (if your school is using optional codes for managing the sorting of score reports).

IMPORTANT: *Study participants will only test students who attend their school.*

Admit Students to the Testing Area

Determine whether to have a central check-in or classroom check-in on test day.

Photo identification is not required for students who are familiar to you. If you're testing students you don't know, you will need to check their identification. Advise these students to keep their IDs handy during test day. See Photo ID Requirements on page 118.

Schools participating in the Study won't test students from other schools or homeschooled students.

TASKS

Manage Central Check-In

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

- Check ID for students you don't recognize.
- Annotate your Master Student List as students check in.
    - Write "P" (present) next to the name of each student who checks in.
    - After check-in is complete, put an "A" (absent) next to the name of any student who is absent.
    - Add student information for any student not on your original Master Student List.
    - Mark an "X" for any students from other schools who could not be admitted because of invalid photo ID, if applicable. (See Photo ID Requirements on page 118.)
- If you change a student's room assignment, give them a signed note to present to the proctor.
- If adding a student to a room, ensure that the proctor has the necessary testing materials.

Manage Classroom Check-In

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

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

- If you change a student's room assignment, give them a signed note to present to the proctor.

- If additional students who are testing arrive on test day, add their information to your Master Student List and assign them to a testing room. Give them a signed note to present to the proctor.

Staff should:

- Write a "P" (present) next to the name of each student who checks in.

- After check-in is complete, put an "A" (absent) next to the name of any student who is absent.

- If a student is not on the room roster, the proctor should send the student to the test coordinator. If a student who isn't on the roster provides a note from the test coordinator, the proctor should write in the student's information on the room roster.

- Check ID for students who aren't familiar to them. If a student from another school or a homeschooled student can't present acceptable ID, send them to the test coordinator. (See Photo ID Requirements on page 118.)

Manage Late Arrivals

- If students arrive late, follow the procedure for central check-in.

- If students arrive before the timed test has begun, send them to their assigned room.

- If testing has begun and you have planned for a late-arrivals room, instruct the proctor to add the student's name to the late-arrivals room roster.

- Students who arrive after testing has begun in the late-arrivals room can't test.

See Admitting Latecomers on page 44 for more information.

Manage Requests to Change to Accommodated Testing on Test Day

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

- Mark the student as moved by printing an "M" next to the student's name in the original assigned room roster.

- Add the student to the accommodated room roster by printing their name and eligibility number at the bottom of the roster. Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.

- Deliver test materials for the student to the testing room.

- If a student requests accommodations that are not noted on your NAR, and the online SSD system doesn't show the student as approved for the accommodations, do not supply the accommodations unless you have checked with the SSD office.

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

Manage Requests to Change to Standard Testing on Test Day

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

- Complete an IR. In section 7, Check-in Issue, fill in the bubble for "Student waived accommodations."

- Change the student's assigned testing room code on the Master Student List, if necessary.

- Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room. The proctor should add the student's information at the bottom of the roster.

- Deliver test materials for the student to the testing room.

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

KEY INFORMATION

Admitting Extra Students

Some students who recently enrolled in your school may be eligible to test there. You can test these students as long as you have enough materials and seats. Advise these students to bring photo identification for test day because your staff may not be familiar with them.

Photo identification is not required for students who are familiar to you. If you're testing students you don't know, you will need to check their identification. Advise these students to keep their IDs handy during test day. See Photo ID Requirements on page 118.

Schools participating in the Study won't test students from other schools or homeschooled students.

Admitting Latecomers

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

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

A few things to note about admitting latecomers:

- The preliminary instructions include directions to complete required fields for students who have unlabeled or blank answer sheets. Before beginning the test, the proctor must ensure that students who are admitted during these preliminary instructions complete these fields.

- If you have a late-arrivals room, late testing should start no more than 45 minutes after testing has begun in the other testing rooms.

- The proctor must close the door to the late-arrivals room before the start of the first scheduled break in testing that is already in progress. Admittance to the late-arrivals room shouldn't be allowed after standard testing rooms have begun their first break.

- Ensure that testing in any late-arrivals room begins early enough to end before the school breaks for lunch so testing is not disrupted.

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

Your Role During Testing

TASKS

Verify Authorized Test Observers and Visitors

Staff from College Board, Educational Testing Service (ETS), National Merit Scholarship Corporation (NMSC), or administrators from your district or state may visit your school the day of the test or the week preceding it. Verify that visitors have government issued identification and a letter of authorization from College Board, ETS, or the Board of Education.

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

Handle Escalations

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

Always contact OTI if you encounter:

- Security breaches of any kind (suspicion of tampering, attempts to steal test materials, missing materials, etc.)
- Visitors you were not notified of in advance
- Observed misconduct that warrants dismissal, such as attempted impersonation, removing test materials from the testing room, or leaving the building during testing

Contact the PSAT/NMSQT office for events that interfere with testing procedures.

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

Handle Dismissals

Do not allow students who have been referred to you for misconduct to return to the testing room. Explain the reasons for their dismissal and refer them to the Test Security and Fairness Policies information provided in the *PSAT/NMSQT Student Guide*. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an IR. Escort the student to their normally scheduled class, the principal's office, or a monitored area until the test is completed. Students who are dismissed because of misconduct may not take the PSAT/NMSQT again that year. Please confirm on the IR all actions taken (see the Irregularity Chart on page 122).

If you or a member of your staff suspects that a phone or other electronic device has been used to record or transmit test questions or answers, you should confiscate the phone and check for test content. In such cases, explain to the student that the phone is needed for further investigation and will be returned to them. Follow instructions in the Irregularity Chart under "Use or possession of test content through answer keys or images of test pages" on page 124.

Handle Student Complaints

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

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

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

Report Test Administration Irregularities

The IR is scanned, so use a No. 2 pencil and don't write any notes or make any other extraneous marks on the form. Be sure to neatly print all information and fill in bubbles completely. Always include the names of students involved in an irregularity. Copies of IRs will be forwarded to National Merit Scholarship Corporation (NMSC), which reserves the right to make its own judgment about a student's participation in the National Merit Scholarship Program.

Refer to the Irregularity Chart on page 122 when filling out the IR. Record the following types of incidents:

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

Follow these steps when recording irregularities:

- For all irregularities, fill in the general information in items 1–5 (page 1) and item 9 (page 3) of the form.

  ◆ In box 4a, write your 6-digit school (AI) code.
  ◆ In box 4b, fill in the number of students tested at your school (use leading zeros, as in "0055").

- To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in items 6 (page 2), 9 (page 3), and 10 (page 4) to show the type of occurrence, describe the events and actions, and list information about the students affected. Note the grade level for each affected student. If applicable, note the testing room code in box 6c. Providing a testing room code and roster of impacted students will ensure that scores are not held for your school and that only the scores for the students impacted by the group irregularity will be held until any investigations of the incident have been completed.

- To report an **individual irregularity** (an issue that affects one student, such as illness), fill in items 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to show the type of occurrence and the events and actions taken. List the student's name and grade level.

- In all situations, provide as much detail as possible (e.g., indicate if the student was dismissed). Do not attach answer sheets to the IR, but return them with the other used answer sheets.

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

Proctor Role During Testing

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

After the Test Tasks and Information

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

Collect Testing Materials

Collect all of the materials you provided to proctors in the testing room materials packet.

TASKS

Collect Materials from Proctors

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

☐ Copy of this manual, with completed seating chart on the back.

☐ Annotated room roster or NAR (if applicable).

☐ Test books, both used and unused.

☐ Any additional test materials related to accommodated testing (such as scratch paper, test books with answers, flash drives, etc.).

☐ Answer sheets, both used and unused, separated into groups as follows:

   ◆ Used for students from your school (standard and accommodated).

   ◆ Used for students from other schools and/or homeschooled (standard and accommodated).

   ◆ Unused answer sheets. Refer to What Is a Used Answer Sheet? on page 47.

☐ *PSAT/NMSQT Student Answer Sheet Instructions* booklets.

☐ Pre-ID Label Instructions, if applicable.

☐ Any completed IRs. (You must countersign any IRs submitted by your proctors.)

Count Materials

Count test materials to ensure that you received all of the materials you gave to proctors.

(SSD) *If you have students who have a College Board–approved accommodation that requires testing over two days, you will need to securely store all testing materials after checking them. All materials must be returned together after testing is completed.*

☐ As you count materials, set aside any test materials for students who have a College Board–approved accommodation that requires testing over 2 days. Keep these materials separate so that they can be distributed to proctors on Day 2 of testing.

IMPORTANT: *If a test book is discovered missing after students have been dismissed, report the incident on an IR and call OTI immediately.*

☐ **Count answer sheets by hand.** Record the answer sheet counts for inclusion on the Coordinator Report Form (CRF).

   ◆ As you count, do a spot check to ensure that required information is provided on the front (Last and First Names, School, School Code, Date of Birth, Gender, and in most cases Grade Level), second page (Student ID Number if your school is using it) and back (Form Code and Test ID) of the answer sheets.

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

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

   ◆ For Saturday testing or for the Study, Test Book Serial Number must also be filled in on the back of the answer sheet.

☐ **Record counts for the CRF.** Now that you've checked and counted the used answer sheets, record the counts for the CRF.

   ◆ List counts of used answer sheets (standard and accommodated) for students from your school for field 5: _____.

   ◆ List counts of used answer sheets (standard and accommodated) for students not from your school (if applicable) for field 6: _____.

   ◆ Add these 2 totals together for field 7: _____.

☐ To fill in counts for field 8 of the CRF, separate the accommodated materials and count them again before placing them aside for inclusion in the white Accommodated Testing Envelope.

   ◆ List the count of used answer sheets for accommodated students (including those from your school and those from other schools or homeschooled, if applicable), including transcribed answer sheets, for field 8: _____.

Only return answer sheets that contain answers or demographic information. Securely destroy answer sheets with no answers and no demographic information.

IMPORTANT: *If an answer sheet has answers but no name, work with the proctor to identify the student and have the student enter their name before materials are returned. (If you're unable to identify the student, return the answer sheet in the Gray-Bordered Envelope and indicate the issue on the IR, using the Other field.)*

Before Releasing Staff

- Ask each proctor to double-check their room to see if anything has been left behind, either by staff or by students.

- Review and sign IRs. Confirm that your school code is gridded correctly. If needed, complete additional IR(s).

- When you've completed these tasks, release staff members.

Reconcile Room Rosters to Master List

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

- Once you've collected all materials from proctors, carefully check each room roster against your Master Student List, noting on it the room assignment and testing room code of each student. Store the list in your records for reference if needed.

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

Sort Materials

Now that you have collected all of the materials from the proctors, you'll need to sort them before filling out the CRF and packing materials for return or secure storage. See What to Do with Materials on page 48 for details.

- **Test Books:**
  - Separate standard test books from alternate test formats.
  - Separate used test books from unused test books.
  - Set aside test books for students approved to record answers in test books, clipped to the corresponding transcribed answer sheets. Ensure the test book says "Answers in Test Book" on the cover.

- **Answer Sheets:**
  - When you counted the answer sheets, you should have separated the used answer sheets for standard test takers and students testing with accommodations listed on the NAR. See What Is a Used Answer Sheet? later in this section.

- Place the answer sheets for accommodated students in the white Accommodated Testing Envelope. All students whose answer sheets are returned in this envelope will be considered to have used accommodations.
- Set aside unused answer sheets.

Store Test Books

IMPORTANT: *Schools testing on Saturday, October 19, or participating in the Test Administration Study must return all used and unused test books and accommodated test formats. Please refer to the Receiving and Returning Test Materials booklet included with the test shipment.*

If testing on a Wednesday and NOT participating in the Study, immediately after the test administration:

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

KEY INFORMATION

What Is a Used Answer Sheet?

An answer sheet is considered used if it has one or more answers gridded in for the test.

If a student attends a preadministration session but misses the test date, return their answer sheet with the used answer sheets.

Handling Answer Sheets for Accommodated Students

- Students approved by College Board to write their answers in the test book must have their answers transcribed by a staff member to a machine-scannable answer sheet. Make sure the answer sheet is clipped to the test book. The test book with attached answer sheet should be returned in the white Accommodated Testing Envelope.

- If you tested homeschooled students or students from other schools, only include their answer sheets in the white Accommodated Testing Envelope if they tested with College Board–approved accommodations.

If a Student Is Unable to Test

If any students miss the PSAT/NMSQT due to illness, an emergency, or other extenuating circumstances, they may be able to test at a nearby school that has selected a different test date. Students unable to take the PSAT/NMSQT on a different test date who wish to enter the National Merit Scholarship Program must write to NMSC for information about another route of entry. See Entering Scholarship Programs if a Student Is Unable to Test on page 23.

Prepare Materials for Return

TASKS

Complete the CRF

- Fill out a Coordinator Report Form (CRF) for the testing materials you're returning. Please complete the report entirely, including signature, with a No. 2 pencil. Do not use ink. Use the counts you developed under Count Materials on page 46.

- Confirm that the school (AI) code prefilled in the School Code field is correct for your school. This information is used to ensure that score reports and invoices are sent to the right school.

- If you need an additional CRF, or if the school code prefilled on the CRF is not correct, please call the PSAT/NMSQT office.

- Double-check that you have entered your count of answer sheets correctly—it's easy to mix up digits. Mistakes can lead to billing errors and delays in score reporting.

- A signature on the CRF certifies that your school administered the test properly.

- Scores will not be released to your school unless your CRF is completed, signed, and returned with answer sheets.

- Test coordinators at off-site locations need to follow these same procedures for completing CRF(s).

Scores may be delayed for schools when the counts provided on the CRF do not match the count of answer sheets returned. You must return one, and only one, answer sheet for each student unless the NAR or the IR notes a reason for more than one (e.g., misplaced answers). In this case, indicate two answer sheets for the one student when you do the count for the CRF.

KEY INFORMATION

What to Do with Materials

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

HOW TO HANDLE TEST MATERIALS WHEN TESTING IS COMPLETE

Test Materials	Return	Keep Copies for Your Records	Destroy
Used answer sheets	Yes—in package provided for answer sheet return shipment	No	No
Used answer sheets (regular and large block) for students testing with accommodations listed on the NAR	Yes—in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Unused answer sheets	No	No	Yes
Answer sheets with demographic information or label but no test question responses (absentee)	Yes	No	No
Answer sheets with test question responses but no name	Yes—if unable to identify the student, return answer sheet in Gray-Bordered Envelope and indicate issue on IR	No	No
Answer sheet instructions	No	No	Yes
All test books, used and unused, for Saturday, October 19 or for schools participating in the Test Administration Study	Yes	No	No
Test books for primary and alternate Wednesday administrations (unless participating in the Study)	No	Yes—until score release, then distribute to students	No

Test Materials	Return	Keep Copies for Your Records	Destroy
Test books for students approved by College Board to write answers in their books	Yes—clipped (**not** stapled) to transcribed answer sheets, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Defective test books—see SSD note following this table for an exception	Yes—clipped (**not** stapled) to corresponding IR in Gray-Bordered Envelope in answer sheet return shipment	No	No
Student scratch paper or braille pages	Yes—clipped (**not** stapled) to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
NAR	Yes—in white Accommodated Testing Envelope	Yes	No
IR(s) (if used)	Yes—in Gray-Bordered Envelope in answer sheet return shipment. All packages in shipments that include one or more IR(s) should display the pink IR label on the return box.	Yes	No
CRF	Yes—in answer sheet return shipment	Yes	No
Seating charts	No	Yes	No
Master Student List	No	Yes	No
Room rosters	No	Yes	No
List of testing rooms, with testing room codes (if used) and the staff assigned to them	No	Yes	No
Tracking number(s) of return shipment(s)	No	Yes	No
Pre-ID Label Instructions	No	No	Yes—after all testing is complete
PSAT/NMSQT Coordinator Manual	No	No	Yes—after score reports are distributed to students
Leftover return materials (envelopes, cartons, labels)	No	No	Yes
Leftover copies of the *PSAT/NMSQT Student Guide*	No	No	No—keep for future use

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

Return Test Materials

TASKS

Pack Used Answer Sheets, Forms, and Envelopes for Return

IMPORTANT: *Using the prelabeled UPS Express Pak or box(es) provided with your PSAT/NMSQT test materials is the only way to ensure that your answer sheets will be correctly returned and processed.*

The used answer sheet shipment includes documents such as used answer sheets, required envelopes provided to you, and the completed Coordinator Report Form (CRF). In your test materials shipment, you received a UPS Express Pak or one or more shipment boxes that you must use to return your answer sheets and associated forms and envelopes. Each used answer sheet shipment includes the items listed in this section.

Place items in the prelabeled UPS Express Pak or box(es) **from bottom to top** in the order detailed in this section. Don't use rubber bands or other fastenings that might damage the answer sheets.

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

- Place the used standard answer sheets on the bottom, in this order:
  - ☐ On the bottom, standard answer sheets for students from other schools and homeschooled students, if any
  - ☐ Standard answer sheets for students from **your** school
- Place the white Accommodated Testing Envelope (if any) on top of the answer sheets, with the following items inside (from bottom to top):
  - ☐ Scratch paper or braille pages, all clipped (not stapled) to corresponding answer sheets
  - ☐ Test books for students listed on the NAR as approved to write answers in their books, clipped to corresponding transcribed answer sheets
  - ☐ Used answer sheets (regular and large block) for students testing with accommodations listed on the NAR
  - ☐ Nonstandard Administration Report (NAR)— required for scoring
- Next, place the Gray-Bordered Envelope, if needed, including (from bottom to top):
  - ☐ Defective flash drives, if any, in their original packaging
  - ☐ Defective test books, if any, clipped to the corresponding IR
  - ☐ IRs, if any
- Place the completed and signed CRF on top and close the box or UPS Express Pak.

Once all answer sheets and forms are packed as described above, seal the UPS Express Pak or box(es) and fill in the information requested on the label(s). If you're returning any IRs, apply the pink IR label to the front of every package in the shipment next to the return label.

Returning Used Answer Sheets and Forms

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

④ Coordinator Report Form

③ Gray-Bordered Envelope
Include only materials listed to the right in this envelope. If you don't have any of these materials, don't return the Gray-Bordered Envelope.

Gray-Bordered Envelope Contents:
❑ Irregularity Reports (IRs) if any.
❑ Defective test books (clip to corresponding IRs) or flash drives.

② White Accommodated Testing Envelope
Include only materials listed to the right in this envelope. If you don't have any of these materials, don't return the White Accommodated Testing Envelope.

White Accommodated Testing Envelope Contents:
❑ Nonstandard Administration Report (NAR).
❑ Used answer sheets (standard or large-block) for students listed on the NAR
❑ Test books for students approved to write answers in their test books — clip to corresponding transcribed answer sheets.
❑ Scratch paper or braille pages — clip to corresponding answer sheets.

① Answer sheets
Include only answer sheets for students who aren't on the NAR.

Answer Sheets (for students NOT listed on the NAR)
❑ For students from your school.
❑ For students not from your school, if applicable.

Note the tracking number for your records.

UPS Return Label

Colored Label

Prelabeled Shipping Box (or UPS Express Pak)

Irregularity Report label (if applicable)
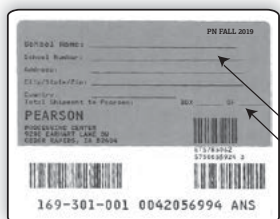
- Use the prelabeled shipping box(es) or UPS Express Pak that came with your test materials.
- If you're returning more than one box of materials, package 1 should include all of the forms and envelopes, along with any answer sheets that fit. Place any remaining answer sheets in subsequent packages.
- If you have enclosed any Irregularity Reports in the Gray-Bordered Envelope, you must place an IR label next to the return label on every package in your shipment. (Use the pink IR label(s) that came with your test materials.)
- Keep answer sheets flat; don't damage the edges or use rubber bands, tape, or staples. Don't wrap them in anything, and do not include filler or additional packing materials.

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

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

Note: Supplied labels may be different from samples shown.

Ship Materials

IMPORTANT: *Schools testing on Saturday, October 19, or participating in the Test Administration Study must return all used and unused test books and accommodated test formats. Please refer to the Receiving and Returning Test Materials document included with the test shipment.*

Return applicable materials, including answer sheets, **immediately** after testing ends. If you have students with College Board–approved accommodations that require testing over two days, store completed answer sheets securely and return all answer sheets after the second day of testing is complete. Materials must be returned no later than the next school day after testing is complete. Failure to return answer sheets promptly may delay score reports for your students and/or prevent them from entering the National Merit Scholarship Program.

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

- If you administered multiple assessments (for example, PSAT/NMSQT and PSAT™ 8/9), return the materials for each assessment separately as instructed. Be sure to check the packaging label to confirm that you're sending the PSAT/NMSQT materials to the correct address.

- Arrange for packages to be picked up before the end of the test day, or at the latest by the next school day after the test administration. Keep materials secure until pickup.

  - If UPS doesn't make a regular stop at your school, schedule a pickup at **ups.com**, or call 800-PICK-UPS (800-742-5877). You can also take packages to any UPS counter. Do not place materials in a UPS drop box. You must hand them directly to a UPS driver or UPS counter employee.

  - Write down your UPS package tracking number(s) in the space provided on the seating chart located on the back of this manual.

- If UPS isn't available in your area, return materials via another traceable express courier. Record your tracking number(s).

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

- Give your package to the driver or responsible person so you'll have a chain of custody for the shipment.

For International Shipments:

Please contact the courier indicated on the supplied waybill to arrange a pickup. Contact the courier's local office, or if the courier is UPS, you can go to **ups.com**.

- Complete the UPS or alternate courier international waybill:

  - **Section 1 – SHIPPER:** Complete your name, address, and telephone number.

  - **Section 5 – SHIPMENT INFORMATION:** Write in number of packages and estimated weight.

  - **Section 8 – SHIPPER'S SIGNATURE:** Sign and date.

- Retain the "Shipper's Copy" of the waybill for your records.

- If you've misplaced your waybill, contact the PSAT/NMSQT office at +1-212-237-1335.

KEY INFORMATION

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

> PSAT/NMSQT
> Pearson Processing Center
> 9200 Earhart Lane SW
> Cedar Rapids, IA 52404

To return test books by a courier other than UPS (if you are testing on Saturday or participating in the Study), **return test books only to**:

> PSAT/NMSQT
> Inbound Processing Center
> 200 Ludlow Drive
> Ewing, NJ 08638

Submit Payment

TASKS

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

1. After you've received confirmation that your answer sheets have been processed, sign in to **ordering.collegeboard.org**.

2. Confirm your counts, make any adjustments, and complete fee waiver activities if applicable. If your school used fee waivers, select the eligible students by clicking on their names in the online roster.

3. You'll receive a final invoice by mail.

KEY INFORMATION

Fee Submission

- Some states provide special instructions to test coordinators about submitting fees. Please follow any state-specific instructions from your state department of education.

- If test fees for different grade levels are being paid by different sources (e.g., state, district), check each student's answer sheet to be sure the grade level is appropriately filled in. **Your school is responsible for students who fill in their grade level incorrectly**.

  - When reviewing the answer sheets, you may correct errors students have made in the grade or school code fields, but you may not alter any other information on the answer sheets.

  - When you need to alter grade or school code fields, report this on an IR. Under section 7, indicate Other and list the fields that have been altered. Note the names of the applicable students.

IMPORTANT: *For more information about payment, see* **psat.org/invoicing**.

International Wire Transfer Information

Please use this information for an international wire transfer:

Bank: Bank of America, Chicago, IL
SWIFT# BOFAUS3N

Beneficiary: College Entrance Examination Board
A/C# 003936829491
ABA# 026009593

Receive Score Reports

KEY INFORMATION

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

Online Scores

Check **psat.org/scores** for information about when scores for your students will be available.

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

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

For schools in the Study, see the terms and conditions and email communications sent to you regarding your participation in the program for additional information about your school's score reports.

College Board has developed resources to support counselors and other educators during score release. Visit **collegeboard.org/scoreweek** for details.

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

Students will also receive their Selection Index score, which NMSC uses as an initial screen of students who enter the National Merit Scholarship Program.

Paper Score Reports

One paper copy of each student's score report will be delivered to the school principal soon after online reporting is available.

If you test on a Wednesday (and are NOT participating in the Study), securely store all test books, used or unused, after the test. Test books must remain in secure storage until after score reports are received by the principal. Schools found in violation of this policy risk losing the ability to administer the PSAT/NMSQT in the future. When you receive your score reports, remove test books from storage and distribute each test book to the student who used it, along with the student's score report. Send any test books used by students from other schools to their schools. You may also distribute any unused test books.

IMPORTANT: *Schools testing on Saturday, October 19, or participating in the Study will need to return all used and unused test books and accommodated test formats immediately after the test.*

Common Errors That May Delay Score Reporting

Please make sure that students fill out their answer sheets correctly and that the information on the CRF is complete and correct. Use care to avoid these common issues:

- The number of used answer sheets received does not match the number of students tested as entered on the CRF.
- The test coordinator neglects to sign the CRF in pencil.
- Used answer sheets for students with accommodations who appear on the NAR are not returned in the white Accommodated Testing Envelope.
- Used answer sheets are otherwise not returned according to the instructions specified in Pack Used Answer Sheets, Forms, and Envelopes for Return on page 50.
- The school has not responded to a query from ETS or NMSC regarding a testing irregularity.

Appropriate Uses of Scores and Reports

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

Protecting Student Privacy

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

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

For more information about privacy practices, please visit:

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

PART 2: For Proctors and Monitors

Introduction for Proctors

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

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

Proctors must do the following:

- **Before Test Day:**
  - Know whether your school is part of the Test Administration Study (your test coordinator will inform you if your school is participating)
  - Be thoroughly familiar with test procedures
  - If your school is having students fill out their nontest information on the answer sheet before test day, conduct the preadministration session
  - If testing students with MP3 or ATC formats, work with the SSD coordinator to set up those students' computers before test day (see Set Up for Testing Students with Accommodations on page 61)
  - Prepare seating plans for your assigned room

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

Before Test Day

Prepare Yourself

TASKS

- Participate in training if you haven't already.
- Read Part 2 and the Appendix of this manual.
- Uniform testing conditions depend on you reading the scripts aloud to students exactly as written in the manual. Take time to study the scripts and timing before test day.
- Conduct a preadministration session at your test coordinator's direction.
- If you are testing accommodated students, before test day:
  - Review Using Accommodated Scripts on page 63 to determine the correct script to use.
  - Test any equipment needed.
  - Be prepared to assist students who are approved for alternate test formats such as braille, MP3 audio, or ATC.

Conduct the Preadministration Session

TASKS

- Ahead of the session, read through the preadministration scripts and be prepared to read either the Script for Unlabeled Answer Sheets on page 56 or the Script for Pre-ID Labels on page 58, as appropriate.
- Post the following in a location visible to all students:
  - 6-digit school (AI) code for your school
  - Address of your school
  - 3-digit country codes for any students with addresses outside the United States or U.S. military bases/territories (see Codes for Countries or Regions Outside the United States and U.S. Territories on page 116)
  - 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories

◆ 2-letter APO or FPO code (AA, AE, or AP), if applicable
- Your test coordinator will also supply the following, if applicable (be prepared to supply this information to students during the session):
  ◆ A list of school names, addresses, and 6-digit school (AI) codes for students from other schools (if any)
- Read aloud from the shaded scripts that follow to guide students through filling in the personal information in fields 1–23. Read slowly enough to give students time to fill in their information. Pause where you see *[pause]* in the script to allow students time to follow instructions.

IMPORTANT: *Information requested in fields 9–13 and 15–23 is optional. If you have students in the room who prefer not to give this information, let them know they don't have to. They should sit quietly until the other students have finished.*

IMPORTANT: *Study participants won't test students from other schools or homeschooled students.*

Script to Begin the Preadministration Session

Text that appears outside of the shaded areas is intended for proctors and should not be read aloud.

When everyone is ready, say:

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

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

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

Distributing Answer Sheets and Instructional Booklets

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

After distributing answer sheets, say:

This is the answer sheet you will use to mark your answers on the test. I have also given you a booklet with information you will need to fill in some of the fields.

To students who are using LARGE-BLOCK answer sheets, say:

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

IMPORTANT: *For students who don't have pre-ID labels on their answer sheets, continue with the scripts that follow. Otherwise, turn to the Script for Pre-ID Labels on page 58.*

Script for Unlabeled Answer Sheets

Now say:

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

Completing Initial Answer Sheet Information

To all students, say:

I will read the directions for fields 2 through 23. If I don't give directions for a field, leave it blank.

For fields 2–4, say:

In field 2, fill in the bubble that applies to you. If you are not homeschooled, enter the name and address of the school you attend in field 3. Then, for field 4, if you regularly attend this school, enter our school code, which I have posted in the front of the room. If you don't regularly attend this school, raise your hand, and I will come over to give you the code to enter in field 4.

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

To all students, say:

Please look at page 1 of your *PSAT/NMSQT Student Answer Sheet Instructions* booklet. You will need the information and instructions to complete some of the

remaining questions. Take a minute or two to read the first four paragraphs, which explain how to use these instructions and how providing your information can benefit you. Please look up when you are finished. *[pause]*

(SSD) *Students using braille, MP3 audio, or ATC formats may need you to read instructions from the PSAT/NMSQT Student Answer Sheet Instructions.*

For field 5, say:

Field 5 relates to the National Merit Scholarship Program conducted by National Merit Scholarship Corporation. It's important that you complete all parts of field 5 so that National Merit Scholarship Corporation can determine whether you meet the requirements to enter the scholarship program. Please refer to your *Student Answer Sheet Instructions* booklet for information about each question in this field.

In field 5a, fill in the "Yes" bubble if you are enrolled as a high school student, traditional or homeschooled. If you are not, fill in the "No" bubble. *[pause]*

In field 5b, fill in the bubble next to the year when you will complete or leave high school and enroll full time in college. For example, 11th graders who are planning to complete high school and enter college in 2021 should select 2021. Tenth graders should select the year when they will complete high school, which in most cases will be 2022. If you do not plan to attend college, fill in the corresponding bubble on your answer sheet. *[pause]*

In field 5c, fill in the bubble next to the total number of academic years it will take you to complete grades 9 through 12. For example, if you spend one academic year in each grade without interruption, you will complete high school in four years. *[pause]*

In field 5d, follow the instructions given in your *Student Answer Sheet Instructions* booklet. Please look up when you are finished. *[pause]*

For field 6, say:

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

For field 7, say:

Fill in your current grade level in field 7.

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

For field 8, say:

Complete field 8. Participation in the National Merit Scholarship Program is considered without regard to gender.

To all students, say:

If you are using a standard answer sheet, turn to page 2 (or continue on page 5 if you're using a large-block answer sheet). *[pause]*

Continuing to Guide Students Through the Identifying Information

To all students filling in their address, say:

Follow the directions in your booklet to fill in your address in fields 9 through 13. Raise your hand if you have questions. Write in and bubble your current address carefully. If your address changes, you can always update it through your College Board account. If you're homeschooled, College Board needs your address to mail you a copy of your score report. *[pause]*

For students who need country codes, territory codes, or military base codes, refer them to the code(s) and/or abbreviation(s) you have posted for them. See Codes for Countries or Regions Outside the United States and U.S. Territories on page 116.

IMPORTANT: *Skip to field 15 if your school is not using student ID numbers.*

If your school is using student ID numbers, for field 14, say:

In field 14, print and fill in your student identification number, starting with the first column to the left. If there are letters in your ID number, don't include them and only enter the numerals, with no spaces between them. If you don't know your student ID number, raise your hand. Look up when you're done. *[pause]*

Check with any students who raise their hands. If you have student ID numbers available, provide the appropriate student ID number to the student to grid on their answer sheet. If you do not have access to student ID numbers, advise the student to leave that field blank.

For field 15, say:

Follow the directions in your instructions booklet to fill in field 15. Raise your hand if you have questions. *[pause]*

The *PSAT/NMSQT Student Answer Sheet Instructions* booklet gives additional information about the answer choices for fields 16–23. Students may need about one minute per field to read and complete fields 16–20 and 22–23. College Major, field 21, may take more time. Allow at least five minutes for students to read through the list, choose their area of interest, and fill in the appropriate code.

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

Now say:

Your answers to the questions in fields 16 through 21 will help ensure that tests and services are fair and useful to all students. Your responses may be used for research purposes and may be shared with your high school, school district, and state. For this reason, we strongly encourage all students to complete this section. National Merit Scholarship Corporation will not use your answers to these questions.

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

Fields 16 through 23 are optional. If your parent or guardian has told you that you shouldn't complete any optional or voluntary information, please just sit quietly as we go through this activity. Do not complete any field that asks for information your parent or guardian has told you not to provide.

For international schools, read the following script if applicable:

If you are taking this test in the European Union, the United Kingdom, India, or Brazil and are under the age of 16, leave field 16 blank. Test takers in U.S. Department of Defense Education Activity (DoDEA) Schools may respond.

To all students, say:

Now, read the information in the *PSAT/NMSQT Student Answer Sheet Instructions* booklet to answer questions 16 through 21. Look up when you are done.

When students are ready, say:

Find field 22 on page 4 of your answer sheet, or if you are using a large-block answer sheet, on page 7. Read the information in your instructions booklet about providing your email address.

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

If you opt in to Student Search Service, your email address will be added to your College Board student record. If you indicate that the email address is your own, as cosponsor of the PSAT/NMSQT, National Merit Scholarship Corporation will receive it. *[pause]*

For field 23, say:

Field 23 asks for your mobile number. Please leave field 23 blank if it is not a U.S. phone number.

If you have a U.S. mobile number, read the information in field 23 about providing your number. College Board will use it to send information such as when your scores are ready. You may opt out at any time. College Board will not share your phone number with other organizations.

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

Script for Pre-ID Labels

For students with pre-ID labels, say:

Please check the label on page 1 of your answer sheet. It will show your name and a few other pieces of information about you and our school. First, please confirm that your legal last name and first name are correctly printed on the label. Next, check that the school code listed matches the one I have posted.

Next, check your date of birth, which is marked with the letters "DOB." Also check that your grade and other information are correctly noted. Raise your hand if you see any incorrect information on your label. *[pause]*

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

Before continuing, resolve any issues with labels:

- If a student's address is incorrect, they may continue to use their pre-ID label—they can update their address on their answer sheet.
- If a student has the wrong label on their answer sheet, see if it belongs to another student. **Check the other answer sheets that you distributed to try to locate the correct one.**
- If a student's labeled answer sheet is unusable (is damaged or has incorrect data on it) or you can't locate their correct answer sheet, check with your test coordinator to see if an additional preadministration session can be held for these students.
- If you need to keep students who don't have usable labels in your session:
  - Give them each a blank answer sheet, and tell them to follow your directions to fill in their information.
  - If a blank answer sheet is unavailable, place 2 blank labels over the incorrect pre-ID label.
  - Use the following script to conduct the preadministration session for students with and without labels. Once you finish the session, you will need to turn back to Script for Unlabeled Answer Sheets on page 56 to guide students with unlabeled answer sheets to complete any fields that you skipped for the students with labels.

For field 1, say:

Please leave field 1 blank. Your name is printed on the label.

Completing Initial Answer Sheet Information with Pre-ID Labels

For fields 2–4, say:

Make no marks in fields 2 through 4. Your school information is on the label. *[pause]*

To all students, say:

Please look at page 1 of your *PSAT/NMSQT Student Answer Sheet Instructions* booklet. You will need the information and instructions to complete some of the remaining questions. Take a minute or two to read the first four paragraphs, which explain how to use these instructions and how providing your information can benefit you. Please look up when you are finished. *[pause]*

(ssd) *Students using braille, MP3 audio, or ATC formats may need you to read instructions from the PSAT/NMSQT Student Answer Sheet Instructions.*

For field 5, say:

Field 5 relates to the National Merit Scholarship Program conducted by National Merit Scholarship Corporation. It's important that you complete all parts of field 5 so that National Merit Scholarship Corporation can determine whether you meet the requirements to enter the scholarship program. Please refer to your *Student Answer Sheet Instructions* booklet for information about each question in this field.

In field 5a, fill in the "Yes" bubble if you are enrolled as a high school student, traditional or homeschooled. If you are not, fill in the "No" bubble. *[pause]*

In field 5b, fill in the bubble next to the year when you will complete or leave high school and enroll full time in college. For example, 11th graders who are planning to complete high school and enter college in 2021 should select 2021. Tenth graders should select the year when they will complete high school, which in most cases will be 2022. If you do not plan to attend college, fill in the corresponding bubble on your answer sheet. *[pause]*

In field 5c, fill in the bubble next to the total number of academic years it will take you to complete grades 9 through 12. For example, if you spend one academic year in each grade without interruption, you will complete high school in four years. *[pause]*

In field 5d, follow the instructions given in your *Student Answer Sheet Instructions* booklet. Please look up when you are finished. *[pause]*

For fields 6–8, say:

Make no marks in fields 6 through 8. Your date of birth, grade level, and gender are given on the label. Participation in the National Merit Scholarship Program is considered without regard to gender.

To all students, say:

If you are using a standard answer sheet, turn to page 2 (or continue on page 5 if you're using a large-block answer sheet). *[pause]*

Continuing to Guide Students Through the Identifying Information with Pre-ID Labels

☐ **If Address appears in your school's Pre-ID Label Instructions, tell students to skip fields 9–13 unless their address is incorrect on the label or they do not have a label.**

To all students filling in their address, say:

Follow the directions in your booklet to fill in your address in fields 9 through 13. Raise your hand if you have questions. Write in and bubble your current address carefully. If your address changes, you can always update it through your College Board account. If you're homeschooled, College Board needs your address to mail you a copy of your score report. *[pause]*

For students who need country codes, territory codes, or military base codes, refer them to the code(s) you have posted for them. See Codes for Countries or Regions Outside the United States and U.S. Territories on page 116.

☐ **If student ID appears in your school's Pre-ID Label Instructions OR if your school isn't using student ID numbers, tell students to skip field 14.**

If your school is using student ID numbers, for field 14, say:

In field 14, print and fill in your student identification number, starting with the first column to the left. If you have letters in your ID number, don't include them and only enter the numerals, with no spaces between them. If you don't know your student ID number, raise your hand. Look up when you're done. *[pause]*

Check with any students who raise their hands. If you have student ID numbers available, provide the appropriate student ID number to the student to grid on their answer sheet. If you do not have access to student ID numbers, advise the student to leave that field blank.

For field 15, say:

Follow the directions in your booklet to fill in field 15. Raise your hand if you have questions. *[pause]*

The *PSAT/NMSQT Student Answer Sheet Instructions* booklet gives additional information about the answer choices for fields 16–23. Students may need about one minute per field to read and complete fields 16–20 and 22–23. College Major, field 21, may take more time. Allow at least five minutes for students to read through the list, choose their area of interest, and fill in the appropriate code.

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

Now say:

Your answers to the questions in fields 16 through 21 will help ensure that tests and services are fair and useful to all students. Your responses may be used for research purposes and may be shared with your high school, school district, and state. For this reason, we strongly encourage all students to complete this section. National Merit Scholarship Corporation will not use your answers to these questions.

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

Fields 16 through 23 are optional. If your parent or guardian has told you that you shouldn't complete any optional or voluntary information, please just sit quietly as we go through this activity. Do not complete any field that asks for information your parent or guardian has told you not to provide.

For international schools, read the following script if applicable:

If you are taking this test in the European Union, the United Kingdom, India, or Brazil and are under the age of 16, leave field 16 blank. Test takers in U.S. Department of Defense Education Activity (DoDEA) Schools may respond.

To all students, say:

Now, read the information in the *PSAT/NMSQT Student Answer Sheet Instructions* booklet to answer questions 16 through 21. Look up when you are done.

IMPORTANT: *Students who do not wish to respond to any of fields 16–23 may skip them.*

☐ **If Email Address appears in your school's Pre-ID Label Instructions, tell students to skip field 22 and proceed to field 23.**

For field 22, say:

Find field 22 on page 4 of your answer sheet, or if you are using a large-block answer sheet, on page 7. Read the information about providing your email address.

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

If you opt in to Student Search Service, your email address will be added to your College Board student record. If you indicate that the email address is your own, as cosponsor of the PSAT/NMSQT, National Merit Scholarship Corporation will receive it. *[pause]*

For field 23, say:

Field 23 asks for your mobile number. Please leave field 23 blank if it is not a U.S. phone number.

If you have a U.S. mobile number, read the information in field 23 about providing your number. College Board will use it to send information such as when your scores are ready. You may opt out at any time. College Board will not share your phone number with other organizations.

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

Finish Up

To all students, say:

We are now finished with completing your personal information. Please close your answer sheet. I will now collect your answer sheets and *PSAT/NMSQT Student Answer Sheet Instructions*. Please sit quietly.

Collect all answer sheets and *PSAT/NMSQT Student Answer Sheet Instructions* booklets from students, making sure that each student has completed fields 1–8 (and 14 if your school is using student ID numbers). After sorting the answer sheets as directed by your test coordinator, return the answer sheets and all *PSAT/NMSQT Student Answer Sheet Instructions* booklets to your test coordinator, who will store them in a secure location until test day.

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

Set Up for Testing Students with Accommodations

If you are testing students with accommodations, read this section thoroughly before test day. It will help you prepare for the accommodations your students have been approved for by College Board, including determining which script(s) to use for the students assigned to your room.

TASKS

- Before test day, your test coordinator or SSD coordinator will let you know which accommodations each student in your room has been approved for.
- Some students may be approved by College Board for a special format. Students testing with accommodations that don't require specific materials will use the same test books as students in the standard room. On test day, your packet will include the Nonstandard Administration Report (NAR), which lists the materials your students will need.
- Review Using Accommodated Scripts on page 63 to determine which script(s) to use for the students assigned to your room. Also see the timing chart Overview of Accommodated Timing and Breaks on page 108.

IMPORTANT: *It's very important that you provide ONLY the accommodations a student is approved for. A student who tests with accommodations that are not approved by the College Board SSD office may not receive scores.*

Set Up Computers for ATC Users

The Assistive Technology Compatible (ATC) format is composed of five Microsoft® Word files that have been created to work with students' assistive technology for screen magnification or screen readers.

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

Follow these steps to set up computers for ATC users:

1. Print the student's last name, first name, and middle initial on the back of the ATC packaging.
2. Remove each flash drive from its packaging.
3. Insert the flash drive into a USB port on a computer that has Microsoft Word and the student's approved assistive software installed (JAWS or ZoomText, for example).
4. Follow the instructions under the opened flap on the flash drive packaging. When you set up on test day, leave the packaging on the desk for the student to reference. The student will need the password on the packaging to open each section in the software.

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

Set Up Computers for MP3 Audio Streaming Users

For students testing with the MP3 audio format, the audio version of the test will be delivered via a streaming application. You will need internet access to download the application and test content. Internet availability will be disabled by the application once testing begins. A sample test form will be made available to ensure your school's computers can support MP3 audio streaming.

The link to download the MP3 application can be found on the MP3 streaming instructions page, which is accessible through the College Board SSD Online portal. The application can be installed by the SSD coordinator or designated staff with appropriate rights to install applications. Once the test is launched, it will run even if you have intermittent internet connectivity.

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

Four steps are required to ensure successful use of the MP3 application:

1. Provide a school computer to each student who needs one.

....

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

....

2. Install the MP3 streaming application on each student's computer, using the account that the student will use to log in on test day.

3. Launch the sample test form **before test day** to ensure functionality on your school's network. If your stock of computers varies in age and functionality, you should probably test the launch on each separate computer.

4. Prepare your students by explaining that the test will take place over two days.

....

IMPORTANT: *If you're using flash drives because your school can't administer the MP3 audio streaming format, follow instructions under Setting Up Computers for MP3 Flash Drives on page 119 to prepare computers ahead of test day.*

....

Install the Streaming Application

Select the method that fits the computer setup in your school.

On PCs and Macs:

On Windows PCs and Mac computers the application must be installed by the SSD coordinator or designated staff with appropriate rights to install applications. Install the application on each machine prior to the testing administration using the same user account that the candidate will be using on test day. The MP3 streaming application icon will ONLY be visible to the user account where the software was installed. The SSD coordinator or designated staff should do the following:

1. On each computer to be used for testing, sign in to their account.

2. Open a browser and sign in to their user account to access SSD Online. Navigate to the MP3 streaming instructions page.

3. Select the link to download and install the MP3 application. The application should now appear as an icon on the desktop. Note that only the SSD coordinator or an authorized proctor will be able to launch the test on test day. We highly recommend accessing the MP3 test form on each computer to confirm functionality as instructed under Access the MP3 Sample Test Form later in this section.

On Chromebooks:

If your school is using Chromebooks for the MP3 streaming application, the SSD coordinator or other designated staff should work with your school's IT administrator who manages the school's Chromebooks. See the instructions under Installing the MP3 Streaming Application on Chromebooks on page 119.

If using managed Chromebooks, the SSD coordinator or designated staff member will not need to download the application but will still need to confirm that the application icon is visible on all Chromebooks and test the functionality by accessing the sample test form.

Access the MP3 Sample Test Form

Before test day, the SSD coordinator or designated staff member should follow these instructions to access the sample form to test system functionality.

1. Access the sample form as follows:
   a. Double-click the desktop icon to open the streaming application.
   b. Log in to the application with their SSD Online username and password.
   c. Select the first option, **Check my system**.
   d. Enter the 6-digit school (AI) code.

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

    f. Select **Sample** from the **Form Selection** drop-down, then select **Single Day** in the second drop-down.

    g. Select **Continue.**

    h. Review the information on the **Selection Summary** screen and select **Confirm** and then select **Begin Form Download.**

2. Confirm the functionality of the test as follows:

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

    b. A list of test sections will display. Select each section to play the sample test form audio.

    c. To return to the list of sections, select the small square **Stop** button in the toolbar at the bottom of the screen.

    d. Once the staff member has verified the sample form is working, they may exit the application by selecting the **End Test** button in the upper-right corner, and confirming in the pop-up window.

IMPORTANT: *The sample test form shows all four sections in a single-day format. This will not be the case on test day. The actual test will be different, since students using the MP3 audio format must test over two days (Sections 1 and 2 on Day 1, and Sections 3 and 4 on Day 2).*

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

KEY INFORMATION
Troubleshooting for MP3 Streaming Audio
Set up MP3 audio streaming before test day to ensure a smooth administration. If problems arise:

- Check your internet access
- Contact the SSD office if you have any additional questions or issues with the application, including but not limited to:
  - Downloading and installing the application
  - Administering the sample form
  - Data collection
  - Administering the test form

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

Script 1: Standard Time
Use Script 1 for students who receive standard time on some or all of the test and are approved by College Board for accommodations such as breaks as needed or use of braille materials.

Script 2: 100% Extended Time
Use Script 2 for students who are approved by College Board for 100% extended time for reading.

Script 3: 50% Extended Time
Use Script 3 for students who are approved by College Board for 50% extended time for reading.

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

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

Combined Scripts for Math-Only Extended Time
- Begin with Script 1 for students who are approved by College Board for extended time on math only with **NO extra breaks**. Begin with Script 4 for those who have math-only extended time with **extra breaks**.
- For students approved by College Board for 100% extended time for math, switch to Script 2 for Sections 3 and 4 (beginning with Break Before Section 3 on page 85).
- For students approved by College Board for 50% extended time for math, switch to Script 3 for Sections 3 and 4 (beginning with Break Before Section 3 on page 89).

During the Test

Prepare to Test

TASKS

Prepare the Testing Room

- Double-check that your testing room meets seating requirements, including guidelines for type and spacing of seats. For seating requirements and general testing room requirements, see Plan Your Space on page 17. Your test coordinator will also have this information. (See also Sample Seating Plans on page 118.)
- Cover or remove any instructional material, such as maps and charts.
- Check the clock to make sure it's working properly.

Post Information for Students

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

- Today's date
- Your school's 6-digit school (AI) code
- Your school's address and, if applicable, the school address(es) for students from other schools
- 3-digit country codes for students with international addresses (see Codes for Countries or Regions Outside the United States and U.S. Territories on page 116)
- 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories
- 2-letter APO or FPO code (AA, AE, or AP), if applicable
- Testing room code (3 digits including any leading zeros) if your school is using testing room codes, or other room identifier (number and/or name) if your school is not using testing room codes

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

- A list of school names, addresses, and 6-digit school (AI) codes for students who don't attend your school
- Optional codes, if any, assigned by your school for receiving score reports in a particular sort order

IMPORTANT: *Schools participating in the Study won't test students from other schools.*

Admit Students to the Testing Room

Admit students one at a time, taking care to assign them seats at random or by prearrangement. If the school doesn't allow collection of cell phones, verify that students have powered off their cell phones as they are admitted to the room. If your school is conducting classroom check-in, we recommend that you check each student against the room roster as they enter the room:

- Write a "P" (present) next to the name of each student who checks in.
- If a student is unfamiliar to you, ask them for identification. Send any student from another school who can't present acceptable ID to the test coordinator. (See Photo ID Requirements on page 118.)
- After you have closed the testing room door, put an "A" next to the name of any student who is absent.
- Write in student information for students not on the room roster. These students should have a note from the test coordinator.

If a student arrives late, you can admit them as long as you have not yet begun the timed sections of the test.

Seat Students

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

Process Late Arrivals

Admit and seat students who arrive late only if you have not yet begun the timed test (i.e., Section 1). Continue reading the script to all students. Work with late arrivals after the test to complete their identifying information on the test materials and to catch them up on anything they missed.

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

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

Collect Students' Personal Belongings

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

Your test coordinator will tell you which of the following is the case at your school.

Option 1: If collection of devices is permitted: Collect devices and put them in individual bags

- At the door, ask students to confirm that their phone and other electronic devices are powered off.
- Ask students to label devices with their names. Give them envelopes, plastic bags, sticky notes, or another method of reliably identifying their items. Reassure students that devices will be returned after testing.
- Collect labeled items from students as they enter or once they are seated. Keep them out of students' reach during the entire test, preferably at your desk.
- At the end of the test, students will collect their devices as their row is dismissed. If possible, arrange the items to make the return process easy.
- Before returning a device, check the name on the label.

Option 2: If collection of student devices is NOT permitted: Have students keep devices in their bags and place their bags on the side of the room

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

In some cases, a student may have College Board approval to have a cell phone in the testing room for use with a glucose monitor. Only students who are specifically approved to have a cell phone in the testing room may do so. (Approval to test blood sugar does not permit the student to have a cell phone, unless also approved for a cell phone.) In these circumstances, the phone must remain on the proctor's desk and can only be viewed under direct supervision. The phone must be in airplane mode and the camera feature disabled. (If needed to check their blood sugar, the phone may be taken off airplane mode when the student is accessing the share app, under direct supervision of the proctor and reengaged following use.) Before the beginning of testing, the proctor should ask the student for instructions on how to access the share app and how to proceed if any alarm goes off (including how to operate the phone). The phone settings must be adjusted so sounds are produced only when monitoring is required because of the student's medical status. Under no circumstances may a student keep their phone at their desk.

....

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

....

More information is given under Preventing Issues Involving Phones and Electronic Devices on page 25.

Account for Test Materials

Proctors must count the test books:

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

If a test book is missing:

- Notify the test coordinator at once. The test coordinator will need to call the Office of Testing Integrity immediately. If books have already been distributed, check the desk of the student who was assigned the test book as well as the surrounding desks.
- If testing has already begun, wait to search the room until a scheduled break or the end of the testing session, but notify the test coordinator as soon as possible.
- Before dismissing students or starting a break, announce that a test book is missing and 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 an Irregularity Report (IR) as explained in Administer the Test on page 66.

....

IMPORTANT: *If a test book is discovered missing after the students have been dismissed, notify the test coordinator at once and report the incident on an IR. The test coordinator will need to call the Office of Testing Integrity immediately.*

....

Administer the Test

TASKS

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

Time the Test

Time the test as follows:

- Enter the start and stop times in the script as students begin working on each section; post the times for students to see.
- Announce the remaining time at regular intervals, as noted in the script. This is particularly important if the room clock malfunctions.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with the monitor, if one is assisting in the room.
- Refer to the appropriate Section Timing Chart in the Appendix to ensure that the stop time is correctly calculated.
- All students must receive the entire time on each section of the test, even if they finish before time is called. Do not end a section early.

Maintain Security in the Testing Room

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

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

- Do not leave test materials unattended under any circumstances.
- Make sure test materials and phones are not removed from the room.
- No one may access or use phones or wearable technology in the testing room or during breaks, or eat or drink during testing unless they have a College Board–approved accommodation.

Prevent Copying and Communication

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

- Ensure proper spacing among students to prevent copying and communication among students during testing.
- Watch for use of cell phones or other prohibited items, or for "cheat sheets" written on paper, calculators, clothing, or shoes.
- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

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

🔒 *If the Irregularity Chart on page 122 indicates to call the SSD office or OTI, report the situation immediately.*

Monitor Breaks

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

For the breaks:

- Post the break time and include what time testing will resume.
- Walk around the room to check that all test books are closed and answer sheets are placed inside them.
- Students are not allowed to use phones or other prohibited devices during breaks for any reason. Phones and other prohibited devices should be collected (if school policy permits). They must remain powered off and stored away from the testing area until the test is over.
- Students may eat and drink during breaks in designated areas, as long as they placed their food and drinks under their desks before the start of the test, as instructed.
- Have students place their bags and backpacks at the side of the room, away from the testing area. Do not allow students to access their bags or backpacks until the test is over.
- If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

Complete the Irregularity Report (IR)

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

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

- To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in items 6 (page 2), 9 (page 3), and 10 (page 4) to show the type of occurrence, describe the events and actions, and list information about the students affected. Note the grade level for each affected student. If applicable, note the testing room code in box 6c. Providing a testing room code and roster of affected students will ensure that scores are not held for your school and that only the scores for the students affected by the group irregularity will be held until any investigations of the incident have been completed.

- To report an **individual irregularity** (an issue that affects one student, such as illness), fill in items 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to show the type of occurrence and the events and actions taken. List the student's name, grade level, and date of birth.

- In all situations, provide as much detail as possible (e.g., indicate if the student was dismissed). Do not attach answer sheets to the IR—return them with the other used answer sheets.

KEY INFORMATION

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

- Prohibited Aids on page 24
- Preventing Issues Involving Phones and Electronic Devices on page 25
- Calculator Policies and Guidelines on page 26
- Monitoring Equipment Use on page 26
- Verify Authorized Test Observers and Visitors on page 44

Your test coordinator will also have this information.

Using the Irregularity Chart

The Irregularity Chart on page 122 lists the most common irregularities with the procedures and actions you should use to respond to them. When the chart indicates the need for immediate action, respond immediately. The chart also indicates situations you should complete and submit an IR for.

Use the IR to record an irregularity, including:

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

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

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

Administer Accommodations

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

IMPORTANT: *If you are testing students in a standard room, proceed to Test Day Scripts on page 71.*

TASKS

Prepare Computers (if Any) on Test Day

See Set Up for Testing Students with Accommodations on page 61 for information on initial setup of computers for ATC and MP3 formats.

On test day, before testing begins:

- **For the MP3 audio format:**
  a. Ensure each student's computer is plugged in, powered on, and connected to the internet. The MP3 streaming application requires internet access to download the test form. Access to the internet and other applications will automatically be disabled once the test form is launched.
  b. Check the volume level on the computer to ensure that it is **not** muted and is set to a reasonable listening level. The volume can be adjusted by the student using the tool bar at the bottom of the screen once the test has begun; however, if the computer volume is muted, the volume control within the application will also be muted.

- **For test formats on flash drive:**
  a. Ensure each student's computer is powered on and the flash drive inserted (and that the student's name is written on the flash drive packaging).
  b. Check the volume level on the computer to ensure that it is **not** muted and is set to a reasonable listening level.
  c. Disconnect the computer from any networks and from the internet.
  d. Verify that all spelling and grammar check tools as well as the webcam and microphone are disabled. Errors that are to be identified by the student as part of the assessment must not be flagged by software running on the computer.

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

Prepare to Assist Students Using ATC Format

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

Students using the ATC format will need to select a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they will need to close the file. See Specific Format Instructions on page 78 for the directions to read to students. You may want to make note of these directions at the beginning and end of test sections in the script(s) that apply to your students.

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

Post Information for Students Using MP3 Audio Format

If your school is participating in the Test Administration Study, post **"OCTOBER 16 STUDY"** for the test date.

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

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

IMPORTANT: *If you're using flash drives because your school can't administer the MP3 audio streaming format, follow instructions under Posting Information for Students Using MP3 Audio on Flash Drives on page 120.*

Administer the MP3 Audio Streaming Test on Each Computer

If you are administering the MP3 audio format, follow the steps outlined here.

You'll need the NAR to run the MP3 streaming application because it requires each student's SSD number to access the test form. If students will be downloading their own test forms, write a separate note for each student with their name and SSD number to use when accessing the application.

When students must sign in to individual accounts:

Only the SSD coordinator or designated staff member can launch the app, but if your school requires students to individually sign on to computers using their own accounts, let students enter the testing room, take their assigned seat, and sign in to their accounts. Once all students have logged in to their accounts, they must exit the room until the staff member has signed in to the application on every computer in the room.

To use the app on managed Chromebooks:

To launch the app on Chromebooks, do the following:

1. Click the **Apps** link in the menu row.
2. Select the **Collegeboard-MP3** app.

Prepare to sign in to the app:

Follow the steps outlined here to launch the app and identify and download the appropriate part(s) of the test form:

- On Day 1 to start testing.
- On Day 2 to resume testing with Section 3.

After completing step 1 that follows, we recommend that you complete step 2 to download the test form for each student. However, if students will be completing this step themselves, skip step 2, and go to step 3 to continue with testing. (Instructions for step 2 are included for students in the scripts.)

IMPORTANT: *If students will be downloading the test form themselves, you will need to provide them with a sticky note or piece of paper with their SSD number written on it. They will need to refer to this on both days of testing.*

STEP 1 – START THE MP3 APPLICATION

The SSD coordinator or designated staff person with access to SSD Online starts the application as follows:

- Select the icon on the desktop/Chromebook and sign in with College Board SSD Online credentials. (Contact the SSD office at 844-255-7728 if login assistance is needed.)
- When you see three boxes showing actions, choose **Launch Test.**

STEP 2 – COMPLETE THE TEST INFORMATION AND DOWNLOAD THE TEST

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

1. Enter your six-digit school (AI) code.
2. From the **Assessment Type** drop-down menu, choose **PSAT/NMSQT.**
3. Under **Student Information**, fill in the student's first and last name as it appears on the NAR.
4. Under the field **SSD Number**, enter the student's 10-digit SSD number as it appears on the NAR.
5. Select the button marked **Confirm SSD**. A check mark will indicate that the number is confirmed.
6. From the **Form Selection** drop-down menu, select the test date (followed by **STUDY** if your school is participating in the October 16 Test Administration Study).
7. Select **Day 1** in the next drop-down menu. Select **Continue**. (On Day 2, you will need to select **Day 2** in the second drop-down menu.)
8. Review the information on the **Selection Summary** screen and make any necessary edits. If all information is correct, click **Confirm** and then **Begin Form Download**. During the download, the screen may look inactive or gray.

Once all forms have begun downloading, you will admit and seat each student at the computer assigned to them.

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

STEP 3 – TURN TO THE CORRECT SECTION OF SCRIPTS TO BEGIN TESTING

- If performing these steps at the beginning of Day 1 of testing, turn to Begin Here on Test Day on page 71.
- On Day 2 of testing, turn to Admitting Students on page 100.

Navigate the MP3 Streaming Audio Format

- Once the test has begun, the student will see the list of test sections. When instructed to do so, they will select the applicable section and play the test question audio as they follow along with their test book.
- To go back to the list of sections, the student should select the small square in the toolbar at the bottom of the screen.
- At the end of each testing day, the student will select the **End Test** button in the upper right corner, and confirm in the pop-up window. Selecting **End Test** will remove all test content from the computer and restore access to the internet. If a student accidentally selects **End Test** before they have completed work for that day, the student or SSD coordinator (or designated staff member) will need to reopen the application and reenter the school, student, and test information to restart the test.

KEY INFORMATION

Administering Accommodated Breaks and Extended Time

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

Administer accommodated breaks as follows:

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

Students approved for extended time receive extra breaks as follows:

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

Once you have started each section, you should record the start and stop times in the scripts, then post the times at the front of the room for students to see. Use the Timing Charts in the Appendix to ensure that you have correctly calculated the stop time based on the minutes after the hour when you started the section. This manual includes multiple timing charts, so be sure to refer to the correct one for your room (e.g., standard time, 100% extended time).

Administering Large Print

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

Administering MP3 and ATC

Students should use earphones when testing with the MP3 audio or ATC format (if used with text-to-speech software). Bluetooth features are not allowed. If earphones are not available, the student should be tested in a separate room.

Students using the MP3 audio format must be given 100% extended time on the entire test, and they must be given 45 extra minutes on Section 2, the Writing and Language Test, as noted in the script, to allow for software navigation. These students will test over two days.

Students using the ATC format should be tested with standard time unless they have been approved by College Board for extended testing time. However, for Section 2, the Writing and Language Test, allow all ATC users 100% extended time to navigate between the questions and the answer choices.

A student approved by College Board for more than 100% extended time should test with that time allowance.

Administer the test one section at a time, with strict timing, just as you would a paper test. Monitor students to be sure they are not accessing any other applications while working on the test.

If technical difficulties are encountered during the MP3 audio or ATC test, pause the test timing and instruct the student to step away from the computer. Once you have resolved the issue, you can permit the student to return to the computer and resume test timing. If you have any questions during the test administration, contact the SSD office.

Administering Braille

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

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

Administering Braille Graphs and Figures

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

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

Administering Readers

Distribute any supplemental materials to the reader: a script for the dictation of test questions (for reader use), a regular-print test book for student use, and additional test materials for student use as approved by College Board (for example, braille materials). Students who use readers in conjunction with other formats will find that the two texts differ slightly because the script read by a reader describes the figures in greater detail than is given in other formats. Students testing with a reader must test in a one-to-one setting. (Readers may not be shared.)

Administering Scribes

Scribes may only write what the student dictates in English; they may not prompt the student in a way that would result in a different response. Be sure to read the instructions given in Specific Format Instructions on page 78 to a support staff member who is writing answers for a student. Students testing with a scribe must test in a one-to-one setting.

Test Day Scripts

Begin Here on Test Day

Before you begin testing, you must do the following:

- Prepare your room (see Prepare the Testing Room on page 64)
- Admit students (see Admit Students to the Testing Room on page 64)
- Collect students' belongings (see Collect Students' Personal Belongings on page 65)
- Be familiar with the procedures in Administer the Test on page 66

IMPORTANT: *If you are administering the test with ATC or MP3 audio format, you must complete setup of the computers BEFORE admitting students. See Administer Accommodations on page 67.*

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

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

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

When you are ready to begin, say:

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

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

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

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

Then say:

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

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

You may also be dismissed for:

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

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

Answer all students' questions.

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

A **If your school collected personal belongings, say:**

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

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

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

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

To all students, say:

Any electronic device that isn't turned in or packed away on the side of the room may be collected and its contents inspected as part of an investigation. If your cell phone makes a noise or creates a disturbance while in your possession, you'll be dismissed from testing. *[pause]*

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

Confirm that no phones are allowed by saying:

If I see any student with a phone from this point on, I will dismiss that student from testing.

Then say:

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

- Remove everything from your desk except your Number 2 pencils, acceptable calculator, and any approved testing device.
- If you brought a backup calculator or extra batteries, put them on the floor under your desk.
- Place any drinks and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and place them on the side of the room. *[pause]*

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

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

(SSD) *Some students with diabetes may be approved to use a cell phone to check their blood sugar. Permission to test blood sugar, without approval for a cell phone, does not permit a student to have their cell phone in the testing room. The cell phone must be specifically preapproved and must remain at the proctor's desk during testing. Ensure that the phone is in airplane mode and set to make sounds only when required for monitoring purposes.*

To all students, say:

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

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

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

- Phones
- Audio players/recorders

- Tablets, laptops, or any personal computing devices other than the device used for the test
- Timers
- Cameras
- Smartwatches or other wearable technology
- Pens, highlighters, or mechanical or colored pencils
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Unacceptable calculators that have computer-style (QWERTY) keyboards, use paper tape, make noise, or use a power cord (See Acceptable Calculators on page 114)

Then say:

> You may not share or exchange calculators at any time. Put your calculator under your desk now. You will not need it until a later section.

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

Distributing Student Answer Sheets

When students are ready, say:

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

Distribute the answer sheets. Make sure that each student who has already completed their identifying information receives their own answer sheet. If there are students in the room who raised their hand to indicate they did not participate in the preadministration session, give them a blank answer sheet or, if applicable, a prelabeled answer sheet (making sure each student receives their own labeled answer sheet).

To students who are using LARGE-BLOCK answer sheets, say:

> If you're using a large-block answer sheet, please read the directions on page 1 of your answer sheet about how to mark your answers. You will be marking squares rather than bubbles, and the page numbers will be different from the ones I announce. Raise your hand if you need assistance at any time. *[pause]*

To students who have personal information on their answer sheet, say:

> If your answer sheet has a label or information gridded in, please check to make sure your correct legal name and date of birth appear on the answer sheet. If you don't have a label, be sure that the corresponding bubbles are filled in correctly. If your answer sheet has a label on it, please check that your grade and other information are correctly noted. Raise your hand if you have the wrong answer sheet or your information is incorrect on the label.

If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you can't, or if a student has incorrect information on their answer sheet, give them a blank answer sheet. (Students whose address is incorrect on a label can update their address when they fill out the answer sheet.)

To all students, say:

> If your answer sheet has your correct name and other information filled out on it, including on a label, please sit quietly for a few minutes while I direct other students to fill out the required fields on their answer sheets. If your answer sheet is blank and doesn't have a label on it, raise your hand. *[pause]*

IMPORTANT: *If all students in the room have correct answer sheets populated during a preadministration session, proceed to Distributing Test Books on page 75. Otherwise, distribute* PSAT/NMSQT Student Answer Sheet Instructions *booklets to students who need to complete information on answer sheets.*

To students who need to complete information on their answer sheets, say:

> I will give directions for each of the fields that you need to fill in. If I don't give directions for a field, leave it blank. Please look at page 1 of your *PSAT/NMSQT Student Answer Sheet Instructions* booklet. You will need the information and instructions to complete some of the questions. Take a minute to read the first four paragraphs, which explain how to use these instructions and how providing your information can benefit you. Please look up when you are finished. *[pause]*

(SSD) *Students using braille, MP3 audio, or ATC formats may need you to read instructions from the* PSAT/NMSQT Student Answer Sheet Instructions.

For field 5, say:

Now, we're going to skip ahead to Field 5 on page 1 of the answer sheet (or page 5 if you're using a large-block answer sheet). Field 5 relates to the National Merit Scholarship Program conducted by National Merit Scholarship Corporation. It's important that you complete all parts of field 5 so that National Merit Scholarship Corporation can determine whether you meet the requirements to enter the scholarship program. Please refer to your *PSAT/NMSQT Student Answer Sheet Instructions* booklet for information about each question in this field.

In field 5a, fill in the "Yes" bubble if you are enrolled as a high school student, traditional or homeschooled. If you are not, fill in the "No" bubble. *[pause]*

In field 5b, fill in the bubble next to the year when you will complete or leave high school and enroll full time in college. For example, 11th graders who are planning to complete high school and enter college in 2021 should select 2021. Tenth graders should select the year when they will complete high school, which in most cases will be 2022. If you do not plan to attend college, fill in the corresponding bubble on your answer sheet. *[pause]*

In field 5c, fill in the bubble next to the total number of academic years it will take you to complete grades 9 through 12. For example, if you spend one academic year in each grade without interruption, you will complete high school in four years. *[pause]*

In field 5d, follow the instructions given in your *PSAT/NMSQT Student Answer Sheet Instructions* booklet. Please look up when you are finished. *[pause]*

To all students, say:

If your answer sheet has a label with correct information on it, you do not need to fill in any additional information. If your answer sheet doesn't have a label on it, raise your hand.

IMPORTANT: *If no students have blank, unlabeled answer sheets, proceed to Distributing Test Books on page 75.*

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

Now we're going to return to field 1. (If you're using a large-block answer sheet, turn to page 2.) Please fill in your legal last name, first name, and middle initial if you have one. Include spaces, hyphens, or apostrophes if these are part of your name. If you include a name other than your legal last name, your scores may be delayed. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you are finished. Are there any questions? *[pause]*

For fields 2–4, say:

In field 2, fill in the bubble that applies to you. If you are not homeschooled, enter the name and address of the school you attend in field 3. Then, if you regularly attend this school, enter our school code, which I have posted in the front of the room, in field 4. If you don't attend this school, raise your hand, and I will come over to give you the code to enter in field 4.

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

For field 6, say:

Skip to field 6. For your date of birth, fill in the bubble for the right month. On large-block answer sheets fill in the digits for the month, starting with a zero if the month has only one digit. Next, write in the 2-digit number for the day you were born, starting with zero if the day is less than 10. Then write the last two digits of the year you were born. Fill in the corresponding bubbles and look up when you're done. *[pause]*

For field 7, say:

Fill in your current grade level in field 7.

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

For field 8, say:

Complete field 8. Participation in the National Merit Scholarship Program is considered without regard to gender.

Then say:

Place your *PSAT/NMSQT Student Answer Sheet Instructions* under your desk. If you have other fields to complete in the nontest part of your answer sheet, you'll have a chance to complete them after the test is over.

Distributing Test Books

If available, keep one blank answer sheet and one test book for use in giving instructions. Students who are testing with flash drives should already have their flash drive inserted in the computer on their desk. These students still receive test books.

When everyone is ready, say:

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

Remove the shrinkwrap from the test books and give one test book to each student. Hand each student a test book personally; do not allow students to pass them to one another. If your test books have serial numbers on their front covers (in the upper right-hand corner), you must record the serial numbers on the seating chart on the back of this manual to indicate which test book was distributed to each seat. Also record the student's name on the seating chart if time permits. (Saturday testers and Study participants will have serial numbers.) If your test books don't have serial numbers, just record student names on the seating chart. You can finish recording student names while students are working on Section 1, the Reading Test.

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

When all students have their test books, say:

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

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

When everyone is ready, say:

> Print your name, this school's number and name, and this room's number or name clearly on the back of your test book. If you are testing with a flash drive, you need to print this information on your flash drive packaging as well. Please look up when you are finished. *[pause]*

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

When everyone is ready, say:

> Now turn to the back of your answer sheet (or page 8 if you are using a large-block answer sheet).

Ⓐ FOR MP3 AUDIO USERS WHO ARE DOWNLOADING THE TEST FORM THEMSELVES

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

Ⓑ FOR ALL OTHER STUDENTS

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

Starting the MP3 Streaming App

IMPORTANT: *If you have already downloaded the test form on each student's computer, skip the script that follows and proceed to Completing Test Book Information and the Certification Statement on page 76.*

At this point, students will access their test forms using the MP3 application. The application should be open and ready to run on each computer. Before instructing students to begin the form selection process, ensure each computer is displaying the **Test Administration** screen, where students will input their assessment, student, and form selection information.

Give each student a sticky note or unmarked piece of scratch paper with their 10-digit SSD number written on it. They will need this piece of paper on both days of testing in order to start the MP3 streaming app on their computer.

To students accessing the MP3 streaming test form, say:

> Today you'll be taking the test using an MP3 streaming application. First, you'll enter some information to access your test form.

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

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

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

When everyone is ready, say:

> Please follow these instructions:
> 1. Under **Assessment Information**, please enter the 6-digit school code I have posted. *[pause]*
> 2. From the **Assessment Type** drop-down menu, choose **PSAT/NMSQT**. *[pause]*

3. Under **Student Information**, please enter your first and last name. *[pause]*

4. Next, find your 10-digit SSD number, which is on a note that I have given you. Enter it in the **SSD Number** field, then select the yellow **Confirm SSD** button. *[pause]*

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

IMPORTANT: *Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the note or piece of paper given to the student and that the student is typing the number correctly. If you need further assistance, call the SSD office (844-255-7728).*

Give instructions for starting the test download by saying:

Now you'll select the right test date so that you can download the correct test. In the **Form Selection** field, use the drop-down menu to select the test date that I have posted on the board. *[pause]*

IMPORTANT: *If your school is participating in the Test Administration Study, students should select "OCTOBER 16 STUDY" from the drop-down menu.*

Continue by saying:

Follow these instructions:

1. From the drop-down menu on the right of the form name, confirm which day you are testing (select Day 1). *[pause]*

2. Select the **Continue** button. *[pause]*

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

4. Once you've confirmed your information, select **Begin Form Download**. *[pause]*

5. At this point I want everyone to STOP and wait while your form downloads. When the **Begin Test** button appears, do not select it until I tell you to. *[pause]*

The screen containing your test information will remain visible and will help you fill out your answer sheet. Access to the internet and other applications will be disabled during the test.

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

Completing Test Book Information and the Certification Statement

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

Filling in Form Code and Test ID:
If you are administering the MP3 audio streaming application, read script **Ⓐ**, *then continue with the instructions for field C. For all other testers read script* **Ⓑ**.
CHOOSE ONLY ONE OPTION.

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

Find fields A and B on the back of your answer sheet (or page 8 of the large-block answer sheet). Copy the form code and test ID exactly as they appear on your screen into fields A and B on your answer sheet. For field A, please also fill in the appropriate bubbles. Please look up when you are finished. *[pause]*

Ⓑ To students using all other formats, say:

Find fields A and B on the back of your answer sheet (or page 8 of the large-block answer sheet). Copy the form code and test ID exactly as they appear on the **back** of your test book (or flash drive packaging if you're using a flash drive) into fields A and B on your answer sheet. For field A, please also fill in the appropriate bubbles. Please look up when you are finished. *[pause]*

(SSD) *Students who are using an alternate test format (such as braille books or ATC flash drive) must use the form code, test ID, and (if applicable) serial number on that format, NOT on the reference copy they're given of the standard test book. Students using a reader must use the codes on their own test book, not from the reader's script or reference test book.*

Field C should only be filled in if your test books have serial numbers in the upper right of the front cover. (All schools testing on Saturday or participating in the Study will use books with serial numbers.) If your books don't have serial numbers, skip the next script.

For Saturday testing or for the Study, for field C, say:

Find the serial number in the upper right of the front cover of your test book (or flash drive packaging if you're using a flash drive). In field C on your answer sheet, copy the serial number exactly as it appears. Fill in the appropriate bubbles. Please look up when you are finished. *[pause]*

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

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

Check that students are filling in the correct codes.

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

For field D, Testing Room Code, say:

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

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

For field E, if your school uses optional codes, you should have a list of optional code assignments ready to read to students (see Assigning Optional Codes on page 20 for additional information on optional codes). Homeschooled students or students from other schools should leave field E blank.

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

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

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

Completing the Certification Statement

To all students, say:

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

By signing the statement, you are agreeing not to share any test content with anyone, through any means, including but not limited to email, text messages, internet posts, or other use of the internet. Doing so may result in score cancellation or other possible sanction. These conditions are spelled out in the *PSAT/NMSQT Student Guide*.

Review the statement and the information on your answer sheet, then sign your full name as you would on an official document. Under your signature, print your name and enter today's date.

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

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

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

After everyone has signed the Certification Statement, say:

Please put your calculator under your desk now. You won't need it for this section.

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

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

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

Answer any student questions about testing procedures.

Specific Format Instructions

- If you have students who are using a scribe, a reader, or an ATC or a braille format, find and read the appropriate instructions in this section before proceeding to the appropriate script for the students in your room.
- For all other students, turn to Proceed to the Appropriate Script on page 79.

To a scribe, say:

Please follow these instructions:

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

To a student who is using a scribe, say:

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

To a reader, say:

If you are reading the script to a student, please read questions as often as requested. It is important to read only what is in the script. Do not provide elaboration beyond what is in the script, even if the student asks for it. If a student using the *Braille Figure Supplement* doesn't read braille, you can find the labels and numbers in corresponding locations in the regular-type books, if needed. Do you have any questions about these procedures? *[pause]*

To students using braille format, say:

The braille test is divided into several books. You will be given one book at a time. The Reading Test and the Writing and Language Test are in regular grade 2 braille. Throughout the test, each question is separated from another with a line. Each question begins in cell 1, with runovers beginning in cell 5. Each answer choice begins in cell 3 with runovers beginning in cell 5.

The braille type used is Unified English Braille (UEB), and the Math Test is in the 1972 revised Nemeth Code. The *Braille Reference Information* includes braille math formulas and directions for use with both sections of the Math Test.

If you are using a braille device to record your answers, on each page you use, type your full name and the number of the section you are working on. Type the question number and your answer. It is not necessary to capitalize your answer choices.

Do you have any questions about these procedures? *[pause]*

At the end of a section, if a student has finished with a braille book, collect it and give the student the next braille book just before the next section begins.

To students using the ATC format, say:

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

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

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

....

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

....

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

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

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

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

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

Proceed to the Appropriate Script

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

SCRIPTS TO USE FOR TESTING

Description	Title and Page Number
Standard timing and breaks (see note that follows)	Script 1: Standard Time later in this section
100% extended timing and extra breaks	Script 2: 100% Extended Time on page 82
50% extended timing and extra breaks	Script 3: 50% Extended Time on page 87
Standard timing and extra breaks	Script 4: Standard Time with Extra Breaks on page 91
Specialized timing, extra breaks, and instructions for MP3 audio format	Script 5: MP3 Audio Format on page 96

(SSD) *Some students with accommodations may require the standard time script. For example, you'll use Script 1 to test students testing in a small group setting or with permission to test blood sugar, students testing with extended breaks or breaks as needed, or students testing with extended time for math only with no extra breaks (you'll see instructions for when to switch to Script 2—100% extended time—or Script 3—50% extended time).*

The Overview of Accommodated Timing and Breaks on page 108 gives details about the different types of timing and breaks that may be needed.

SCRIPT 1:
Standard Time

The following script is for use with standard timing and breaks. Use Script 4 if testing students approved by College Board for standard time with extra breaks. Throughout this script, you'll refer to PSAT/NMSQT Script 1 Section Timing Chart for Standard Timing on page 109 when calculating the start and stop times for each section.

(SSD) *If a student is using ATC format, refer to Specific Format Instructions on page 78.*

SECTION 1:
Reading Test

STANDARD TIME

🕐 **60 Minutes**

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

When everyone is ready, say:

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

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 11 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Open your test book to Section 1, review the directions, and begin work. Time starts now. Good luck.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **60 MINUTES STANDARD TIME**

START TIME _____   **STOP TIME** _____

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

While students are testing, complete the seating chart on the back of this manual to indicate the distribution of test books. If your test books have serial numbers on the front cover (Saturday testers and Wednesday testers participating in the Study), the seating chart must include each test book's serial number.

After 30 minutes, say:

You have 30 minutes remaining in Section 1.

After 55 minutes, say:

You have 5 minutes remaining in Section 1.

After exactly 60 minutes, say:

Stop work and put your pencil down.

Close your answer sheet and place it on the page in your test book where you stopped working. 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 access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

We will start testing again in exactly 5 minutes.

During the Break

⏱ **5-MINUTE BREAK**

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

At the end of the break, say:

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

Ⓐ FOR STUDENTS USING ATC FORMAT

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

Ⓑ FOR ALL OTHER STUDENTS

Continue with the script that follows.

SECTION 2:
Writing and Language Test

STANDARD TIME
🕐 35 Minutes

When everyone is ready, say:

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

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Open your test book to the page where you inserted your answer sheet. Find Section 2 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Now, please turn to Section 2 in your test book, review the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **35 MINUTES STANDARD TIME**

START TIME _____   **STOP TIME** _____

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

After 15 minutes, say:

You have 20 minutes remaining in Section 2.

After 30 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 35 minutes, say:

Stop work, and put your pencil down.

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

(A) FOR STUDENTS WITH MATH-ONLY EXTENDED TIME

- For students approved by College Board for 100% extended time for math, turn to Script 2, Break Before Section 3 on page 85.

- For students approved by College Board for 50% extended time for math, turn to Script 3, Break Before Section 3 on page 89.

(B) FOR ALL OTHER STUDENTS

Continue with the script that follows.

SECTION 3:
Math Test – No Calculator

STANDARD TIME

🕐 **25 Minutes**

IMPORTANT: *If a student has College Board approval to test using a four-function calculator on this section as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)*

When everyone is ready, say:

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

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

Open your test book to the page where you inserted your answer sheet. Find Section 3 on page 3 of your answer sheet (or page 15 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than 4 characters.

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

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

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **25 MINUTES STANDARD TIME**

START TIME _____   **STOP TIME** _____

Post the start and stop times.

Walk around the room to check that students are working on the correct section and are not using a calculator unless they have College Board approval to use a four-function calculator as an accommodation.

After 10 minutes, say:

You have 15 minutes remaining in Section 3.

After 20 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 25 minutes, say:

Stop work and put your pencil down.

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

We will start testing again in exactly 5 minutes.

During the Break

⏱ **5-MINUTE BREAK**

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

At the end of the break, say:

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

SECTION 4:
Math Test – Calculator

STANDARD TIME

🕐 45 Minutes

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

When students are ready, say:

This is the last section of the test—you're almost done! Once we begin, you will have 45 minutes to work on Section 4, the Math Test with Calculator.

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

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

Open your test book to the page where you inserted your answer sheet. Find Section 4 on page 3 of your answer sheet (or page 18 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than 4 characters.

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

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

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **45 MINUTES STANDARD TIME**

START TIME _____   **STOP TIME** _____

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

After 20 minutes, say:

You have 25 minutes remaining in Section 4.

After 40 minutes, say:

You have 5 minutes remaining in Section 4.

After exactly 45 minutes, say:

Stop work and put your pencil down.

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

Proceed to Dismissal on page 104 for the collection of test books and other test materials.

SCRIPT 2:
100% Extended Time

The following script is for 100% extended time test takers. Throughout this script, you'll refer to PSAT/NMSQT Script 2 Section Timing Chart for 100% Extended Time on page 110 when calculating the start and stop times for each section.

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

(SSD) *If a student is using a scribe, a reader, or ATC format, refer to Specific Format Instructions on page 78.*

SECTION 1:
Reading Test

120 MINUTES 100% EXTENDED TIME

🕐 **60 Minutes**   **5-MINUTE BREAK**   **60 Minutes**

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

When everyone is ready, say:

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

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 11 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Open your test book to Section 1, review the directions, and begin work. Time starts now. Good luck.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **60 MINUTES 100% EXTENDED TIME**

START TIME _____   **STOP TIME** _____

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

While students are testing, complete the seating chart on the back of this manual to indicate the distribution of test books. If your test books have serial numbers on the front cover (Saturday testers and Wednesday testers participating in the Study), the seating chart must include each test book's serial number.

After 30 minutes, say:

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

After 55 minutes, say:

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

After exactly 60 minutes, say:

Stop work and put your pencil down.

Close your answer sheet and place it on the page in your test book where you stopped working. 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 access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 1

⏱ **5-MINUTE BREAK**

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 60 minutes to continue working on Section 1 only. Open your test book to the page where you inserted your answer sheet. Open the answer sheet, place it flat on your desk, and continue working where you left off. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS
🕐 **60 MINUTES 100% EXTENDED TIME**
START TIME _____   **STOP TIME** _____

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

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

You have 30 minutes remaining in Section 1.

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

You have 5 minutes remaining in Section 1.

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

Stop work and put your pencil down.

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

We will start testing again in exactly 5 minutes.

During the Break

⏱ 5-MINUTE BREAK

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

At the end of the break, say:

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

SECTION 2:
Writing and Language Test

100% EXTENDED TIME

🕐 70 Minutes

When everyone is ready, say:

Once we begin, you will have 70 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when this section is finished.

To all students, say:

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Open your test book to the page where you inserted your answer sheet. Find Section 2 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Now, please turn to Section 2 in your test book, review the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS
🕐 **70 MINUTES 100% EXTENDED TIME**
START TIME _____   **STOP TIME** _____

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

After 20 minutes, say:

You have 50 minutes remaining in Section 2.

After 50 minutes, say:

You have 20 minutes remaining in Section 2.

After 65 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 70 minutes, say:

Stop work and put your pencil down.

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

Break Before Section 3

For the break, say:

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

We will start testing again in exactly 5 minutes.

During the Break

⏱ **5-MINUTE BREAK**

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

At the end of the break, say:

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

Ⓐ FOR STUDENTS WITH 100% EXTENDED TIME FOR READING OR MATH

Continue with the script that follows.

Ⓑ FOR STUDENTS USING ATC FORMAT

Turn to the appropriate script as noted in this table:

Description	Script
Standard Time (no extra breaks)	Script 1, Section 3: Math Test – No Calculator on page 81
50% Extended Time	Script 3, Section 3: Math Test – No Calculator on page 89
Standard Time with Extra Breaks	Script 4, Section 3: Math Test – No Calculator on page 94

SECTION 3:
Math Test – No Calculator

100% EXTENDED TIME

🕐 **50 Minutes**

IMPORTANT: *If a student has College Board approval to test using a four-function calculator on this section as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)*

When all students are ready, say:

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

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

Open your test book to the page where you inserted your answer sheet. Find Section 3 on page 3 of your answer sheet (or page 15 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than four characters.

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

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

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **50 MINUTES 100% EXTENDED TIME**

START TIME _____   **STOP TIME** _____

Post the start and stop times.

Walk around the room to check that students are working on the correct section and are not using a calculator unless they have College Board approval to use a four-function calculator as an accommodation.

After 20 minutes, say:

You have 30 minutes remaining in Section 3.

After 45 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 50 minutes, say:

Stop work and put your pencil down.

Place your answer sheet on the page in your test book where you stopped working. 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.

We will start testing again in exactly 5 minutes.

During the Break

⏱ **5-MINUTE BREAK**

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

At the end of the break, say:

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

SECTION 4:
Math Test – Calculator

90 MINUTES 100% EXTENDED TIME

🕐 45 Minutes   **5-MINUTE BREAK**   45 Minutes

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

When everyone is ready, say:

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

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

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

Open your test book to the page where you inserted your answer sheet. Find Section 4 on page 3 of your answer sheet (or page 18 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than four characters.

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

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

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **45 MINUTES 100% EXTENDED TIME**

START TIME _____   STOP TIME _____

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

After 20 minutes, say:

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

After 40 minutes, say:

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

After exactly 45 minutes, say:

Stop work and put your pencil down.

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

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 4

⏱ **5-MINUTE BREAK**

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 45 minutes to continue working on Section 4 only. Open your test book to the page where you inserted your answer sheet. Open the answer sheet, place it flat on your desk, and continue working where you left off. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS
🕐 **45 MINUTES 100% EXTENDED TIME**
START TIME _____   STOP TIME _____

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

After 20 minutes (from the end of the break), say:

You have 25 minutes remaining in Section 4.

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

You have 5 minutes remaining in Section 4.

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

Stop work and put your pencil down.

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

Proceed to Dismissal on page 104 for the collection of test books and other test materials.

SCRIPT 3:
50% Extended Time

The following script is for 50% extended time test takers. Throughout this script, you'll refer to PSAT/NMSQT Script 3 Section Timing Chart for 50% Extended Time on page 111 when calculating the start and stop times for each section.

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

(SSD) *If a student is using a scribe, a reader, or ATC format, refer to Specific Format Instructions on page 78.*

SECTION 1:
Reading Test

90 MINUTES 50% EXTENDED TIME
🕐 45 Minutes   **5-MINUTE BREAK**   45 Minutes

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

When everyone is ready, say:

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

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 11 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Open your test book to Section 1, review the directions, and begin work. Time starts now. Good luck.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS
🕐 **45 MINUTES 50% EXTENDED TIME**
START TIME _____   STOP TIME _____

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

While students are testing, complete the seating chart on the back of this manual to indicate the distribution of test books. If your test books have serial numbers on the front cover (Saturday testers and Wednesday testers participating in the Study), the seating chart must include each test book's serial number.

After 20 minutes, say:

You have 70 minutes remaining in Section 1, and 25 minutes until the break.

After 40 minutes, say:

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

After exactly 45 minutes, say:

Stop work and put your pencil down.

Close your answer sheet and place it on the page in your test book where you stopped working. 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 access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 1

⏱ 5-MINUTE BREAK

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 45 minutes to continue working on Section 1 only. Open your test book to the page where you inserted your answer sheet. Open the answer sheet, place it flat on your desk, and continue working where you left off. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **45 MINUTES 50% EXTENDED TIME**

START TIME _____   STOP TIME _____

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

After 20 minutes (from the end of the break), say:

You have 25 minutes remaining in Section 1.

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

You have 5 minutes remaining in Section 1.

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

Stop work and put your pencil down.

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

We will start testing again in exactly 5 minutes.

During the Break

⏱ 5-MINUTE BREAK

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

At the end of the break, say:

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

Ⓐ **FOR STUDENTS USING ATC FORMAT**

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

Ⓑ **FOR ALL OTHER STUDENTS**

Continue with the script that follows.

SECTION 2:
Writing and Language Test

50% EXTENDED TIME

🕐 53 Minutes

When everyone is ready, say:

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

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Open your test book to the page where you inserted your answer sheet. Find Section 2 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **53 MINUTES 50% EXTENDED TIME**

START TIME _____   **STOP TIME** _____

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

After 20 minutes, say:

You have 33 minutes remaining in Section 2.

After 48 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 53 minutes, say:

Stop work and put your pencil down. Close your answer sheet and place it on the page in your test book where you stopped working. Close your test book.

Break Before Section 3

For the break, say:

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

During the Break

⏱ **5-MINUTE BREAK**

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

At the end of the break, say:

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

SECTION 3:
Math Test – No Calculator

50% EXTENDED TIME

🕐 38 Minutes

IMPORTANT: *If a student has College Board approval to test using a four-function calculator on this section as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)*

When everyone is ready, say:

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

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

Open your test book to the page where you inserted your answer sheet. Find Section 3 on page 3 of your answer sheet (or page 15 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than four characters.

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

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

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS
🕐 **38 MINUTES 50% EXTENDED TIME**
START TIME _____ STOP TIME _____

Post the start and stop times.

Walk around the room to check that students are working on the correct section and are not using a calculator unless they have College Board approval to use a four-function calculator as an accommodation.

After 20 minutes, say:

You have 18 minutes remaining in Section 3.

After 33 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 38 minutes, say:

Stop work and put your pencil down.

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

We will start testing again in exactly 5 minutes.

During the Break

🕐 **5-MINUTE BREAK**

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

At the end of the break, say:

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

SECTION 4:
Math Test – Calculator

68 MINUTES 50% EXTENDED TIME

🕐 34 Minutes   **5-MINUTE BREAK**   34 Minutes

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

When everyone is ready, say:

This is the last section of the test—you're almost done! Once we begin, you will have 1 hour and 8 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 34 minutes.

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

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

Open your test book to the page where you inserted your answer sheet. Find Section 4 on page 3 of your answer sheet (or page 18 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than four characters.

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

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

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS
🕐 **34 MINUTES 50% EXTENDED TIME**
START TIME _____ STOP TIME _____

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

After 18 minutes, say:

You have 50 minutes remaining in Section 4, and 16 minutes until the break.

After 29 minutes, say:

You have 39 minutes remaining in Section 4, and 5 minutes until the break.

After exactly 34 minutes, say:

Stop work and put your pencil down.

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

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 4

⏱ 5-MINUTE BREAK

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 34 minutes to continue working on Section 4 only. Open your test book to the page where you inserted your answer sheet. Open the answer sheet, place it flat on your desk, and continue working where you left off. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **34 MINUTES 50% EXTENDED TIME**

START TIME _____   STOP TIME _____

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

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

You have 19 minutes remaining in Section 4.

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

You have 5 minutes remaining in Section 4.

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

Stop work and put your pencil down.

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

Proceed to Dismissal on page 104 for the collection of test books and other test materials.

SCRIPT 4:
Standard Time with Extra Breaks

Use this script for students who receive standard time on some or all sections of the test and are approved by College Board for extra breaks. Throughout this script, you'll refer to PSAT/NMSQT Script 4 Section Timing Chart for Standard Time with Extra Breaks on page 112 when calculating the start and stop times for each section.

🔵 *If a student is using ATC format, refer to Specific Format Instructions on page 78.*

SECTION 1:
Reading Test

60 MINUTES STANDARD TIME

🕐 30 Minutes   **5-MINUTE BREAK**   30 Minutes

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

When everyone is ready, say:

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

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 11 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Open your test book to Section 1, review the directions, and begin work. Time starts now. Good luck.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **30 MINUTES STANDARD TIME**

START TIME _____   STOP TIME _____

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

While students are testing, complete the seating chart on the back of this manual to indicate the distribution of test books. If your test books have serial numbers on the front cover (Saturday testers and Wednesday testers participating in the Study), the seating chart must include each test book's serial number.

After 15 minutes, say:

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

After 25 minutes, say:

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

After exactly 30 minutes, say:

Stop work and put your pencil down.

Close your answer sheet and place it on the page in your test book where you stopped working. 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 access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 1
⏱ **5-MINUTE BREAK**

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 30 minutes to continue working on Section 1 only. Open your test book to the page where you inserted your answer sheet. Open the answer sheet, place it flat on your desk, and continue working where you left off. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **30 MINUTES STANDARD TIME**

START TIME _____   STOP TIME _____

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

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

You have 15 minutes remaining in Section 1.

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

You have 5 minutes remaining in Section 1.

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

Stop work and put your pencil down.

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

We will start testing again in exactly 5 minutes.

During the Break

⏱ 5-MINUTE BREAK

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

At the end of the break, say:

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

A FOR STUDENTS USING ATC FORMAT

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

B FOR ALL OTHER STUDENTS

Continue with the script that follows.

SECTION 2:
Writing and Language Test

STANDARD TIME

🕐 **35 Minutes**

When everyone is ready, say:

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

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Open your test book to the page where you inserted your answer sheet. Find Section 2 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **35 MINUTES STANDARD TIME**

START TIME _____   **STOP TIME** _____

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

After 20 minutes, say:

You have 15 minutes remaining in Section 2.

After 30 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 35 minutes, say:

Stop work and put your pencil down. Close your answer sheet and place it on the page in your test book where you stopped working. Close your test book.

Break Before Section 3

For the break, say:

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

We will start testing again in exactly 5 minutes.

During the Break

⏱ 5-MINUTE BREAK

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

At the end of the break, say:

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

A FOR STUDENTS WITH MATH-ONLY EXTENDED TIME

- For students testing with 100% extended time for math, turn to Script 2, Section 3: Math Test – No Calculator on page 85.
- For students testing with 50% extended time for math, turn to Script 3, Section 3: Math Test – No Calculator on page 89.

B FOR ALL OTHER STUDENTS

Continue with the script that follows.

SECTION 3:
Math Test – No Calculator

STANDARD TIME

🕐 **25 Minutes**

IMPORTANT: *If a student has College Board approval to test using a four-function calculator on this section as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)*

When everyone is ready, say:

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

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

Open your test book to the page where you inserted your answer sheet. Find Section 3 on page 3 of your answer sheet (or page 15 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than four characters.

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

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

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **25 MINUTES STANDARD TIME**

START TIME _____   **STOP TIME** _____

Post the start and stop times.

Walk around the room to check that students are working on the correct section and are not using a calculator unless they have College Board approval to use a four-function calculator as an accommodation.

After 10 minutes, say:

You have 15 minutes remaining in Section 3.

After 20 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 25 minutes, say:

Stop work and put your pencil down.

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

We will start testing again in exactly 5 minutes.

During the Break

⏱ **5-MINUTE BREAK**

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

At the end of the break, say:

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

SECTION 4:
Math Test – Calculator

45 MINUTES STANDARD TIME

🕐 **23 Minutes**   **5-MINUTE BREAK**   **22 Minutes**

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

When everyone is ready, say:

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

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

- Keep it flat on your desk or hold it so that other students cannot view your work.

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

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

- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over to assist you. If you do not have a backup, continue to take the test. All math questions can be answered without a calculator.

Open your test book to the page where you inserted your answer sheet. Find Section 4 on page 3 of your answer sheet (or page 18 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than four characters.

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

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

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐   **23 MINUTES STANDARD TIME**

START TIME _____   **STOP TIME** _____

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

After 10 minutes, say:

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

After 18 minutes, say:

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

After exactly 23 minutes, say:

Stop work and put your pencil down.

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

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 4

⏱ **5-MINUTE BREAK**

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 22 minutes to continue working on Section 4 only. Open your test book to the page where you inserted your answer sheet. Open the answer sheet, place it flat on your desk, and continue working where you left off. Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐   **22 MINUTES STANDARD TIME**

START TIME _____   **STOP TIME** _____

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

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

You have 12 minutes remaining in Section 4.

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

You have 5 minutes remaining in Section 4.

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

Stop work and put your pencil down.

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

Proceed to Dismissal on page 104 for the collection of test books and other test materials.

SCRIPT 5:
MP3 Audio Format

Throughout this script, you'll refer to PSAT/NMSQT Script 5 Section Timing Chart for MP3 Audio Format on page 113 when calculating the start and stop times for each section.

(SSD) *If a student is using a scribe, refer to Specific Format Instructions on page 78.*

MP3 Audio Test Directions

The recorded assessment begins with directions, and the timed portion of the test starts with Section 1, the Reading Test. Administer the test one section at a time, with strict timing, just as you would a paper test.

IMPORTANT: *Monitor students to make sure they do not access any unapproved calculators at any time during the test. Ensure that students using flash drives do not run spelling or grammar checks, access a thesaurus or dictionary, or access any other sites at any time during the test.*

Begin by saying:

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

The test has been set up on your computer. Do not start until I tell you to. I will review the navigation with you now.

If you are using a PC or Chromebook, your keyboard navigation will use the **Control** key. If you are using a Mac, your keyboard navigation will use the **Command** key.

I have written the keyboard and other navigation commands on the board. When we start testing, your screen will display a list of all the tracks for the test section being played. The list is organized by track number, and each track has a brief descriptive title. Each test question will be on a separate track. The track that is currently playing should be highlighted.

- Use **Control-P** or **Command-P** to play or pause the audio. You can also select the **Play** or **Pause** icon at the bottom of the screen.
- To change the volume, select and drag the volume control slider.
- To skip back to a previous track, press **Control-B** or **Command-B**.

- To skip forward to the next track press **Control-F** or **Command-F**.
- To move forward and backward within a track, click on the timeline ribbon at the bottom of the screen. Double-clicking on a track will cause it to begin again.

There are no fast forward or rewind controls. The audio recording will play continuously through the entire test section unless you manually pause it, and will stop automatically at the end of the last track for the section.

If your track ends before time is called, you can return to any tracks within the section to review your work. If you need help at any point, raise your hand.

Explain procedure by saying:

During the test, I will flick the lights or tap your shoulder whenever I post the time remaining or to signal that it is time to stop and take off your earphones. Are there any questions about the information that I have just read? *[Pause]*

Answer all questions about procedure, and then continue with the script.

To all students, say:

We're going to listen to the test introduction now.

IMPORTANT: *Skip the next script if your students are using flash drives.*

To all students using the streaming application, say:

Select **Begin Test**. Then select **Yes** when the pop-up box appears. *[pause]*

To all students, say:

Plug in your earphones. Once I tell you to start the test directions, you should put them on to hear the introduction. Select and drag the volume control slider to change the volume. If you need assistance at any point, raise your hand. Once you have listened to the introduction, select **Pause** or press **Command-P** or **Control-P** to pause, take off your earphones, and look up to signal that you are ready to continue. Now put on your earphones and select **Test Directions** to hear the introduction. *[pause]*

Assist any students whose volume is off, too low, or too high.

When all students are finished listening to the directions, signal them to remove their earphones, and say:

Select the square **Stop** button. This will take you back to the list of test sections.

Each time we pause testing, whether for a break or at the end of a section, select **Pause** or press **Command-P** or **Control-P** and take your earphones off so that you can hear my directions. At that point, if I tell you that the section is ended, you'll need to select **Stop**. Selecting **Stop** will always take you back to the screen that lists the sections so that you can start the next one after the break.

IMPORTANT: *If a student selects* **End Test**, *you'll need to log in and re-enter the test form retrieval information.*

SECTION 1:
Reading Test

60 MINUTES 100% EXTENDED TIME

🕐 30 Minutes   **5-MINUTE BREAK**   30 Minutes

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

When everyone is ready, say:

Once we begin, you will have 2 hours to work on Section 1, the Reading Test. We will take a 5-minute break after 60 minutes. When I signal you to pause, select **Pause** or press **Command-P** or **Control-P** and take off your earphones so that you can hear my directions. Do not begin work until I tell you to.

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

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

Your computer screen should show a list of sections. If it doesn't, please raise your hand.

Help students navigate to the correct screen.

IMPORTANT: *Skip the next script if your students are using flash drives.*

To all students using the streaming application, say:

Select **Begin Test**. Then select **Yes** when the pop-up box appears. *[pause]*

To all students, say:

Please turn your answer sheet to page 3 (or page 11 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Open your test book to Section 1 in case you want to refer to it. When I say, "Time starts now," you can put on your earphones, select Section 1, listen to the directions, and begin work. Good luck. Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **60 MINUTES 100% EXTENDED TIME**

START TIME _____   **STOP TIME** _____

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

While students are testing, complete the seating chart on the back of this manual to indicate the distribution of test books (or, if applicable, of flash drives). If your test books (or flash drives) have serial numbers on the front cover (Saturday testers and Wednesday testers participating in the Study), your seating chart must include each test book or flash drive's serial number. **If your students are using flash drives, use the serial number from the flash drive, NOT the one from the test book.**

After 30 minutes, signal to students and say:

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

After 55 minutes, signal to students and say:

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

After exactly 60 minutes, signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Make sure you have paused the test by clicking **Pause** or pressing **Command**-**P** or **Control**-**P**. Put your answer sheet on top of the page that you're currently working on in your test book. Close your test book and leave it on your desk. *[pause]*

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 access or use a phone or other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

We will start testing again in exactly 5 minutes.

If any students select the **Stop** button by accident, tell them that after the break they can navigate back to their question by selecting the section and scrolling down to the question they're working on.

Time the Break and Second Half of Section 1

⏱ 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat.

When everyone is ready, say:

You will now have another 60 minutes to continue working on Section 1 only. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say, "Time starts now," you can put on your earphones and resume the question you were working on by pressing **Control**-**P** or **Command**-**P** or selecting **Play**. Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **60 MINUTES 100% EXTENDED TIME**

START TIME _____   STOP TIME _____

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

After 30 minutes (from the end of the break), signal to students and say:

You have 30 minutes remaining in Section 1.

After 55 minutes (from the end of the break), signal to students and say:

You have 5 minutes remaining in Section 1.

After exactly 60 minutes (from the end of the break), signal students to take off their earphones. Then, say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Select the square **Stop** button at the bottom of the window to stop work on Section 1 of the test.

Make sure all students have stopped work and removed their earphones.

To all students, say:

Put your answer sheet on top of the page that you're currently working on in your test book. Close your test book and leave it on your desk.

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

We will start testing again in exactly 5 minutes.

During the Break

⏱ 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat.

SECTION 2:
Writing and Language Test

115 MINUTES MP3 EXTENDED TIME

🕐 **58 Minutes**   5-MINUTE BREAK   **57 Minutes**

When everyone is ready, say:

Once we begin, you will have 1 hour and 55 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break after 58 minutes.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Please find Section 2 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back.

Open your test book to Section 2 in case you want to refer to it. Your computer screen should show the list of sections. When I say, "Time starts now," you can put on your earphones, select Section 2, listen to the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **58 MINUTES MP3 EXTENDED TIME**

START TIME _____   **STOP TIME** _____

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

After 30 minutes, signal to students and say:

You have 1 hour and 25 minutes remaining in Section 2, and 28 minutes until the break.

After 53 minutes, signal to students and say:

You have 1 hour and 2 minutes remaining in Section 2, and 5 minutes until the break.

After exactly 58 minutes, signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Make sure you have paused the test by clicking **Pause** or pressing **Command-P** or **Control-P**. Put your answer

sheet on top of the page that you're currently working on in your test book. Close your test book and leave it on your desk. *[pause]*

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

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 2

⏱ **5-MINUTE BREAK**

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

At the end of the break, say:

Please take your seat.

When everyone is ready, say:

You will now have another 57 minutes to work on Section 2 only.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say, "Time starts now," you can put on your earphones and resume the question you were working on by pressing **Control-P** or **Command-P** or selecting **Play**. Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **57 MINUTES MP3 EXTENDED TIME**

START TIME _____   **STOP TIME** _____

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

After 32 minutes (from the end of the break), signal to students and say:

You have 25 minutes remaining in Section 2.

After 52 minutes (from the end of the break), signal to students and say:

You have 5 minutes remaining in Section 2.

After exactly 57 minutes (from the end of the break), signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Select the square **Stop** button at the bottom of the window to stop work on Section 2 of the test.

Make sure all students have stopped work and removed their earphones.

To all students, say:

This concludes Day 1 of testing. Close your test book, and place your answer sheet on top of it. Please remain in your seats until I dismiss you.

IMPORTANT: *If you're testing students with flash drives, turn to Closing Media Players and Collecting MP3 Flash Drives on page 121.*

To students using the streaming application, say:

Move your cursor to the top right of your screen and select the **End Test** button. Confirm by selecting **End Test** on the pop-up window to close the application for today. If you logged in to your account on the computer, please log out. *[pause]*

Walk around the room to ensure that the streaming application has been closed on all computers and students are logged out. (The test application may take several minutes to close.) Power down each computer once the application is closed.

Collecting Test Materials and Dismissing Students

To all students, say:

I will now collect your answer sheet and test materials.

Keep students seated until you have collected an answer sheet and all test materials from each student.

Walk around the room to collect the answer sheets and test materials, including any scratch paper, from each student in the same order you used to distribute them.

In the following script, fill in the time that students should report for testing on Day 2.

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

In just a moment, I'm going to let you go. Remember, you should not, under any circumstances, take any test content from the testing room or discuss or share test content with anyone through any means, including email, text messages, internet posts, or on social media. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your earphones,

acceptable calculator, and Number 2 pencils with soft erasers. We begin Day 2 of testing at ___. You are now free to collect your belongings and leave the room.

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

Day 2 of Testing

Before Admitting Students

Before admitting students for Day 2 of testing, do the following:

1. Be sure that navigation notes are posted for students to see (as given in Post Information for Students Using MP3 Audio Format on page 68).

2. Power on all computers. Make sure they are plugged in and that the volume is not muted.

3. Turn to the applicable instructions for the students you are testing:

   a. For students using the MP3 streaming application, follow the same steps as you did on Day 1 under Administer the MP3 Audio Streaming Test on Each Computer on page 68 to prepare the computers for testing. If your students are downloading the test form themselves, the steps are outlined in the script for students later in this section.

   b. For students using flash drives, turn to Setting Up Computers for MP3 Flash Drives on page 119.

Admitting Students

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

Preparing to Test

When everyone is ready, say:

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

Please remove everything from your desk except your Number 2 pencils with erasers, your calculator, and your approved testing device.

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

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

As before, walk around to check each student's calculator and to make sure no one has any unauthorized aids or devices on their desks. See Prohibited Aids on page 24 for examples.

Then say:

Please put your calculator under your desk now. You will not need it until a later section. *[pause]*

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

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

IMPORTANT: *If you have already downloaded the test form on each student's computer, skip the script that follows and proceed to Section 3: Math Test – No Calculator on page 102.*

If your students are downloading the test form themselves, give each student a sticky note or unmarked piece of scratch paper with their 10-digit SSD number written on it.

To students accessing the MP3 streaming test form, say:

Now you're going to access your test following the same steps as yesterday. Please follow these instructions:

1. Under **Assessment Information**, please enter the 6-digit school code I have posted. *[pause]*

2. From the **Assessment Type** drop-down menu, choose **PSAT/NMSQT**. *[pause]*

3. Under **Student Information**, please enter your first and last name. *[pause]*

4. Next, find your 10-digit SSD number, which is on a note that I have given you. Enter it in the **SSD Number** field, then select the yellow **Confirm SSD** button. *[pause]*

Confirmation may take a few moments. Please look up once your SSD number has been confirmed. If you receive an error message, please try typing the number

again and select **Confirm SSD**. If you continue to receive an error message, raise your hand.

IMPORTANT: *Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the note or piece of paper given to the student and that the student is typing the number correctly. If you need further assistance, call the SSD office (844-255-7728).*

Give instructions for starting the test download by saying:

In the **Form Selection** field, use the drop-down menu to select the test date that I have posted on the board. *[pause]*

IMPORTANT: *If your school is participating in the Test Administration Study, students should select "OCTOBER 16 STUDY" from the drop-down menu.*

Continue by saying:

Follow these instructions:

1. From the drop-down menu on the right of the form name, select Day 2. *[pause]*

2. Select the **Continue** button. *[pause]*

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

4. Once you've confirmed your information, select **Begin Form Download**. *[pause]*

5. At this point I want everyone to STOP and wait while your form downloads. When the **Begin Test** button appears, do not select it until I tell you to. *[pause]*

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

SECTION 3:
Math Test – No Calculator

Remind students of how to use the MP3 audio format by saying:

Plug in your earphones. Your computer should be showing your test information. If it doesn't, please raise your hand. Also raise your hand if you need me to review how to navigate the test on your computer. *[pause]*

If students need a review of navigation, refer to MP3 Audio Test Directions on page 96. Answer all questions about navigation or procedures.

100% EXTENDED TIME

🕐 **50 Minutes**

IMPORTANT: *If a student has College Board approval to test using a four-function calculator on this section as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)*

When everyone is ready, say:

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

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

Find Section 3 on page 3 of your answer sheet (or page 15 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than four characters.

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

Your computer screen should show the list of sections. After the Section 3 directions, you'll see some reference tracks. These contain information you might need to complete the math questions. You can skip them if you want by scrolling down and selecting Question 1. Remember, you can go back and select the reference information if you need it later.

IMPORTANT: *Skip the next script if your students are using flash drives.*

To all students using the streaming application, say:

Select **Begin Test**. Then select **Yes** when the pop-up box appears. *[pause]*

To all students, say:

Open your test book to Section 3 in case you want to refer to it. When I say, "Time starts now," you can put on your earphones, select Section 3, listen to the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐   **50 MINUTES 100% EXTENDED TIME**

START TIME _____   **STOP TIME** _____

Post the start and stop times.

Walk around the room to check that students are working on the correct section and are not using a calculator unless they have College Board approval to use a four-function calculator as an accommodation.

After 20 minutes, signal to students and say:

You have 30 minutes remaining in Section 3.

After 45 minutes, signal to students and say:

You have 5 minutes remaining in Section 3.

After exactly 50 minutes, signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Select the square **Stop** button at the bottom of the window to stop work on Section 3 of the test.

Make sure all students have stopped work and removed their earphones.

To all students, say:

Put your answer sheet on top of the page that you're currently working on in your test book. Close your test book and leave it on your desk.

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

We will start testing again in exactly 5 minutes.

During the Break

⏱ **5-MINUTE BREAK**

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

At the end of the break, say:

Please take your seat.

SECTION 4:
Math Test – Calculator

100% EXTENDED TIME

🕐 45 Minutes   **5-MINUTE BREAK**   45 Minutes

When everyone is ready, say:

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

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

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

Find Section 4 on page 3 of your answer sheet (or page 18 if you are using a large-block answer sheet). Do not begin work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages

back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than four characters.

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

Your computer screen should show the list of sections. Also, you'll see the same reference tracks that you saw for Section 3. You can skip them if you want by scrolling down and selecting Question 1. Remember, you can go back and select the reference information if you need it later. *[pause]*

Open your test book to Section 4 in case you want to refer to it. When I say, "Time starts now," you can put on your earphones, select Section 4, listen to the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **45 MINUTES 100% EXTENDED TIME**

START TIME _____   **STOP TIME** _____

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

After 20 minutes, signal to students and say:

You have 1 hour and 10 minutes remaining in Section 4, and 25 minutes until the break.

After 40 minutes, signal to students and say:

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

After exactly 45 minutes, signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Select **Pause** or press **Control-P** or **Command-P** to pause your test. Put your answer sheet on the page in your test book where you stopped 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.

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 4

⏱ 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat.

When everyone is ready, say:

You will now have another 45 minutes to continue working on Section 4 only. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say, "Time starts now," you can put on your earphones and resume the question you were working on by pressing **Control-P** or **Command-P** or selecting **Play**. Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **45 MINUTES 100% EXTENDED TIME**

START TIME _____   STOP TIME _____

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

After 20 minutes (from the end of the break), signal to students and say:

You have 25 minutes remaining in Section 4.

After 40 minutes (from the end of the break), signal to students and say:

You have 5 minutes remaining in Section 4.

After exactly 45 minutes (from the end of the break), signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Select the **Stop** button at the bottom of the screen to stop the test.

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

Make sure all students have stopped work and removed their earphones.

IMPORTANT: *If your students are using flash drives, proceed to Dismissal.*

To students using the streaming application, say:

Move your cursor to the top right of your screen and select the **End Test** button. Confirm by selecting **End Test** on the pop-up window to close the application. Please sit quietly while the test application closes. *[pause]* If you logged in to your account on the computer, please log out.

Walk around the room to ensure that the streaming application has been closed on all computers. (The test application may take several minutes to close.)

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

After the Test

Dismissal
Collecting Test Books and Other Test Materials

To all students, say:

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

I will now collect your test books. Please keep your answer sheets flat on your desks and sit quietly.

Walk around the room and collect from each student the test books and materials (except for answer sheets), including any scratch paper (permitted for students with

specific accommodations), in the same order you used to distribute them. As you do this, check the accuracy of your seating chart. Put the test books and other test materials where students cannot access them.

If applicable, complete the steps that follow to confirm that students have logged out of the computers and collect any flash drives; otherwise proceed to Finishing Up on page 105.

To MP3 or ATC users, say:

I will now confirm that everyone has logged out of their computer and collect any flash drives. Please sit quietly until I dismiss you.

Walk around the room to check all computers and collect flash drives. For students using the streaming MP3 application, check that the student has ended the application and logged off (if applicable). Power down their computer.

....
IMPORTANT: *If testing students using MP3 audio flash drives, turn to Closing Media Players and Collecting MP3 Flash Drives on page 121.*
....

- Eject all ATC flash drives by doing the following:
  - For PCs, in the notification area in the lower-right corner of the monitor, select **Show Hidden Icons**, select **Safely Remove Hardware and Eject Media**, and then select **Eject USB Disk**.
  - For Macs, eject the flash drive by selecting the up arrow next to the icon under **Devices**.
  - For Chromebooks, select the **eject** icon next to the flash drive in the devices list.
- Place each drive in the original packaging for each student.
- Ensure that the cache is emptied and no files have been copied onto the computer. (If you need assistance, contact your system administrator.) Power off each computer.

Finishing Up

Students may need to be dismissed in two groups—students who have completed all fields on the answer sheet (who should be dismissed first), and students who started with blank answer sheets or did not participate in a preadministration session.

To all students, say:

If you still have personal, nontest information to fill out on your answer sheet, please place your answer sheet facedown on the desk. Sit quietly and do not write anything on the answer sheet while I dismiss other students. In a few minutes I'll help you complete your answer sheets.

For students who have completed the personal information on the answer sheets, proceed to Collecting Answer Sheets on page 106. When you have dismissed these students, return to Completing Answer Sheets for any students remaining.

Completing Answer Sheets

To students who need to complete their information say:

Open your answer sheet to page 2 (or page 5 if you're using a large-block answer sheet). Take out from under your desk the *PSAT/NMSQT Student Answer Sheet Instructions* booklet. If your answer sheet has a label that includes your address, confirm that your address is correct. If your address is correct on the label, you can skip fields 9 through 13. If you see any errors in your address or if you don't have a label with your address, follow my directions to fill in your correct address on the answer sheet.

To all students filling in their address, say:

Follow the directions in your instructions booklet to fill in your address in fields 9 through 13. Raise your hand if you have questions. Write in and bubble your current address carefully. If your address changes, you can always update it through your College Board account. If you're homeschooled, College Board needs your address to mail you a copy of your score report. *[pause]*

For students who need country codes, territory codes, or military base codes, refer them to the code(s) you have posted for them. See Codes for Countries or Regions Outside the United States and U.S. Territories on page 116.

- ☐ **If student ID appears in your school's Pre-ID Label Instructions OR if your school isn't using student ID numbers, tell students to skip field 14.**

If your school is using student ID numbers, for field 14, say:

In field 14, print and fill in your student identification number, starting with the first column to the left. If you have letters in your ID number, don't include them and only enter the numerals, with no spaces between them. If you don't know your student ID number, raise your hand. Look up when you're done. *[pause]*

Check with any students who raise their hands. If you have student ID numbers available, provide the appropriate student ID number to the student to grid on their answer sheet. If you do not have access to student ID numbers, advise the student to leave that field blank.

For field 15, say:

Follow the directions in your booklet to fill in field 15. Raise your hand if you have questions. *[pause]*

The *PSAT/NMSQT Student Answer Sheet Instructions* booklet gives additional information about the answer choices for fields 16–23. Students may need about one minute per field to read and complete fields 16–20 and 22–23. College Major, field 21, may take more time.

Allow at least five minutes for students to read through the list, choose their area of interest, and fill in the appropriate code.

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

Now say:

Your answers to the questions in fields 16 through 21 will help ensure that tests and services are fair and useful to all students. Your responses may be used for research purposes and may be shared with your high school, school district, and state. For this reason, we strongly encourage all students to complete this section. National Merit Scholarship Corporation will not use your answers to these questions.

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

Fields 16 through 23 are optional. If your parent or guardian has told you that you shouldn't complete any optional or voluntary information, please just sit quietly as we go through this activity. Do not complete any field that asks for information your parent or guardian has told you not to provide.

For international schools, read the following script if applicable:

If you are taking this test in the European Union, the United Kingdom, India, or Brazil and are under the age of 16, leave field 16 blank. Test takers in U.S. Department of Defense Education Activity (DoDEA) Schools may respond.

To all students, say:

Now, read the information in the *PSAT/NMSQT Student Answer Sheet Instructions* booklet to answer questions 16 through 21. Look up when you are done.

IMPORTANT: *Students who do not wish to respond to any of fields 16–23 may skip them.*

☐ **If your students have pre-ID labels and Email Address appears in your school's Pre-ID Label Instructions, tell students to skip field 22 and proceed to field 23.**

When students are ready, for field 22, say:

Find field 22 on page 4 of your answer sheet, or if you are using a large-block answer sheet, on page 7. Read the information about providing your email address.

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

If you opt in to Student Search Service, your email address will be added to your College Board student record. If you indicate that the email address is your own, as cosponsor of the PSAT/NMSQT, National Merit Scholarship Corporation will receive it. *[pause]*

For field 23, say:

Field 23 asks for your mobile number. Please leave field 23 blank if it is not a U.S. phone number.

If you have a U.S. mobile number, read the information in field 23 about providing your number. College Board will use it to send information such as when your scores are ready. You may opt out at any time. College Board will not share your phone number with other organizations.

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

To all students, say:

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

When students are finished, continue with Collecting Answer Sheets.

Collecting Answer Sheets

To all students, say:

If you have completed the personal, nontest information on your answer sheet, place your answer sheet faceup on your desk so that I can check your answer sheet before I collect it. If you have the *PSAT/NMSQT Student Answer Sheet Instructions*, place it faceup on your desk too. Please sit quietly until I dismiss you.

Walk around the room and collect the answer sheets and *PSAT/NMSQT Student Answer Sheet Instructions* that are faceup on the desks. Do the following for each student:

- Inspect the answer sheet to ensure that all identifying information is complete. **It is critical to check that fields 1–8 have been filled in correctly on the front of the answer sheet. On the back of the answer sheet, ensure that students have filled in form code (field A), test ID (field B), and if testing on Saturday or as part of the Study, test book serial number (field C) correctly.** These fields must be completed and the Certification Statement signed for a student to receive a score report.

- Have students fill in any missing identifying information in these fields and erase stray marks. Observe the students as they correct the information, making sure they do not alter other fields.

- For students without pre-ID labels, ensure that the letters written in field 1 correspond to the filled bubbles in each column. If there is a discrepancy, ask the student to explain it, and document the discrepancy on an IR.

- If you have any students who are approved to write their answers in the test book, you must ensure that their answer sheets include the students' personal and test information for these fields before dismissing students. **You must transcribe their answers after students are dismissed.**

Before Dismissing Students

- Keep students seated until you are sure you have every student's answer sheet and test book.

- Make sure answer sheets are not inserted in or between test books. Test books and answer sheets should be kept in 2 separate piles, with the exception of test books for students with College Board approval to write their answers in their test books (see further instructions that follow).

- Verify by count that you have a test book and answer sheet for each student.

To students who are ready to be dismissed, say:

In just a moment, I'm going to let you go. Remember: You must not, under any circumstances, take any test content from the testing room or discuss or share test content with anyone through any means, including email, text messages, the internet, or on social media.

You will be notified when your scores are available and of how to access your complete score report online. You'll also be able to link to Khan Academy for free, personalized SAT practice based on your specific test results.

This test administration is now over. Please wait in your seat until I dismiss your row. At that point, please gather your belongings, including your electronic devices, if any, and exit quietly. Keep in mind that students in other rooms may still be testing. Congratulations again, and thank you for your participation and for all of your hard work.

IMPORTANT: *If you still have students in the room who haven't completed their nontest information on the answer sheet, return to Completing Answer Sheets on page 105.*

After Students Leave the Room

- Ensure the seating chart is complete.

- Describe any irregularity on the IR.

- A completed answer sheet must be submitted for a student to receive a score report. You or a monitor or other assistant must:
  - Transfer responses from braille pages to the regular answer sheet pages.
  - On the materials you transferred answers from, write the student's name and 6-digit school (AI) code.

- If you have any students approved by College Board 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 and 6-digit school (AI) code.
  - On the front cover of the test book, write "Answers in book."
  - Include test books with the used answer sheets for the test coordinator to return with the used accommodated answer sheets.

- Make sure your room roster identifies who was present or absent. Return the annotated room roster to the test coordinator.

Appendix

Overview of Accommodated Timing and Breaks

TIMING AND BREAKS

	Section 1	Section 2	Section 3	Section 4	Total Time (including breaks)	Total Time (without breaks)
	Reading	Writing and Language	Math – No Calculator	Math – Calculator		
Script 1 Standard Time	60 minutes	35 minutes	25 minutes	45 minutes	2 hours, 55 minutes	2 hours, 45 minutes
	5-min. break		5-min. break			
Script 2 100% Extended Time	60 minutes	70 minutes	50 minutes	45 minutes	5 hours, 55 minutes	5 hours, 30 minutes
	5-min. break			5-min. break		
	60 minutes			45 minutes		
	5-min. break	5-min. break	5-min. break			
Script 3 50% Extended Time	45 minutes	53 minutes	38 minutes	34 minutes	4 hours, 34 minutes	4 hours, 9 minutes
	5-min. break			5-min. break		
	45 minutes			34 minutes		
	5-min. break	5-min. break	5-min. break			
Script 4 Standard Time with Extra Breaks	30 minutes	35 minutes	25 minutes	23 minutes	3 hours, 10 minutes	2 hours, 45 minutes
	5-min. break			5-min. break		
	30 minutes			22 minutes		
	5-min. break	5-min. break	5-min. break			
Scripts 1* and 2 Combined 100% Extended Time for Math Only	60 minutes	35 minutes	50 minutes	45 minutes	4 hours, 15 minutes	3 hours, 55 minutes
				5-min. break		
				45 minutes		
	5-min. break	5-min. break	5-min. break			
Scripts 1* and 3 Combined 50% Extended Time for Math Only	60 minutes	35 minutes	38 minutes	34 minutes	3 hours, 41 minutes	3 hours, 21 minutes
				5-min. break		
				34 minutes		
	5-min. break	5-min. break	5-min. break			
Script 5 MP3 Audio Format	60 minutes	58 minutes	50 minutes	45 minutes	**Day 1:** 4 hours, 10 minutes	**Day 1:** 3 hours, 55 minutes
	5-min. break	5-min. break		5-min. break		
	60 minutes	57 minutes		45 minutes	**Day 2:** 2 hours, 30 minutes	**Day 2:** 2 hours, 20 minutes
	5-min. break	**End of Day 1**	5-min. break			

Day 1 of 2-day testing ends after Section 2.

*For students using Script 4 with extended time for math only, the total time without breaks is the same, but the breaks are different from those given in Script 1.

PSAT/NMSQT Script 1
Section Timing Chart for Standard Timing

START AND STOP TIMES FOR STANDARD SECTIONS   *All times are "minutes after the hour."*

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

PSAT/NMSQT Script 2
Section Timing Chart for 100% Extended Time

START AND STOP TIMES FOR 100% EXTENDED TIME SECTION TIMING *All times are "minutes after the hour."*

Start Time	Section 1	Section 2	Section 3	Section 4
	60 min. - break - 60 min.	70 minutes	50 minutes	45 min. - break - 45 min.
:00	:00	:10	:50	:45
:01	:01	:11	:51	:46
:02	:02	:12	:52	:47
:03	:03	:13	:53	:48
:04	:04	:14	:54	:49
:05	:05	:15	:55	:50
:06	:06	:16	:56	:51
:07	:07	:17	:57	:52
:08	:08	:18	:58	:53
:09	:09	:19	:59	:54
:10	:10	:20	:00	:55
:11	:11	:21	:01	:56
:12	:12	:22	:02	:57
:13	:13	:23	:03	:58
:14	:14	:24	:04	:59
:15	:15	:25	:05	:00
:16	:16	:26	:06	:01
:17	:17	:27	:07	:02
:18	:18	:28	:08	:03
:19	:19	:29	:09	:04
:20	:20	:30	:10	:05
:21	:21	:31	:11	:06
:22	:22	:32	:12	:07
:23	:23	:33	:13	:08
:24	:24	:34	:14	:09
:25	:25	:35	:15	:10
:26	:26	:36	:16	:11
:27	:27	:37	:17	:12
:28	:28	:38	:18	:13
:29	:29	:39	:19	:14
:30	:30	:40	:20	:15
:31	:31	:41	:21	:16
:32	:32	:42	:22	:17
:33	:33	:43	:23	:18
:34	:34	:44	:24	:19
:35	:35	:45	:25	:20
:36	:36	:46	:26	:21
:37	:37	:47	:27	:22
:38	:38	:48	:28	:23
:39	:39	:49	:29	:24
:40	:40	:50	:30	:25
:41	:41	:51	:31	:26
:42	:42	:52	:32	:27
:43	:43	:53	:33	:28
:44	:44	:54	:34	:29
:45	:45	:55	:35	:30
:46	:46	:56	:36	:31
:47	:47	:57	:37	:32
:48	:48	:58	:38	:33
:49	:49	:59	:39	:34
:50	:50	:00	:40	:35
:51	:51	:01	:41	:36
:52	:52	:02	:42	:37
:53	:53	:03	:43	:38
:54	:54	:04	:44	:39
:55	:55	:05	:45	:40
:56	:56	:06	:46	:41
:57	:57	:07	:47	:42
:58	:58	:08	:48	:43
:59	:59	:09	:49	:44

PSAT/NMSQT Script 3
Section Timing Chart for 50% Extended Time

START AND STOP TIMES FOR 50% EXTENDED TIME SECTION TIMING *All times are "minutes after the hour."*

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

PSAT/NMSQT Script 4
Section Timing Chart for Standard Time with Extra Breaks

START AND STOP TIMES FOR STANDARD SECTION TIMING WITH EXTRA BREAKS *All times are "minutes after the hour."*

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

PSAT/NMSQT Script 5
Section Timing Chart for MP3 Audio Format

START AND STOP TIMES FOR MP3 AUDIO FORMAT TIMING *All times are "minutes after the hour."*

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

Acceptable Calculators

For the Math Test – Calculator portion, all scientific calculators are acceptable, all four-function calculators are allowed (but not recommended), and most graphing calculators are acceptable as long as they do not have any of the features listed under Unacceptable Calculators. Check the list of acceptable graphing calculators below for models that are permitted.

IMPORTANT: *Contact the PSAT/NMSQT office if you are unsure whether a calculator is acceptable.*

THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

CASIO

FX-6000 series	CFX-9800 series
FX-6200 series	CFX-9850 series
FX-6300 series	CFX-9950 series
FX-6500 series	CFX-9970 series
FX-7000 series	FX 1.0 series
FX-7300 series	Algebra FX 2.0 series
FX-7400 series	FX-CG-10
FX-7500 series	FX-CG-20 series
FX-7700 series	FX-CG-50
FX-7800 series	FX-CG-500 (Use of the stylus is not permitted.)
FX-8000 series	Graph25 series
FX-8500 series	Graph35 series
FX-8700 series	Graph75 series
FX-8800 series	Graph95 series
FX-9700 series	Graph100 series
FX-9750 series	
FX-9860 series	

HEWLETT-PACKARD

HP-9G	HP-48 series
HP-28 series	HP-49 series
HP-38G	HP-50 series
HP-39 series	HP Prime
HP-40 series	

SHARP

EL-5200	EL-9600 series (Use of the stylus is not permitted.)
EL-9200 series	EL-9900 series
EL-9300 series	

TEXAS INSTRUMENTS

TI-73	TI-89
TI-80	TI-89 Titanium
TI-81	TI-Nspire
TI-82	TI-Nspire CX
TI-83/TI-83 Plus	TI-Nspire CM-C
TI-83 Plus Silver	TI-Nspire CAS
TI-84 Plus	TI-Nspire CX CAS
TI-84 Plus CE	TI-Nspire CM-C CAS
TI-84 Plus Silver	TI-Nspire CX-C CAS
TI-84 Plus C Silver	TI-Nspire CX II
TI-84 Plus CE-T	TI-Nspire CX II-T
TI-84 Plus T	TI-Nspire CX II CAS
TI-85	TI-Nspire CX II-T CAS
TI-86	TI-Nspire CX II-C CAS

RADIOSHACK

EC-4033	EC-4037
EC-4034	

OTHER

Datexx DS-883	NumWorks
Micronta	Smart[2]

Unacceptable Calculators

Students are not allowed to use any of the following calculators, unless specifically approved by College Board as an accommodation:

- Laptops or other computers, tablets, mobile phones, smartphones, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- Models that have a computer-style (QWERTY) keyboard, pen input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator is not permitted. Some models with touch-screen capability are not permitted (e.g., Casio ClassPad). Check the list of acceptable graphing calculators above for models that are permitted.

Sample Master Student List

These are suggested fields; you should create a list that is based on your own school's needs.

IMPORTANT: *All students testing with accommodations are listed on the Nonstandard Administration Report (NAR). Reach out to your school's SSD coordinator to print copies in advance of the test. You will need to include these students when planning for staff and selecting test rooms.*

	Last Name	First Name	M.I.	Date of Birth	SSD/Student ID Number	Optional Code	P=present A=absent M=moved X=no entry	Testing Room (3-digit code/ room name)	Accommodated? Y=Yes N=No	Staff Assigned
1	Jones	Anita		3/5/2003			P	123	N	A. Teacher
2	Smith	Terry	O	10/15/2002			A	456	N	B. Proctor
3	Ramirez	Juan	J	2/15/2003			P	123	N	A. Teacher
4	Brown	Robert		9/1/2002	0007024191		P	789	Y	S. Scholar
5	Szymanski	Ella		8/12/2003	0007025199		P	012	Y	M. Coordinator
6	North	Adrian		11/30/2002	0007025188		P	234	N	T. Coach
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										

Completing the Nonstandard Administration Report (NAR)

Your school's SSD coordinator should have used SSD Online to create and print the NAR, which lists the names and SSD numbers of your students who are approved for accommodations.

If your school's SSD coordinator cannot print the up-to-date NAR from SSD Online, or if you need to add students who do not attend your school, you may find a blank form at **psat.org/resources**.

Codes for Countries or Regions Outside the United States and U.S. Territories

(for students filling out field 13 on the answer sheet; see sample)

002 Aaland Islands
001 Afghanistan
003 Albania
005 Algeria
008 Andorra
010 Angola
011 Anguilla
012 Antigua and Barbuda
015 Argentina
016 Armenia
017 Aruba
020 Australia
025 Austria
029 Azerbaijan
035 Bahamas, The
040 Bahrain
045 Bangladesh
050 Barbados
094 Belarus
055 Belgium
056 Belize
058 Benin
060 Bermuda
063 Bhutan
065 Bolivia
069 Bosnia and Herzegovina
070 Botswana
075 Brazil
077 British Virgin Islands
081 Brunei
085 Bulgaria
593 Burkina Faso
090 Burma (Myanmar)
092 Burundi
307 Cambodia
095 Cameroon
106 Cape Verde
110 Cayman Islands

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

113 Central African Republic
114 Chad
115 Chile
457 China, People's Republic of

SPECIAL ADMINISTRATIVE REGIONS OF CHINA
- 250 Hong Kong
- 347 Macau

120 Colombia
122 Comoros
630 Congo, Democratic Republic of (Kinshasa)
125 Congo, Republic of (Brazzaville)
126 Cook Islands
130 Costa Rica
290 Côte d'Ivoire (former Ivory Coast)
133 Croatia
135 Cuba
665 Curacao
140 Cyprus
142 Czechia
150 Denmark
153 Djibouti
154 Dominica
155 Dominican Republic
165 Ecuador
170 Egypt
175 El Salvador
180 England

183 Equatorial Guinea
182 Eritrea
184 Estonia
185 Ethiopia
187 Faroe Islands
190 Fiji
195 Finland
200 France
203 French Guiana
202 French Polynesia
204 Gabon
205 Gambia, The
208 Georgia
210 Germany
215 Ghana
217 Gibraltar
220 Greece
225 Greenland
227 Grenada
228 Guadeloupe
230 Guatemala
233 Guinea
234 Guinea-Bissau
235 Guyana
240 Haiti
597 Holy See (Vatican City)
245 Honduras
250 Hong Kong
251 Hungary
255 Iceland
260 India
265 Indonesia
270 Iran
273 Iraq
275 Ireland
277 Isle of Man
280 Israel
285 Italy
295 Jamaica
300 Japan
305 Jordan
308 Kazakhstan

13 Country Code

6 4 6   Complete if you live outside the U.S. and your location isn't listed in field 11.

310 Kenya
312 Kiribati
314 Korea, North (DPRK)
315 Korea, South (ROK)
686 Kosovo
320 Kuwait
323 Kyrgyzstan
325 Laos
328 Latvia
330 Lebanon
333 Lesotho
335 Liberia
340 Libya
343 Liechtenstein
344 Lithuania
345 Luxembourg
347 Macau
350 Madagascar
355 Malawi
360 Malaysia
361 Maldives
363 Mali
365 Malta
368 Marshall Islands
366 Martinique
369 Mauritania
370 Mauritius
375 Mexico
107 Micronesia, Federated States of
376 Moldova
378 Monaco
379 Mongolia
383 Montenegro

381 Montserrat

380 Morocco

385 Mozambique

388 Namibia

386 Nauru

387 Nepal

390 Netherlands

396 New Caledonia

405 New Zealand

420 Nicaragua

425 Niger

430 Nigeria

433 Niue

348 North Macedonia

434 Northern Ireland

435 Norway

443 Oman

445 Pakistan

447 Palau

611 Palestine, State of

450 Panama

400 Papua New Guinea

455 Paraguay

460 Peru

465 Philippines

470 Poland

475 Portugal

477 Qatar

482 Reunion

483 Romania

484 Russia

487 Rwanda

486 Saint Kitts and Nevis

521 Saint Lucia

522 Saint Vincent and the Grenadines

620 Samoa (former Western Samoa)

488 San Marino

489 Sao Tome and Principe

490 Saudi Arabia

495 Scotland

497 Senegal

499 Serbia

498 Seychelles

500 Sierra Leone

505 Singapore

678 Sint Maarten (Dutch Part)

503 Slovakia

504 Slovenia

506 Solomon Islands

507 Somalia

510 South Africa

515 Spain

520 Sri Lanka

525 Sudan

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

Sample Seating Plans

The following sample plans show how to configure seating in various situations.

Plan IA: level seating   Plan IB: level seating   Plan II: elevated seating

Plan III: tables
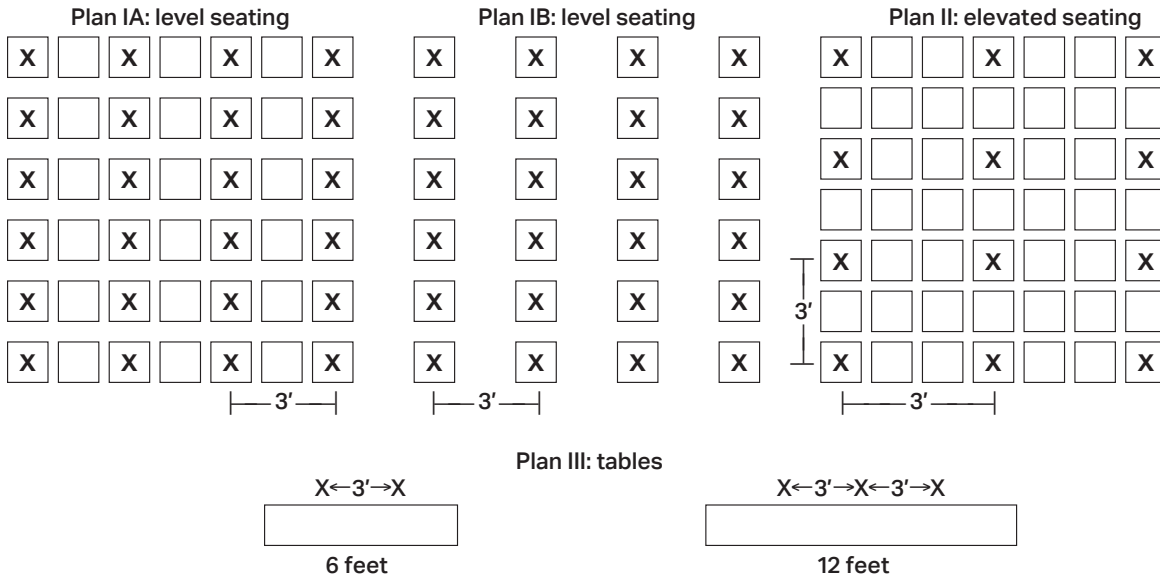
Photo ID Requirements

Acceptable IDs

You are not required to confirm with a photo ID the identity of students who regularly attend your school and are familiar to you. For students who are unfamiliar to you, refer to this list of acceptable and unacceptable forms of identification.

ID Requirements

Photo IDs aren't required for PSAT/NMSQT testing unless a student is testing at a school they don't attend.

To be acceptable, a photo ID must:

Be a valid (unexpired) photo identification that is government issued or issued by the student's school. (A school ID from 2018-19 is valid through December 31, 2019, and is acceptable for fall 2019 testing.)

- Be an original, physical document (not photocopied or electronic).
- Bear the student's full, legal name.
- Bear a photo that clearly matches the student's appearance. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text, and a clearly visible photo.

Examples of Acceptable ID

- Government issued driver's license or non-driver ID card
- Official school-produced student ID card from the student's current school
- Government issued passport or U.S. Global Entry ID card
- Government issued military or national ID card
- SAT School Day Student ID form, available under Educator Downloads at **sat.org/school-day** (must be prepared by the student's school or signed by a notary if a student is homeschooled)

Unacceptable IDs

Types of Identification to Reject

- Any document that doesn't conform to the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- An electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as "not valid as identification"

Examples of Unacceptable ID

- Credit or debit card of any kind, even one with a photo
- Birth certificate
- Social Security card
- Employee ID card
- Missing child (Child Find) ID card
- Any temporary ID card

Additional Instructions for Administering MP3 Audio Formats

Installing the MP3 Streaming Application on Chromebooks

The MP3 streaming application can be used on Chromebooks that are managed by your school's IT department. The application can easily be pushed to all Chromebooks, eliminating the need for SSD coordinators or other appropriate testing staff to complete the installation as is required for Windows and Mac computers.

Please share the following instructions with your IT department, who will be familiar with this process. Test coordinators using managed Chromebooks will **NOT** need to download the application to Chromebooks. You will just need to ensure that IT has completed this task and that the application icon is visible on all Chromebooks that will be used on test day.

Instructions for IT Department MP3 Installation on Chromebooks

Please note that due to recent Google changes related to Chromebook, the College Board MP3 application can be installed in Kiosk Mode **only** on Chromebooks that are managed centrally through the Google Admin portal (managed Chromebooks). The MP3 application can be installed as a Kiosk app only by using Google Admin (**https://admin.google.com**) with the targeted managed Chromebooks using an enterprise or education license.

The following instructions cover the process of preparing and installing the Secure Browser on managed Chromebooks. Chromebooks managed individually on each device (non-managed Chromebooks) are not supported to deliver the test.

1. Open a browser and navigate to **https://admin.google.com**.
2. Sign in using the Administrator account.
3. Select **Device Management**.
4. Select **Chrome Management** from the left navigation.
5. Under **Chrome Management**, select **App Management**.
6. In the left-hand column, search for **Collegeboard-MP3** in the FIND OR UPDATE APPS field, and select **Search**.
7. If there are issues with the search function, search for the string **ndiknakfegejmadcnjeledgcllaobkcl** to locate the program.
8. Click on the application title **Collegeboard-MP3**.
9. On the following screen, select **Kiosk Settings**, then select **Deploy this app as a Kiosk App**.

10. Select the correct organization needed to target a specific set of Chromebooks (e.g. SSD Chromebooks).
11. Enable **Install automatically** and **Allow app to manage power**.
12. Select the **Save** button.

Important Notes About Managed Chromebooks

The Secure Browser will appear on all managed Chromebooks on which you have chosen to install it. This download may take up to 15 minutes.

Chromebooks automatically update to the latest version. If auto-update is disabled, update via the app store.

Chromebook College Board MP3 Application Launch

1. To launch the MP3 application, click the apps link in the menu row of a managed Chromebook.
2. Select the **Collegeboard-MP3** app.

Using MP3 Flash Drives (for Approved Schools)

Setting Up Computers for MP3 Flash Drives

An audio version of the test on a flash drive may be offered to schools who have technical issues that may prevent them from using the MP3 streaming application. The MP3 audio format flash drive contains read-only files and a built-in player to deliver the test.

Setup for MP3 testing should be done in advance of test day to ensure a smooth administration. If your school has been approved for flash drives, please use the following instructions for setting up computers and guiding students on the use of flash drives.

From time to time, a license may fail on a specific machine or USB port. If you experience error messages referring to media authorization, unlocking of media, and/or licenses, follow the instructions under Troubleshooting for MP3 Audio Flash Drives on page 120.

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

Follow these steps for all devices to prepare for testing with the MP3 audio format on a flash drive. You'll perform these steps before test day and then again at the beginning of Day 1 and Day 2 of testing.

1. Print the student's last name, first name, and middle initial on the back of the MP3 packaging.

2. Remove each flash drive from its packaging.

3. Insert the flash drive into a USB port. (If prompted, do NOT choose to run the files using your device's media player.) On Day 2, use your completed seating chart to ensure that you're inserting each flash drive into the same computer that the student used on Day 1.

4. Complete setup depending on the type of equipment in your room.

Set Up PCs or Macs

- Open the flash drive.

   - On both PCs and Macs, find the icon in the lower left of your screen.

   - On a Mac, select the icon to open **Finder**. You should see a description of the drive in the pop-up list under **Devices**.

   - On a PC, select the icon and select **File Manager** or **File/Windows Explorer**. The flash drive will appear in the list labeled **This PC** or **Computer**.

   - Select the name of the flash drive (which appears as a 6-digit number).

- Start the software: Select the software application, which is labeled **Start** ("exe" on PC or ".app" on Mac).

   - A media player named Flux Player will launch.

   - When you launch the application, a table of contents will display the sections of the test.

Set Up Chromebooks

- Start the software: Select the **Launcher**, the icon on the far left of the taskbar.

   - Select **Files**, which will bring up another taskbar.

   - Find the flash drive in the task list and select it to display a list of file folders on the drive.

   - Open the folder called **Chrome_Version** to access the test sections.

On test day, once all computers are ready for testing, turn to the appropriate parts of the scripts.

- To start testing on Day 1, turn to Begin Here on Test Day on page 71.

- To start testing on Day 2, turn to Admitting Students on page 100.

Troubleshooting for MP3 Audio Flash Drives

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

1. From within the Flux Player, select the **Help** drop-down menu.

2. Select **Contact support**.

3. In the **Describe your issue** box, type "Failed to apply license file."

4. Type in an email address so the fix can be emailed to you. (If you have a technical support person, use their email address.)

5. Check the box for "I agree to collect support-related information about this computer" (this step identifies which license you need).

6. Select **Send**.

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

Posting Information for Students Using MP3 Audio on Flash Drives

If you're testing students with the MP3 audio format on flash drives, post the following common keyboard commands for the equipment students are using.

For PC or Mac

- Navigating the test:

   - Test Directions: Select **Test Directions** to listen to directions

   - Start Section: Select **Section** icon

   - Next Section: Select **Stop** at bottom of screen to return to section table of contents

   - Change Volume: Select and drag slider bar at the bottom of the screen

- Keyboard navigation:

   - Pause or Play: **Control/Command-P**

   - Back: **Control/Command-B**

   - Forward: **Control/Command-F**

For Chromebook

- Starting and navigating the test:

   - In the file list, select the folder **Test Directions** and then the file itself to hear general usage directions.

   - To select a section, select the test section folder (e.g., PSAT/NMSQT Section 1 Reading Test).

   - To start the files in a section playing, press **Control-A** to highlight all files in the folder, then press **Enter**.

- Chromebook navigation uses the mouse on the media player menu to pause or play.

Using the MP3 Testing Script with Flash Drives

You'll use the testing script for MP3 audio streaming (Script 5) for students using flash drives because navigation is similar and there are no differences in timing or breaks. However, there are a few differences to note when using flash drives:

- You'll be instructed to skip instructions to select **End Test** and similar navigational instructions that only apply to the streaming application.

- Whenever you start or finish testing for the day, you'll need to insert or eject the flash drive in each student's computer. You'll be instructed to come to this area of the Appendix at appropriate moments in the script (for example, at the end of Section 2, when it is time to end Day 1 of testing).

- If your students are using Chromebooks, you'll need to remind them to do the following at the start of a new section:
  - ◆ Select the section folder.
  - ◆ Highlight all the tracks by pressing **Control-A**.
  - ◆ Press **Enter** when time starts.

Closing Media Players and Collecting MP3 Flash Drives

To all students using MP3 audio flash drives, say:

I will now collect your flash drives.

Walk around the room to close each media player and collect MP3 audio flash drives.

1. Close the media player as follows:
   - ◆ For PCs, select the **Account** drop-down menu and select **Exit**.
   - ◆ For Macs, select the **Flux Player** drop-down menu and select **Quit Flux Player**.
   - ◆ For Chromebooks, select the **x** in the top right corner of the media player window.

2. Eject the flash drive by doing the following:
   - ◆ For PCs, in the notification area in the lower-right corner of the monitor, select **Show Hidden Icons**, select **Safely Remove Hardware and Eject Media**, and then select **Eject USB Disk**.
   - ◆ For Macs, eject the flash drive by selecting the up arrow next to the icon under **Devices**.
   - ◆ For Chromebooks, select the **eject** icon next to the flash drive in the devices list.

3. Place each flash drive in the original packaging for each student. Check that each student's last name is written on the packaging.

4. Ensure that the cache is emptied and no files have been copied onto the computer. (If you need assistance, contact your system administrator.) Power off each computer.

Return to the appropriate place in the test script:

- To return to the script after Section 2, turn to Collecting Test Materials and Dismissing Students on page 100.

- To return to Dismissal, turn to Finishing Up on page 105.

Irregularity Chart

IMPORTANT: *When you fill out an IR for an irregularity that takes place in the testing room (such as illness), tell the relevant student(s) that a report will be submitted.*

Irregularity	What you should do	How to fill out the IR
Test Site Issues		
Test site closing/ cancellation of testing 📞 Call the PSAT/NMSQT office.	▪ If a storm, flood, power failure, etc. necessitates cancellation of the test, call the PSAT/NMSQT office (see Contact Us on page 4) for instructions. ▪ Tell students that other arrangements are being requested.	Not applicable.
Interruption 📞 Call the PSAT/NMSQT office if the interruption (e.g., fire alarm) can't be resolved.	▪ Provide clear instructions for staff and student safety if fire alarm, power failure, etc. occurs. 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 use any prohibited device or discuss the test. 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.	Note the source, length, and impact of the interruption. **On page 2 section 6, fill in the circle for "Disturbance/Interruption." Fill in the testing room code in box 6c and list all of the students in the affected testing room in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.**
Incorrect, Missing, Damaged, or Defective Materials		
Materials missing or damaged before testing 📞 Call the PSAT/NMSQT office immediately if materials are missing or damaged. Call OTI immediately if the missing materials are test books or alternate test formats.	Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the information on the test books does not correspond to the information on the shipping notice.	Identify students and explain circumstances. **On page 2 section 6, Group Irregularities Information, fill in the circle for "Missing materials." Fill in the testing room code in box 6c and list the affected students in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.**
Missing materials during testing 📞 Call OTI immediately.	▪ Wait until a scheduled break or the end of the testing session to account for the missing materials. ▪ Do not allow any student to leave the testing room until materials are accounted for. ▪ If materials aren't located, put a monitor in charge of the testing room and contact the test coordinator.	Identify students and explain circumstances. **On page 2 section 6, Group Irregularities Information, fill in the circle for "Missing materials." Fill in the testing room code in box 6c and list the affected students in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.**

Irregularity	What you should do	How to fill out the IR
Missing test book after testing 📞 Call OTI immediately.	If a test book is discovered missing after students have been dismissed, do not return any test materials until after you have spoken with a representative.	Identify students and explain circumstances. **On page 2 section 6, Group Irregularities Information, fill in the circle for "Missing materials." Fill in the testing room code in box 6c and list the affected students in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.**
Defective answer sheet 📞 Call the PSAT/NMSQT office if you do not have a replacement answer sheet.	▪ Replace defective answer sheet. Direct student to print name on new answer sheet, then continue with next question. ▪ If testing time is lost because of defective answer sheet, allow the student to make up the time and complete the demographic information at the end of test administration. ▪ **Important**: After testing is over, have the student completely grid fields 1–8 on the front of the answer sheet and fields A–E (as applicable) on the back of the answer sheet. Make sure these items are completed on both answer sheets, and clip both answer sheets together. ▪ Return with other used answer sheets.	Identify student; describe defect; if time was not made up, indicate how much time was lost. **On page 2 section 7, Defective Materials Issue, fill in the circle for "Test book, answer sheet, or MP3 audio/ATC format." Provide details in the Comments section on page 3.**
Defective test book or flash drive 📞 Call the PSAT/NMSQT office if you do not have a replacement book or flash drive.	▪ Replace defective book or drive with a book or drive that has the same form code (on the back cover) and that doesn't have the same defect. ▪ Direct student to use original answer sheet. ▪ If defective test book or drive causes a loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss the test with others.	Identify student and describe defect. If time was not made up, indicate how much time was lost. **On page 2 section 7, Defective Materials Issue, fill in the circle for "Test book, answer sheet, or MP3 audio/ATC format." Provide details in the Comments section on page 3.**
MP3 streaming issues 📞 If administration is compromised, call the SSD office immediately.	▪ Consult Administering MP3 and ATC on page 70. ▪ Note the impact of the issue and the section(s) affected. ▪ If issue causes a loss of testing time, allow student(s) to make up the time for that section at the end of the test. Student must not have the opportunity to discuss the test with others. ▪ If student does not want answer sheet scored, tell the student that it is not possible to take the PSAT/NMSQT again this year. Requests for information about another route of entry to the National Merit Scholarship Program should be mailed to NMSC (see contact information on page 2).	**On page 2 section 6, fill in the circle for "Defective/incorrect materials" (for a group), or page 2, section 7, Defective Materials Issue, fill in the circle for "Test book, answer sheet, or MP3 audio/ATC format" (for an individual). If time was not made up, indicate how much time was lost. If applicable, under Test Admin Issue, fill in the circle next to "Student requested score cancellation." Provide details in the Comments section on page 3.** **If problem affected a group, fill in the testing room code in box 6c and list the affected student(s) in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.** **For an individual, fill in the Yes circle, indicating that the student's answer sheet was returned for scoring (fill this in even for answer sheets that will not be scored).**

Irregularity	What you should do	How to fill out the IR
Security Violations/Student Misconduct		
Student leaves during test	▪ If a student is leaving for reason of illness, see the Irregularity Chart entry for "Illness." ▪ If a student is leaving to use the restroom, see the Irregularity Chart entry for "Restroom use." ▪ If warranted, collect test book and answer sheet and permit student to leave without completing test. ▪ Tell the student that it is not possible to take the PSAT/NMSQT again this year. Requests for information about another route of entry to the National Merit Scholarship Program should be mailed to NMSC (see contact information on page 2). ▪ If student is authorized to leave, ask the student whether or not they want the answer sheet scored. ▪ Submit student's answer sheet on top of other answer sheets.	Identify student, test section, last question number completed, and reason for leaving. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student left early/left without permission." If applicable, fill in the circle for "Student requested score cancellation." Enter any additional information in the Comments section on page 3.** **Fill in the Yes circle, indicating that the student's answer sheet was returned for scoring (fill this in even for answer sheets that will not be scored).**
Test book misuse/ working on the wrong section If a student is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time	▪ Ask student to close test book or direct them to proper section of test book or answer sheet. Warn the student individually that a subsequent violation will be grounds for dismissal. (You don't need to complete an IR for a warning.) ▪ If behavior continues, collect the test book and answer sheet. Notify the test coordinator and dismiss the student.	If you dismiss the student, identify student, length of time, and affected sections. **On page 2 section 7, Test Admin Issue, fill in the appropriate circle: "Student obtained improper access to test/part of test" or "Student worked on wrong section" or "Student worked after time called."** **Fill in the appropriate circle for "Action Taken": Warned, Dismissed, or None.** **Fill in the Yes circle indicating that student's answer sheet was returned for scoring.**
Use or possession of test content through answer keys or images of test pages ✆ Call the PSAT/NMSQT office immediately.	If a student is observed using or distributing test content, including answer keys or images of test pages at any time at the test site, including during breaks, collect as much evidence as possible: ▪ Collect the device, answer key, or other prohibited aid. ▪ Follow procedures to dismiss the student from the testing room: – If possible, check student ID and inform student that you must write up the incident and that their scores will be canceled. – Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room. ▪ Before returning any devices to the student, the test coordinator should: – Determine if images of test content were captured and/or distributed. – Take a photo of any applicable smartphone screen or recorded answer key to return with the IR. – After collecting evidence, ensure that any test content is deleted before the device is returned to the student. ▪ Do not return any written answer keys to the student. Any written answer keys and/or images of answer keys should be sent to OTI for investigation and analysis.	**On page 2 section 7, Test Admin Issue, fill in the circle for "Student gave or received help" or "Student used a phone or other prohibited electronic device or it made noise." Describe the incident and any evidence in detail in the Comments section.** **Fill in the Dismissed circle indicating that the student was dismissed.** **Fill in the Yes circle indicating that student's answer sheet was returned for scoring.**

Irregularity	What you should do	How to fill out the IR
Noise or disturbance by prohibited electronic devices, including ▪ Mobile phones, smartphones ▪ Cameras, scanners ▪ Laptops, tablets, iPods, MP3 players, wearable technology ▪ Separate timers	**If a student's prohibited device makes noise or creates a disturbance while in their own possession:** ▪ Tell the student to turn it off and hand it to you immediately. ▪ Inform the student that you must write up the incident, their scores will be canceled, and the device will be returned. ▪ If test content is detected on the device, follow instructions under "Use or possession of test content through answer keys or images of test pages" to collect and inspect any prohibited aid or electronic device. ▪ Collect the test book and answer sheet and dismiss the student to a monitored area until after the test. Do not readmit the student to the testing room. ▪ Complete an IR. ▪ Call the PSAT/NMSQT office immediately if test content is detected on a prohibited electronic device. **If a student's phone makes noise or creates a disturbance while in the proctor's possession or stored away from the student's desk:** ▪ This should not be considered grounds for immediate dismissal, as long as the device is not under the desk or otherwise in the student's possession. ▪ The proctor should turn off the phone to prevent additional disturbances during testing. ▪ The proctor should issue a warning to the student who owns the phone that additional disturbances will result in dismissal.	Note the source, length, and impact of the disturbance. Identify the student. **On page 2 section 7, fill in the circle for "Student used a phone or other prohibited device, or it made noise." Fill in the circle indicating whether the irregularity affected other students' ability to test. If other students were affected or the disturbance lasted longer than one minute, also fill in the circle in section 6 for "Disturbance/ interruption," fill in the testing room code in box 6c, and list all of the students in the affected testing room in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected. In the Comments section on page 3, identify the student and describe the incident, including whether or not the student was dismissed.** **Fill in the Yes circle indicating that student's answer sheet was returned for scoring.**
Observed with prohibited electronic devices, including: ▪ Mobile phones, smartphones ▪ Cameras, scanners ▪ Laptops, tablets, iPods, MP3 players, wearable technology (e.g., smartwatches, fitness devices) ▪ Separate timers Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.	If the student is observed with any prohibited electronic device in the testing room or during a break, whether or not they are using the device: ▪ Tell the student to hand it to you immediately. ▪ Inform the student that you must write up the incident, their scores will be canceled, and the device will be returned. ▪ If test content is detected on the device, follow instructions under "Use or possession of test content through answer keys or images of test pages" to collect and inspect any prohibited aids or electronic devices. ▪ Collect the test book and answer sheet and dismiss the student to a monitored area until after the test. Do not readmit the student to the testing room. ▪ Call the PSAT/NMSQT office immediately if test content is detected on a prohibited electronic device.	Note that the device was observed and/ or in use. Provide the student's name. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student used a phone or other prohibited electronic device, or it made noise."** **Fill in the Dismissed circle indicating that the student was dismissed. Under Comments, include information about the type of prohibited aid used.** **Fill in the Yes circle indicating that student's answer sheet was returned for scoring.**

Irregularity	What you should do	How to fill out the IR
Calculator misuse/ prohibited aids, including: • Highlighters or colored pencils • Books, dictionary, or references • Compass, ruler, protractor, or cutting device • Scratch paper or notes • Unacceptable calculator or any other prohibited electronic device, such as digital watches with prohibited features (Unless approved as an accommodation)	If a student is seen using a calculator on a noncalculator section or using more than one calculator (except in case of a malfunction) or using a prohibited aid (as listed in Prohibited Aids on page 24), either during the test or during breaks: • Warn the student individually to stop use of the prohibited aid. • Tell the student that a subsequent violation will be grounds for dismissal. (You don't need to complete an IR for a warning.) • If the student continues, collect test book and answer sheet from and dismiss the student to a monitored area until after the test. • If the calculator or aid is on a mobile phone or other prohibited electronic device, dismiss the student, following procedures listed under "Observed with prohibited electronic devices" on page 125.	If you dismiss the student, fill out the IR. Identify student. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student used an unauthorized aid."** **Fill in the Dismissed circle indicating that the student was dismissed. Under Comments, include information about the type of prohibited aid used.** **Fill in the Yes circle indicating that student's answer sheet was returned for scoring.**
Disruptive behavior If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance.	Remove disruptive student from testing room.	Identify student, length of time, and affected sections. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student disrupted test." Fill in the circle indicating whether the irregularity affected other students' ability to test. If other students were affected or if disruption was longer than one minute, fill in the testing room code in box 6c on page 2 and list all the students in the affected test room in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.** **Fill in the Dismissed circle, indicating that the student was dismissed.** **Fill in the Yes circle, indicating student's answer sheet was returned for scoring.**
Giving and/ or receiving information	• Change the seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores will be canceled. Keep a seating chart (see back cover of this manual), and indicate original and changed seat location on the seating chart. **OR** • If you are certain a student is giving or receiving information or attempting to take the test for someone else, collect the test book and answer sheet, and dismiss the student.	Identify students (the student providing the information and the student receiving the information) and explain circumstances, including the test section when the behavior was observed. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student gave or received help."** **If you dismiss the student, fill in the Dismissed circle.** **Fill in the Yes circle indicating that student's answer sheet was returned for scoring.**

Irregularity	What you should do	How to fill out the IR
Misadministration		
Seating requirements not followed	See Seating Requirements on page 17 for the rules about seating. If these regulations aren't followed, fill out the IR.	**On page 2 section 6, fill in the circle for "Seating requirements not followed." Fill in the testing room code in box 6c and list the affected students in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.**
Accommodations given that were not approved Call the SSD office immediately.	Continue testing while you contact the SSD office for instructions.	Identify student, and note accommodations given and actions taken. **On page 2 section 7, Testing Staff Issue, fill in the circle for "Staff gave incorrect or unapproved accommodations." Fill in Student Information at top of Section 7. Provide details in the Comments section on page 3.**
Approved accommodations not given	Advise the student that they have not received accommodations they were approved for. If the student does not want their answer sheet scored, tell them it's not possible to take the PSAT/NMSQT again this year. Requests for information about another route of entry to the National Merit Scholarship Program should be mailed to NMSC (see contact information on page 2).	Identify student, and note actions taken. **On page 2 section 7, Testing Staff Issue, fill in the circle for "Staff did not give approved accommodations." Fill in Student Information at top of Section 7. If applicable, under Test Admin Issue, fill in the circle next to "Student requested score cancellation." Provide any additional information in the Comments section on page 3.** **Fill in the Yes circle indicating that the student's answer sheet was returned for scoring (fill this in even for answer sheets that will not be scored).**
Disturbance Call the PSAT/NMSQT office if guidance is needed or the problem can't be resolved.	Reduce or eliminate source of disturbance (loud noise, excessive heat/cold, disruptive behavior, etc.). Continue testing.	Note the source, length, and impact of the disturbance. **On page 2 section 6, fill in the circle for "Disturbance/Interruption." Fill in the testing room code in box 6c and list the affected students in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.**
Undertiming	▪ Permit students to make up time on an undertimed section before allowing a break or dismissing them, so they do not have an opportunity to discuss the test before resuming work on the affected section. ▪ Allow the full number of minutes on all other sections. ▪ If you cannot permit students to make up time on the undertimed section, allow the full number of minutes on all other sections.	Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included. **On page 2 section 6, fill in the circle for "Undertiming" (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for "Test was undertimed" (for an individual). For a group, fill in the testing room code in box 6c and list the affected students in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.**

Irregularity	What you should do	How to fill out the IR
Overtiming	Give the full number of minutes on all the other sections.	Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included.
		On page 2 section 6, fill in the circle for "Overtiming" (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for "Test was overtimed" (for an individual). For a group, fill in the testing room code in box 6c and list the affected students in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.
Staff gave incorrect instructions	If staff member gives incorrect instructions, provide complete information on the IR.	Note the impact of the issue and the section(s) affected.
		On page 2 section 6, fill in the circle for "Staff gave incorrect instructions" (for a group), or page 2 section 7, Testing Staff Issue, fill in the circle for "Staff gave incorrect instructions" (for an individual). Complete the Comments section. For a group, fill in the testing room code in box 6c and list the affected students in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.
Staff did not give breaks	If staff member fails to provide breaks, provide complete information on the IR.	Note the impact of the issue and the section(s) affected.
		On page 2 section 6, fill in the circle for "Staff did not give breaks" (for a group), or page 2 section 7, Testing Staff Issue, fill in the circle for "Staff did not give breaks" (for an individual). Complete the Comments section. For a group, fill in the testing room code in box 6c and list the affected students in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.
Staff did not announce remaining time	If staff member did not announce remaining time, provide complete information on the IR.	Note the impact of the issue and the section(s) affected.
		On page 2 section 6, fill in the circle for "Staff did not announce remaining time" (for a group), or page 2 section 7, Testing Staff Issue, fill in the circle for "Staff did not announce remaining time" (for an individual). Complete the Comments section. For a group, fill in the testing room code in box 6c and list the affected students in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.

Irregularity	What you should do	How to fill out the IR
Student Issues		
Late arrival	See Process Late Arrivals on page 64.	Identify student. **On page 2 section 7, Check-in Issue, fill in the circle for "Student arrived late and was admitted to test."**
Illness	▪ Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them to the student when student reenters. Do not allow extra testing time. ▪ If an answer sheet becomes soiled, for example, due to illness or bleeding, inform the student that it can't be scored. Soiled answer sheets must be destroyed. For Saturday and Study administrations, return soiled test books in plastic, if possible. If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. After testing is over, have the student completely grid fields 1–8 on the front of the answer sheet and fields A–E (as applicable) on the back of the answer sheet. ▪ If student does not want answer sheet scored or if the answer sheet is soiled and the student does not continue with a new answer sheet, tell the student that it is not possible to take the PSAT/NMSQT again this year. Requests for information about another route of entry to the National Merit Scholarship Program should be mailed to NMSC (see contact information on page 2). ▪ If illness results in a disturbance, see instructions for "Disturbance."	Identify student, length of absence, affected section(s), and questions. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student became ill." If applicable, under Test Admin Issue, fill in the circle next to "Student requested score cancellation." Provide any additional information in the Comments section on page 3.** **If applicable, fill in the Yes circle, indicating that the student's answer sheet was returned for scoring. (Fill this in if the answer sheet was returned, even if it won't be scored because of a student request to cancel scores.)**
Misplaced answers	▪ Provide a new answer sheet if student has misplaced answers on the answer sheet. If the student has time at the end of the section, they may transcribe their answers for that section from the old answer sheet to the new one, but this is not necessary. Both answer sheets will be scored together. Answers may not be transferred between answer sheets by a student or school personnel after time is called for the section. ▪ Tell student to print name on new answer sheet and then to continue in the appropriate place. ▪ Important: After the test is over, have the student grid fields 1–8 on the front of the answer sheet, and fields A–E (as applicable) on the back of answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together.	Identify student; indicate which answers were misplaced and amount of time lost, if any. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student misplaced/misgridded answers."**

Irregularity	What you should do	How to fill out the IR
Answers recorded in test book This irregularity does not apply to students with an approved accommodation that allows them to write answers in their test book.	▪ Notify the student that no credit is given for answers recorded in the test book, and no extra time is allowed to transcribe answers to answer sheet. Monitor them to make sure they are not going back to add answers to sections that have concluded. ▪ After time is called for the test section, answers for that section recorded in the test book may not be transferred to the answer sheet by either the student or school personnel.	Note on the IR the reason why the student wrote the answers in the test book. Return the student's answer sheet with other answer sheets, and retain the test book for your records unless testing on Saturday or participating in the Study. If testing on Saturday or participating in the Study, write "Answers in Test Book" on the cover of the test book, clip it to the corresponding answer sheet, and return both with the other answer sheets. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student recorded answers in book without approved accommodation."**
Calculator malfunction	▪ Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student can choose to continue or to cancel scores. If they continue, do not allow extra time. ▪ If the student decides to cancel, inform them that it's not possible to take the PSAT/NMSQT again this year. Requests for information about another route of entry to the National Merit Scholarship Program should be mailed to NMSC (see contact information on page 2).	Document the malfunction on the Irregularity Report. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student had a calculator malfunction." If applicable, also fill in the circle next to "Student requested score cancellation." Provide any additional information in the Comments section on page 3.** **Fill in the Yes circle, indicating that the student's answer sheet was returned for scoring (fill this in even for answer sheets that will not be scored).**
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. ▪ Recheck the ID of any student you don't know who left the room for a break.	Not applicable.
Student score cancellation	▪ If the student requests that their test not be scored, tell them that they may not take the PSAT/NMSQT again this year. Students who wish to withdraw their answer sheets from scoring after leaving the test room must contact the test coordinator or the PSAT/NMSQT office immediately. ▪ Tell the student to write to NMSC (see inside front cover) immediately after the test but not later than November 15, 2019 to receive information about another route of entry to the National Merit Scholarship Program. ▪ Submit student's answer sheet on top of other answer sheets.	Identify student. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student requested score cancellation." Enter any additional information in the Comments section on page 3.** **Fill in the Yes circle, indicating that the student's answer sheet was returned for scoring (fill this in even for answer sheets that will not be scored).**

Irregularity	What you should do	How to fill out the IR
Student does not complete fields A–C on the answer sheet	▪ Locate the student's test book and direct them to fill in the information from the back of the book for fields A (Form Code) and B (Test ID). ▪ Field C should be left blank unless testing on Saturday or participating in the Test Administration Study. ▪ If testing on Saturday or participating in the Test Administration Study, also direct student to fill in the information from the front of the test book for field C (Test Book Serial Number). **OR** ▪ If the student did not write their name on the test book, or if the irregularity is found after students have been dismissed, note on the IR and return the answer sheet with other answer sheets.	Identify student. **On page 2 section 7, Other Issue, fill in the circle for "Other." For Wednesday testing if not participating in the Test Administration Study, enter "Answer sheet returned without Form Code and/or Test ID" in the Comments section on page 3. For Saturday testing or if participating in the Test Administration Study, enter "Answer sheet returned without Form Code, Test ID, and/ or Test Book Serial Number" in the Comments section on page 3.**
Possible test question ambiguities and errors 📞 Call the PSAT/NMSQT office immediately after the test.	▪ Direct the student to give the best possible answer. Tell the student a report will be submitted. If the student expresses concern after the test date, tell them to report the test form, test section, content of question, and nature of the error as soon as possible to: Assessment Design & Development College Board 250 Vesey Street New York, NY 10281; or to send an email to: **psatquestion@collegeboard.org**	**On page 3 section 8, Test Question Ambiguity Information, fill in the circle for the appropriate type of ambiguity.** Indicate name and address of student who reported ambiguity or error, form code, section, and test question number.

Glossary of Terms

50% extended time: A preapproved accommodation that gives a student time-and-a-half for each applicable section of the assessment. Students may receive extended time in reading or math.

100% extended time: A preapproved accommodation that gives a student double time for each applicable section of the assessment. Students may receive extended time in reading or math.

Accommodation: A modification of a test or its administration that allows access for a person with a disability. Must be preapproved by College Board. Can include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, and extended or more frequent breaks.

Advanced Placement® Program (AP®): A College Board program that gives high school students the opportunity to take college-level courses and exams.

Alternate test format (ATF): An accommodated format of the test, such as braille or MP3 audio.

Ancillary materials: Descriptive booklets, administration manuals, reporting forms, and so forth that accompany the testing materials sent to test sites.

Assistive technology–compatible (ATC): A digital version of the test for use with screen readers and other assistive technology; delivered on a flash drive for preapproved students.

Bulk registration: The process a district or school uses to submit a file to order pre-ID labels for PSAT/NMSQT answer sheets. See "Pre-ID label."

Canceled score: A score that has been removed from, or never posted to, a student's record or designated as nonreportable (in cases where all scores are reported to the student's district or state). Scores may be canceled voluntarily by the student or by ETS for testing irregularities, misconduct, or score invalidity. See "Irregularity."

Coordinator Report Form (CRF): Scannable form used by the test coordinator to document how many answer sheets are being returned for scoring. The test coordinator returns this completed form with the used answer sheets after testing.

Delayed score: A score report delayed by an issue resolved too late to include the score in on-time reporting.

ETS: Educational Testing Service. ETS, on behalf of College Board and National Merit Scholarship Corporation (NMSC), supports various aspects of test administration.

Extended breaks: A preapproved accommodation that gives students 10-minute breaks rather than 5-minute breaks.

Extra breaks: A preapproved accommodation that gives students a break after every section of the test and halfway through longer sections.

Form code: A seven-character code, printed on the back of the test book, that identifies the PSAT/NMSQT test form the student is taking. For the test to be scored correctly, the form code on the student's answer sheet must match the code on the test book.

Grid: (verb) To enter a response (multiple choice or text) onto a machine-readable paper form such as the answer sheet. Also referred to as filling in the bubbles. Entries on the answer sheet must be made using a No. 2 pencil.

Guidance-Purposes Only score: Guidance-Purposes Only scores are sometimes issued when testing irregularities occur. Students receive score reports that have a record of their test administration and can be used for practice purposes, but the students are not eligible for the National Merit Scholarship Program.

Irregularity: A problem, disruption, or unacceptable behavior during a test administration, including a security incident, misconduct, test question error or ambiguity, student complaint, or other incident or disturbance. An irregularity may result in a delayed test score or a canceled test score for the student who caused the irregularity or, less frequently, for an entire testing room or school. NMSC receives a copy of all Irregularity Reports and reserves the right to make its own judgment about a student's participation in the National Merit Scholarship Program.

Irregularity Report (IR): Scannable form used to document any irregularities that occur.

Large-block answer sheet: A special answer sheet with large answer blocks (squares) instead of bubbles, designed for students with disabilities who need them.

Master Student List: The list of students taking the test, developed by the PSAT/NMSQT coordinator for a test administration at a particular school.

Misconduct: Action or behavior by a student that results in a score hold, Irregularity Report (IR), or other disruption in a test administration.

Monitor (hall monitor or room monitor): Staff member who assists the test coordinator and proctor in setting up the testing area, monitoring testing, and patrolling the hallways during testing.

MP3 audio: An alternate test format that delivers an audio version of the test. (Student listens to the test.)

NMSC: National Merit Scholarship Corporation. NMSC and College Board are cosponsors of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). NMSC uses the PSAT/NMSQT as the qualifying test for entry to the National Merit Scholarship Program, an academic competition for recognition and scholarships.

Nonstandard Administration Report (NAR): A list of all students approved for accommodations. Includes detailed information about the accommodations the students are approved for.

Office of Testing Integrity (OTI): An ETS department in charge of test security that investigates reported security breaches.

Pre-ID label: Label provided for each test taker for schools that participate in bulk registration (preidentification) of students. Label contains some student personal information, such as name, school, birth date, and grade level. The pre-ID label is applied to the answer sheet before the test.

Proctor: Staff member responsible for conducting a secure administration and reading the scripts aloud to students. Accountable for and monitors everyone and all testing materials in the testing room.

Reader: A member of the testing staff who reads the test aloud to the student. This must be completed in a one-to-one environment. Students approved for the reader accommodation automatically get 50% extended time and extra breaks on all sections.

Room roster: The list of students assigned by the test coordinator to a testing room. Distributed to room proctors to let them know which students they're testing.

School code (AI code): A six-digit code that identifies an attending institution (a school where a test taker is enrolled). Each attending institution has a unique AI code. This code is sometimes referred to as a CEEB code.

Score hold: A temporary hold on the release of not-yet-reported scores. If ETS suspects that one or more students' scores may be invalid, ETS places the scores on hold to prevent them from being released while the issue is being investigated. The scores may be for an individual student, a testing room, or an entire school.

Services for Students with Disabilities (SSD) office: A College Board department that supports accommodation requests and accommodated testing.

Small-group testing: A preapproved accommodation where students test with a small number of test takers.

SSD coordinator: School staff member who works with students to apply for College Board–approved accommodations through the SSD Online portal, accesses and prints the NAR, and assists the test coordinator in determining testing rooms and staff needed for administering the test with accommodations.

SSD eligibility number: The code for a student who has been approved for one or more SSD accommodations.

SSD Online: College Board online system for submitting and managing accommodation requests for students with disabilities.

Student-produced response question: A math question that requires the student to arrive at and record an answer rather than select a multiple-choice answer.

Student score report: The score report students get after taking the PSAT/NMSQT. It is provided in both paper and online formats and is also shared with the school and, if applicable, the district and/or state.

Test coordinator: The staff member responsible for managing the test site and staff and for ensuring all test materials are handled securely. The person assuming this role is expected to be at the school to supervise all activities related to testing, including accommodated testing.

Test ID code: A seven-character code on the back of the test book that identifies the version of the test and is required for scoring.

Testing room code: A three-digit code assigned by the test coordinator to each test room. (While not required, use of testing room codes is strongly encouraged.) It allows timely identification of answer sheets related to any reported irregularities. Test coordinators give the code to proctors, and students fill in this code on their answer sheet.

Writer/scribe: A staff member who transcribes answers onto the answer sheet for a student who is approved by College Board for this accommodation. Students automatically get 50% extended time and extra breaks on all sections.

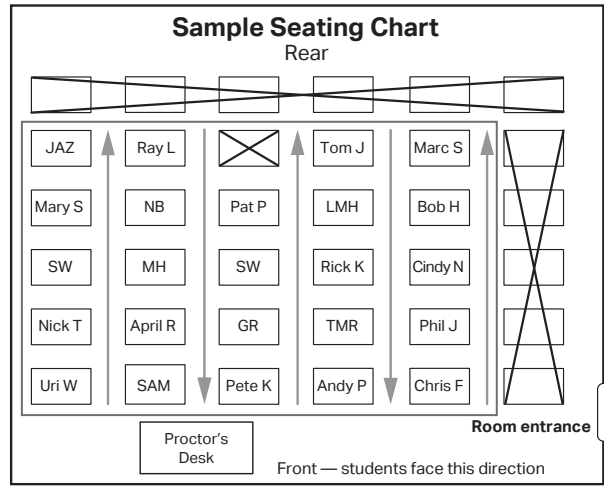# Notes

Notes

PSAT/NMSQT Seating Chart

Proctor Name _____

School Name _____

Testing Room Code _____ School Code _____

Type of seating chart: Single chart _____ OR

Section _____ of _____ sections in large testing room.

Use the diagram below to indicate how test books were distributed in your testing room. Monitors assisting the proctor may complete the seating chart(s).

1. For large rooms, use a separate form for each area of the room and indicate where areas abut each other.

2. Indicate the position of the proctor's desk or table if it's not at the front of the room.

3. Indicate the location of the entrance doors.

4. Draw a boundary line around the group of seats occupied in the room or your assigned area.

5. Draw a large X to cross out any unused area outside the boundary. Draw an X through any unused seats within the boundary.

6. For each occupied seat, write the name or initials of the student assigned to that seat. **Saturday or Study testing only:** For each occupied seat, write the serial number of the test book assigned to that seat, and, if time allows, the student's name. (The sample to the right depicts what the chart should look like for Wednesday, non-Study testing.)

7. For each row, draw directional arrows to indicate how the books were distributed.

8. If any student is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat the student was moved to and complete an Irregularity Report explaining the reason for the change.

Sample Seating Chart

Rear

JAZ	Ray L	⊠	Tom J	Marc S
Mary S	NB	Pat P	LMH	Bob H
SW	MH	SW	Rick K	Cindy N
Nick T	April R	GR	TMR	Phil J
Uri W	SAM	Pete K	Andy P	Chris F

Proctor's Desk

Room entrance

Front — students face this direction

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

Name:_____

Title:_____

Date:_____

PSAT/NMSQT Coordinator

- On the first seating chart, record your answer sheet tracking information in the space provided.

- Keep all seating charts for at least 6 months.

Answer Sheet Tracking Numbers

_____

_____

_____

Rear

Proctor's Desk   Front — students face this direction