

**Spring 2019**

**PSAT™ 8/9**

# Coordinator Manual

## Look inside for:



SECURITY REQUIREMENTS



STANDARD AND ACCOMMODATED  
TEST SCRIPTS



TESTING ROOM PROCEDURES



INSTRUCTIONS FOR  
RETURNING MATERIALS

# About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® 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](http://collegeboard.org).

## Contact Us

### Michigan PSAT 8/9 Support (Educators Only)

**MICHIGAN PSAT 8/9 SUPPORT HOTLINE:** 866-870-3127 (option 1)

- General College Board assessments and policies, press 1
- Test material questions or issues, press 2
- Questions about testing with accommodations, press 3
- Security issues to report to the Office of Testing Integrity (OTI) or other test administration questions, press 4

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

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

**MICHIGAN DEPARTMENT OF EDUCATION:** 877-560-8378

- Select correct option for questions about Secure Site, eligibility to test, and accountability
- For assessment questions,  
**EMAIL:** [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov)
- For accountability questions,  
**EMAIL:** [mde-accountability@michigan.gov](mailto:mde-accountability@michigan.gov)

### Contact Information for Students and Parents

**PSAT CUSTOMER SERVICE:** 866-433-7728

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

### Test Question Ambiguity/Error

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

© 2019 The College Board. College Board, Advanced Placement Program, AP, SAT, and the acorn logo are registered trademarks of the College Board. PSAT is a trademark owned by the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation.

All other marks are the property of their respective owners. Visit the College Board on the web: [collegeboard.org](http://collegeboard.org).

Khan Academy is a registered trademark in the United States and other jurisdictions.

# Contents

---

## **PART 1: For Coordinators**

5	<b>Introduction</b>
5	Using This Manual
6	New for Spring 2019
7	Testing Basics
7	Staff Roles and Responsibilities
8	PSAT 8/9 Test Materials
12	Test Coordinator's Checklist
15	<b>Before Test Day Tasks and Information</b>
15	Prepare Yourself
15	Build Your Master Student List for Testing
16	Plan Your Space
17	Plan Your Staff
19	Build Your Room Rosters
20	Build Your Plan for Testing
22	Manage Test Day Impacts
22	Train Your Staff
25	Prepare to Test Students with English Learner Supports
26	Prepare to Test with Accommodations
32	Prepare Your Students
33	Prepare Your Materials
35	Prepare Your Preadministration Session
36	Help Staff Conduct the Preadministration Session
37	<b>During the Test Tasks and Information</b>
37	Follow Your Test Day Schedule
37	Equip Testing Rooms
38	Admit Students to the Testing Area
40	Your Role During Testing
41	Proctor Role During Testing
42	<b>After the Test Tasks and Information</b>
42	Collect Testing Materials
44	Prepare Materials for Return
46	Return Test Materials
49	Receive Score Reports

---

## **PART 2: For Proctors and Monitors**

51	<b>Introduction for Proctors</b>
51	<b>Before Test Day</b>
51	Prepare Yourself
51	Conduct the Preadministration Session
53	Set Up for Testing Students with Accommodations
55	<b>During the Test</b>
55	Prepare to Test
56	Administer the Test
58	Administer Accommodations
60	<b>Test Day Scripts</b>
60	Begin Here on Test Day
66	Script 1: Standard Time
69	Script 2: 100% Extended Time
75	Script 3: 50% Extended Time
80	Script 4: Standard Time with Extra Breaks
84	Script 5: MP3 Audio Format
92	<b>After the Test</b>
92	Dismissal
94	<b>Appendix</b>
94	Overview of Accommodated Timing and Breaks
95	PSAT 8/9 Script 1 Section Timing Chart for Standard Timing
96	PSAT 8/9 Script 2 Section Timing Chart for 100% Extended Time
97	PSAT 8/9 Script 3 Section Timing Chart for 50% Extended Time
98	PSAT 8/9 Script 4 Section Timing Chart for Standard Time with Extra Breaks
99	PSAT 8/9 Script 5 Section Timing Chart for MP3 Audio Format
100	Acceptable Calculators
100	Unacceptable Calculators
101	Sample Master Student List
101	Sample Seating Plans
102	Photo ID Requirements
103	Irregularity Chart
110	Glossary of Terms
Back	PSAT 8/9 Seating Chart
Cover	



# 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 Michigan-provided PSAT™ 8/9 for 8th and 9th grade 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).

### 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 53, which explains the use of the different accommodated scripts in this manual, and Administer Accommodations on page 58, which explains the different accommodations.

### Appendix Resources


You'll find these resources in the Appendix:

- Overview of Accommodated Timing and Breaks
- Script 1 Section Timing Chart for Standard Timing
- Script 2 Section Timing Chart for 100% Extended Time
- Script 3 Section Timing Chart for 50% Extended Time
- Script 4 Section Timing Chart for Standard Time with Extra Breaks
- Script 5 Section Timing Chart for MP3 Audio Format
- Acceptable Calculators
- Unacceptable Calculators
- Sample Master Student List
- Sample Seating Plans
- Photo ID Requirements
- Irregularity Chart
- Glossary of Terms
- PSAT 8/9 Seating Chart (to fill out on test day)

## Typographical Icons

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

 Contact by phone

 Procedures or information for providing accommodations to students with disabilities

 Security requirement

## New for Spring 2019

### Important Changes

#### General Administration Updates:

1. For the spring 2019 Michigan-provided administration, 8th and 9th grade students with the same timing can test together, if necessary.
2. We have changed PSAT 8/9 staff titles and responsibilities to better align with other College Board programs and general educational practice. For more information, see Staff Roles and Responsibilities on page 7.
  - a. The test supervisor will now be known as the PSAT 8/9 coordinator, or simply the **test coordinator**. We've revised the titles of forms to support this change. The Supervisor's Irregularity Report has become the **Irregularity Report** and the Supervisor's Report Form has become the **Coordinator Report Form**.
  - b. Associate supervisors will now be known as **proctors**.
  - c. Hall and room proctors will now be known as **hall and room monitors**.
  - d. Here's a summary of the new titles:

#### TITLE CHANGES

Past Title	Current Title
test supervisor	test coordinator
associate supervisor	proctor
hall proctor	hall monitor
room proctor	room monitor

3. The Coordinator Report Form has changed: The 6-digit College Board school (AI) code will be prepopulated. If your prepopulated school (AI) code is incorrect, please contact Michigan PSAT 8/9 Support (see inside front cover).
4. We continue to expand the supports offered for English learners.
  - a. Eligible EL students may now test with 50% extended time.

- b. Requests for EL students to test with 50% extended time must be entered in SSD Online by the EL deadline. See Prepare to Test Students with English Learner Supports on page 25. You'll identify these students separately from students using state-allowed accommodations (SAAs).
  - c. EL students testing with 50% extended time will use the same materials as accommodated students approved for 50% extended time testing, and they can be tested in the accommodated room as long as no additional accommodations are being administered that require a different time or break schedule.
  - d. Students with EL 50% extended time supports won't be called out separately on the NAR; they will be listed under 50% extended time for reading.
5. Schools now have increased flexibility in scheduling makeup testing for any students who miss the initial test date.

### Test Dates

Schools must administer the PSAT 8/9 for Grade 8 on April 9, 2019, unless students are approved for accommodations that allow them to test in the accommodated testing window.

Schools must administer the PSAT 8/9 for Grade 9 on April 9, 10, or 11, 2019, unless students are approved for accommodations that allow them to test in the accommodated testing window. Schools can choose which of the three dates work best for them. Students from the same grade must test on the same day at the same time.

Students eligible to test in the accommodated testing window, as identified on the Nonstandard Administration Report (NAR), can complete testing between April 9 and April 23, 2019. For accommodations that don't require multiple days, student testing must be completed on one of the days in the window. Students who test over two days must test on consecutive days. However, if a student is absent on the second day of testing, they can resume testing on the next day they return to school. Their testing must begin by April 22 at the latest in order for testing to be completed by April 23.

### Makeup Test Dates

Students testing without accommodations who are absent on the initial test date can be scheduled to take the makeup between April 10–16 or April 23–24. There is no specific makeup date for students testing with accommodations; they can test anytime in the accommodated window.

## Afternoon Testing

The PSAT 8/9 lasts approximately 2 hours and 25 minutes, not including preadministration activities. Schools cannot break for lunch and then resume testing. The College Board recommends that testing be completed in the morning; however, afternoon testing will be permitted for the Michigan-provided PSAT 8/9. The same grade must test on the same day at the same time.

For standard testing, the tests must be administered in one sitting and be completed before the end of the school day. If administering in the afternoon, be sure to start early enough in the day so that students can complete the test before dismissal. No approval is required to test in the afternoon for PSAT 8/9.

## Testing Basics

The PSAT 8/9 is the first test in the SAT® Suite of Assessments. It sets a readiness baseline, allowing students and teachers to pinpoint areas for focused practice as students progress through high school.

### 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 8/9 is composed of the following sections, which must be completed in order.

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

Time allotted:

- 55 minutes for the Reading Test
- 30 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:

- 20 minutes for the Math Test – No Calculator
- 40 minutes for the Math Test – Calculator

## Accommodated Testing Overview

The 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's SSD Online system, SSD coordinators can manage student requests and approvals for accommodations. SSD coordinators can request College Board-approved accommodations or state-allowed accommodations. State-allowed accommodations are recommended for 8th grade students and College Board-approved accommodations for 9th grade students. See Prepare to Test with Accommodations on page 26 for more information.

### Terminology

See the Glossary of Terms on page 110 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 staff depending on the needs of your students.

For the Michigan-provided PSAT 8/9, there is a PSAT 8/9 Grade 8 coordinator and a PSAT 8/9 Grade 9 coordinator for their respective grades. Also, there is a PSAT 8/9 Grade 8 SSD coordinator for that grade and a PSAT 8/9 and PSAT™ 10 SSD coordinator for grades 9 and 10. In both cases, they may or may not be the same person. Coordinators are assigned in the Michigan Educational Entity Master (EEM).

### PSAT 8/9 Coordinator for Grade 8 or Grade 9

As the test coordinator of record, you manage the test site and staff. You ensure that all testing materials 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.

Online training is provided for all PSAT 8/9 coordinators and is required each year. If you are also the coordinator for SAT School Day, only one training needs to be completed. Be sure to complete the training well before test day. You will receive an email with more information about the training and instructions for accessing it.

We recommend that you designate a backup test coordinator in case you're absent on test day. Be sure to have your designated backup test coordinator complete the online training well before test day.



## SSD Coordinator

The SSD coordinator works with students 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 8/9 coordinator in determining testing rooms and staff needed for administering the test with accommodations, and in administering the test. SSD coordinators should collaborate with district and school EL coordinators to determine which students will use EL supports, if applicable.

All testing materials, including accommodated materials, are shipped to the appropriate PSAT 8/9 coordinator; however, the SSD coordinator can assist in ensuring the secure storage and timely return of materials for scoring. The SSD coordinator should also work with the district EL coordinator to ensure that requests for EL supports are submitted.

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 8/9 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 8/9 Test Materials

### Materials Tables

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

- Coordinator Planning Kit with manuals and other materials to help you start planning for test day
- Preadministration Shipment with all manuals needed for testing, answer sheets, and other materials to help students complete personal information on the answer sheet and prepare for test day
- Test Shipment, including Coordinator Testing Materials Kits, with test books, forms, and other materials needed for test day

Review the following tables to plan for receiving and checking materials and to learn about the forms and publications you'll be using for administering the PSAT 8/9. If you have both 8th and 9th grades in your school, the material shipments will arrive separately for each grade but will contain the same materials.

Note that scannable forms (like the answer sheet, CRF, and IR) should not be photocopied because photocopies won't scan properly. Other forms can be copied if needed.

### STAFF MATERIALS—MANUAL AND INSTRUCTIONS

Material	What It Is and How It's Used	Shipment(s) [quantity]
<i>PSAT 8/9 Coordinator Manual</i>	Detailed instructions and policies for the test coordinator to plan setup and management of the PSAT 8/9 administration.  Detailed instructions and scripts to help the proctor hold the preadministration session and administer the PSAT 8/9 in the standard and accommodated rooms.	Coordinator Planning Kit [3] Preadministration Shipment [based on student pre-ID count]
Coordinator Testing Materials Kit	A packet sent with the test shipments containing forms and return envelopes. Used by the test coordinator to administer the test and to report on the administration.	Test Shipment [2]
Coordinator Testing Materials Kit for Makeup Testing	A packet sent with the test shipments containing forms and return envelopes needed for makeup testing. Used by the test coordinator to report on the makeup administration and return materials for scoring.	Test Shipment [2]



<b>Material</b>	<b>What It Is and How It's Used</b>	<b>Shipment(s) [quantity]</b>
Testing Materials Diagram	A graphic view of test materials, manuals, answer sheets, and return label colors for the different College Board assessments that schools may be administering in the spring. Used by test coordinators to quickly identify which materials go with each assessment and where to find more information about them.	Coordinator Testing Materials Kit in the Test Shipment [1]

**STAFF MATERIALS—REPORTS AND FORMS**

<b>Material</b>	<b>What It Is and How It's Used</b>	<b>Shipment(s) [quantity]</b>
PSAT 8/9 Irregularity Report (IR)	Scannable form for testing staff to report irregularities that might affect scores or result in a misadministration.	Coordinator Planning Kit [1] Coordinator Testing Materials Kit in the Test Shipment [10] Coordinator Testing Materials Kit for Makeup Testing in the Test Shipment [5]
PSAT 8/9 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 [2] Coordinator Testing Materials Kit for Makeup Testing in the Test Shipment [1]

**STAFF MATERIALS—ENVELOPES AND LABELS**

<b>Material</b>	<b>What It Is and How It's Used</b>	<b>Shipment(s) [quantity]</b>
Answer Sheet Return Materials	Preadressed (labeled) carton(s) or UPS Express Pak for the test coordinator to return answer sheets and reports.	Test Shipment [3 or more]
Gray-Bordered Envelope	Envelope for test coordinator to return any Irregularity Reports and any defective materials.	Coordinator Testing Materials Kit in the Test Shipment [2 each] Coordinator Testing Materials Kit for Makeup Testing 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 [2 each] Coordinator Testing Materials Kit for Makeup Testing in the Test Shipment [1 each]

**STUDENT MATERIALS**

<b>Material</b>	<b>What It Is and How It's Used</b>	<b>Shipment(s) [quantity]</b>
Pre-ID Labels	Preidentification labels with student information printed out and encoded in barcode. Applied to the answer sheet by the testing staff to ensure accurate data for each student.	Preadministration Shipment [1 per student]
PSAT 8/9 Answer Sheet—Standard	Scannable form for students to record answers to preadministration and test questions, in bundles.	Preadministration Shipment [based on student count]
PSAT 8/9 Answer Sheet—Large Block	Enlarged answer sheet used by approved students to record answers to preadministration questions and test questions.	Preadministration Shipment [based on approved student count]
PSAT 8/9 Test Books	Test books for the PSAT 8/9, distributed by the proctor for students' use in both standard and accommodated testing.	Test Shipment [based on count of students using standard books]

Material	What It Is and How It's Used	Shipment(s) [quantity]
PSAT 8/9 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-type test book, MP3 audio format, or braille).	Test Shipment [based on the specific format needs of students]

## Manual and Scripts

This *PSAT 8/9 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 8/9 test books have covers with dark red accents. The book cover displays the test name and important notes for the student. Standard answer sheets have a matching red color. You may also have some large-block answer sheets with a red title. These have dark gray type and answer squares in place of bubbles.

## Alternate Test Formats

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

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

Both dark red and lime green alternate test formats may include test books in regular or large print, braille materials and supplements, or formats on flash drives. See *Materials Provided for Accommodated Testing* on page 30 for a list of available formats.

## Rosters

You will need to develop a Master Student List of test takers for the PSAT 8/9; recommendations for compiling this Master Student List are given in *Before Test Day Tasks and Information* later in this manual. Also, each proctor will need a room roster, a list of students testing in that room. You will need to return your Master Student List (or your individual room rosters if you don't reconcile them to the Master Student List) with used answer sheets for scoring.

## Nonstandard Administration Report (NAR)

Your SSD coordinator will have access to the NAR approximately 30 days before test day. It lists students with College Board–approved accommodations,

state-allowed accommodations, and EL 50% extended time. Several days before test day, print copies of the NAR and distribute them to proctors.

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

## 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. See *Count Materials* on page 42 and *Complete the CRF* on page 44 for more information.

## Forms and Reporting

### Seating Chart

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

### PSAT 8/9 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 Michigan PSAT 8/9 Support to request additional copies.

Without information, the 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 103 for instructions on when to fill out the IR.

## Testing Materials Distribution

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 and EL students testing with 50% extended time. The table that follows provides an overview of some of the most common accommodation examples.

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**

	<b>Standard Room(s)</b>		<b>Accommodated Room(s)</b>	
	<b>1 day</b>	<b>1 day</b>	<b>1 day</b>	<b>2 days</b>
<b>Test Book Color</b>	Dark red	Dark red (or lime green for SAAs, which must test in a separate room)	Dark red (or lime green for SAAs, which must test in a separate room)	Dark red (or lime green for SAAs, which must test in a separate room)
<b>Accommodation Examples</b>	No accommodations	<ul style="list-style-type: none"> <li>▪ 14-pt large-print test book</li> <li>▪ Large-block answer sheet</li> <li>▪ Magnifier</li> <li>▪ Written copy of oral instructions</li> <li>▪ Permission for food/medication</li> <li>▪ Wheelchair accessibility</li> <li>▪ Preferential seating</li> <li>▪ Record answers in test book</li> <li>▪ Use of colored overlay</li> <li>▪ Auditory amplification/FM system</li> <li>▪ Sign language interpreter for test directions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extended breaks</li> <li>▪ Extra breaks</li> <li>▪ Four-function calculator on Math Test – No Calculator</li> <li>▪ Permission to test blood sugar</li> <li>▪ Small-group setting</li> <li>▪ 50% extended time for reading (entire assessment)</li> <li>▪ 50% extended time as EL support (entire assessment)</li> <li>▪ 50% extended time for math (math only)</li> <li>▪ 20-pt (or larger) large print</li> <li>▪ Magnifying machine</li> <li>▪ Braille</li> <li>▪ Braille writer</li> <li>▪ Reader</li> <li>▪ Writer/scribe to record responses</li> <li>▪ Assistive technology-compatible (ATC) format</li> <li>▪ Breaks as needed</li> <li>▪ One-to-one testing</li> <li>▪ Late start time</li> <li>▪ Home/hospital testing</li> <li>▪ Limited testing time (some may test over 2 days)</li> <li>▪ 100% extended time for math (math only)</li> <li>▪ Michigan-provided state-allowed accommodations (some may require 2 days)</li> </ul>	<ul style="list-style-type: none"> <li>▪ MP3 audio test format</li> <li>▪ 100% extended time for reading (entire assessment)</li> </ul>
<b>Room Roster</b>	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.
<b>Scripts</b>	Script 1	Script 1	Scripts 1–4	Scripts 2 and 5

**IMPORTANT:** Students using the 50% extended time EL support receive extended time on the entire assessment.

## 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
<input type="checkbox"/> Complete the online test coordinator training. (We'll email you instructions for accessing it.)	<a href="https://collegeboard.org/ptat">collegeboard.org/ptat</a>
<input type="checkbox"/> Designate a secure area for receiving, checking, and securely storing your test materials.	Plan Your Space on page 16
<input type="checkbox"/> Identify your students who are testing and create a Master Student List.	Build Your Master Student List for Testing on page 15
<input type="checkbox"/> Direct students to access the online <i>PSAT 8/9 Student Guide</i> at <a href="https://psat.org/8-9-resources">psat.org/8-9-resources</a> . Encourage them to visit <a href="https://psat.org/practice">psat.org/practice</a> to get ready for test day.	Prepare Your Students on page 32
<input type="checkbox"/> Work with your SSD coordinator to review the NAR to ensure all students testing with accommodations and/or supports, including SAAs and EL 50% extended time support, are included.	Accessing the NAR to Determine Room Needs for Accommodated Students on page 15 <b>SSD Online:</b> <a href="https://collegeboard.org/ssdonline">collegeboard.org/ssdonline</a>
<input type="checkbox"/> Check test materials within 24 hours of receipt.	Prepare Your Materials on page 33
<input type="checkbox"/> Estimate how many standard and accommodated rooms you'll need based on the number of students testing. Identify which rooms in your facility can be used for testing.	Plan Your Space on page 16
<input type="checkbox"/> Make a list of available staff and what role they should fill. Use the number of testing rooms and their capacity to determine testing room assignments.	Plan Your Staff on page 17
<input type="checkbox"/> 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 17
<input type="checkbox"/> Create room rosters by assigning students to testing rooms. Assign testing room codes and note them on the room rosters.	Build Your Room Rosters on page 19
<input type="checkbox"/> 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 22
<input type="checkbox"/> Reschedule lunch for all participating students, if necessary. (You won't be able to break for lunch during testing.)	Manage Test Day Impacts on page 22
<input type="checkbox"/> Plan activities for students who won't be testing, such as field trips, practice testing, alternative school schedule, etc.	
<input type="checkbox"/> Notify your school population of modifications to the normal school day.	
<input type="checkbox"/> Plan your preadministration session.	Prepare Your Preadministration Session on page 35

**TWO WEEKS BEFORE THE TEST DATE**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Schedule and conduct staff training.	Train Your Staff on page 22
<input type="checkbox"/> Conduct your preadministration session.	Help Staff Conduct the Preadministration Session on page 36 Conduct the Preadministration Session on page 51
<input type="checkbox"/> Update Master Student List and room rosters as necessary to include newly enrolled students and any additional approved accommodations or EL supports needed.	Build Your Room Rosters on page 19
<input type="checkbox"/> Plan test day schedule and accommodated window schedule.	Build Your Plan for Testing on page 20
<input type="checkbox"/> Notify school staff of testing room assignments and alternative arrangements for nontesting students.	Manage Test Day Impacts on page 22

**ONE WEEK BEFORE THE TEST DATE**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Have your SSD coordinator review and print your NAR to make sure you have accounted for all students testing with accommodations and EL 50% extended time support.	<a href="http://collegeboard.org/ssdonline">collegeboard.org/ssdonline</a>
<input type="checkbox"/> Revise standard and accommodated room rosters if needed.	Build Your Room Rosters on page 19
<input type="checkbox"/> Determine test dates for students testing with accommodations (if different from standard) and notify staff and students.	Plan Accommodated Testing Window Schedule on page 20
<input type="checkbox"/> Print translated test directions for students who will use them.	Prepare to Test Students with English Learner Supports on page 25
<input type="checkbox"/> If students are using student-provided glossaries, collect them and confirm they don't include any improper writing or pages. You will redistribute to students on test day.	Prepare to Test Students with English Learner Supports on page 25
<input type="checkbox"/> 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
<input type="checkbox"/> Notify students of when and where to report on test day.	Prepare Your Students on page 32
<input type="checkbox"/> Post testing room assignments.	Post Testing Room Assignments on page 21
<input type="checkbox"/> Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students on page 22
<input type="checkbox"/> If applicable, update Master Student List and room rosters as necessary to include any students who don't regularly attend your school (and notify relevant proctors).	Build Your Room Rosters on page 19
<input type="checkbox"/> Conduct your preadministration session if you haven't already.	Help Staff Conduct the Preadministration Session on page 36 Conduct the Preadministration Session on page 51
<input type="checkbox"/> Review assignments with staff.	Share Role and Room Assignments on page 23
<input type="checkbox"/> Hold a brief assembly with students who are testing to prepare them for test day.	Prepare Your Students on page 32
<input type="checkbox"/> Review facility preparation with custodial staff.	Manage Test Day Impacts on page 22

**ON OR BEFORE TEST DAY****Activity****Where to Learn More**

- |  |  |
|--|--|
| <input type="checkbox"/> Prepare testing room packets for proctors.  | Prepare Your Materials on page 33              |
| <input type="checkbox"/> 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**

- |  |  |
|--|--|
| <input type="checkbox"/> Complete your testing room packets for proctors. Add test books to the packets for proctors.  | Count and Distribute Test Materials on page 37 |
| <input type="checkbox"/> Post any revised testing room assignments and room assignments for nontesting students.   | Admit Students to the Testing Area on page 38  |
| <input type="checkbox"/> Distribute testing room packets to proctors.  | Equip Testing Rooms on page 37                 |
| <input type="checkbox"/> Make sure all announcements are discontinued for the duration of testing.   | Manage Test Day Impacts on page 22             |
| <input type="checkbox"/> Admit students to the testing area/rooms. Annotate your Master Student List or have staff annotate room rosters as students check in. | Admit Students to the Testing Area on page 38  |
| <input type="checkbox"/> Maintain security in your school and support testing staff while testing is in progress.  | Your Role During Testing on page 40            |
| <input type="checkbox"/> Report test administration irregularities, if any.  | Your Role During Testing on page 40            |

**AFTER TESTING IS COMPLETED****Activity****Where to Learn More**

- |   |   |
|---|---|
| <input type="checkbox"/> Collect materials from proctors.                           | Collect Testing Materials on page 42    |
| <input type="checkbox"/> Prepare materials for return.                              | Prepare Materials for Return on page 44 |
| <input type="checkbox"/> Make copies of key forms and store securely.               | Prepare Materials for Return on page 44 |
| <input type="checkbox"/> Return test materials.                                     | Return Test Materials on page 46        |
| <input type="checkbox"/> Request additional materials for makeup testing if needed. | Makeup Ordering on page 48              |



# 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.
- Review the contents of the Coordinator Planning Kit and distribute manuals to proctors for their review.
- Begin to complete the tasks in the Test Coordinator's Checklist.

## Build Your Master Student List for Testing

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

To create your Master Student List, choose any format (e.g., spreadsheet or other tabular format) 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—including any homeschooled students who will be testing at your school—before you can plan your test rooms and staffing. You'll also need to know which students have been approved in SSD Online for which accommodations and which students will test with which EL supports.

**IMPORTANT:** You should allow homeschooled students to test with your school's students. Reports and data for homeschooled students will remain separate from your school's data.

Create a Master Student List, which will include all students eligible for testing—standard and accommodated. See the Sample Master Student List on page 101 with suggested headings.

1. Pull the list of eligible students from your school student information system, or you can run a Pre-ID Student Report from the Secure Site. Refer to [Michigan.gov/securesitetraining](http://Michigan.gov/securesitetraining) for assistance on generating this list.
  - a. All students **MUST** be pre-ID'd in the Secure Site before testing. If a student was not pre-ID'd by February 13, 2019, or enrolled after that date, pre-ID them in the Secure Site as soon as possible.
  - b. Closer to test day, you may need to add any newly eligible students, including students who have recently transferred to your school.
2. You may be asked to test homeschooled students. Make sure these students are pre-ID'd in the Secure Site and accounted for as part of the Master Student List.
3. Provide the SSD coordinator with your Master Student List and ask them to confirm which students will be testing with accommodations approved or extended time for EL entered in SSD Online. Update the Master Student List to show which students will be testing with accommodations or EL supports.
4. For spring 2019, students in 8th and 9th grades will use the same test books and, if necessary, test together.

You will now have one Master Student List to use to add room and staffing information. Check your list against the Sample Master Student List on page 101 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 8/9 includes the names and SSD numbers of all students testing with accommodations and English learners testing with 50% extended time. The SSD coordinator can access the NAR in SSD Online approximately 30 days before test day to help you organize testing for accommodated students.

#### Using the Eligibility Roster

The eligibility roster is available from the SSD Online dashboard. It will provide a list of all students with approved accommodations at your school. (Both College Board–approved and state-allowed accommodations appear as approved in SSD Online and display on the NAR.) 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 33 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. Note: Off-site requests were due no later than December 2018.

#### Identify the Number of Rooms You Need for Testing

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

### KEY INFORMATION

#### Facility Requirements

To prepare for test day, you will need:

- Bells and announcements silenced on test day
- 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 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 4 feet from right to left (measure from center of desk).
- Staff access to every student must be unimpeded.
- Only 1 student can be seated at a table measuring 6 feet in length or less.
- At tables longer than 6 feet, students must be seated at least 4 feet apart and facing the same direction.
- 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 (such as alphabetical order). If using a homeroom as a testing room, make sure students are seated at random.

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

## Additional Requirements for Accommodated Testing

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

- Students with the same type of timing may be seated together. EL students receiving 50% extended time can be seated with other 50% extended time students as long as they use the same testing schedule (e.g., same breaks).
- Students who require different timing or breaks must be tested in separate rooms. Use of more than one test room is required if a student's accommodations would disturb other students or if the student is approved for one-to-one testing.
- Students who are approved for a reader or scribe must test in a one-to-one setting.
- Students who are approved for MP3 audio may not share a room with students taking other formats of the test. The same is true of students approved for ATC format. Students who are approved for MP3 audio may not be tested in the same room as students approved for ATC format because of differences in timing. Both of these formats require specialized timing and a computer. See the requirements in Plan for Computer Usage on page 26.

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

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

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

If a student is approved in SSD Online for one of these as a College Board–approved accommodation, and is NOT approved for another accommodation that would require a separate setting, assign the student to a standard testing room. Students using these as SAAs must test with other students using lime green test books and standard time.

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

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

Students may have an epinephrine auto-injector (e.g., EpiPen) in the testing room without the need for accommodations. It should be placed in a clear plastic bag and stored under the student's desk. Make sure your proctors have clear plastic bags to give to students if needed. Follow your district's policies regarding EpiPens.

## 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 in SSD Online for accommodations, SAAs, or the EL 50% extended time support, 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:

- Are involved with paid coaching or test preparation for College Board tests. (The teaching and normal review of course content, including test familiarization that is part of regularly scheduled coursework, is acceptable.)
- Have taken any College Board test within 180 days of test day.

When making staff assignments, adhere to these policies:

- If a staff member has a child or member of their household taking the PSAT 8/9 at any test site during the same testing period, 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, SSD coordinator, and backup test coordinator. In cases where this policy is not followed, the related student's scores are subject to invalidation.
- Never assign a proctor to administer the test to a member of their family. If a proctor administers the test to their own child or other member of their household, the scores will be invalidated, and the student will require a makeup test.

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

### Supplementing Testing Staff

If you need to supplement your school staff with additional personnel, follow the same guidelines defined by your school or district for serving on the school staff. Refer to the *Assessment Integrity Guide* at [michigan.gov/MME](http://michigan.gov/MME) for additional information.

### 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
1–10	0
More than 10	1+ (1 monitor for each additional 10 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 monitor 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

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

- Assign a 3-digit testing room code to each room you identified as a testing room in Plan Your Space on page 16. 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 the room list you created.
- If you have been approved for 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 or supports into testing rooms based on their accommodations listed on your NAR. Remember that students testing in the same room must have the same color testing materials and the same testing schedule. Students with SAAs must test separately from other accommodated students. For general guidelines, see Testing Materials Distribution on page 10.
- For spring 2019, students in 8th and 9th grades will use the same test books and, if necessary, test together.

- 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, you may want to 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.
- Note the testing room code on each room roster.

#### Update and Finalize Your Room Rosters

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

### KEY INFORMATION

#### Assigning Optional Codes

By default, paper score reports are returned to the school in alphabetical order by student last name. You can choose to make the sort more specific to your school by assigning 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

#### Plan for Preadministration

The preadministration session allows students to prepare their answer sheets for testing by filling in their demographic information in advance of test day. While the optional questions have been eliminated for students taking the PSAT 8/9, we still recommend that you schedule a preadministration session prior to test day. 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.

- Three weeks before the test date, schools will receive answer sheets, pre-ID labels, and copies of the *PSAT 8/9 Coordinator Manual*.
- Decide if you will need to schedule a preadministration session prior to test day. If so, you may hold preadministration sessions in any number of ways (for example, in a class, in an assembly for students taking the test, or in small groups). Don't let students take the answer sheets out of the room. All activities related to answer sheets must take place with school supervision.
- Filling out the personal information fields may take as much as 20 minutes.

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

- If students are absent for your preadministration, plan a session with them at some other time before test day.
- On test day, be sure to have blank answer sheets on hand for any students who may have missed the preadministration session.

Part 2 of this manual includes detailed instructions and scripts for conducting the session. Also see Prepare Your Preadministration Session on page 35 for detailed instructions on planning the session.

#### Plan Training Sessions

Approximately six weeks before test day, you'll receive an email with a link to access training. Other test day staff must 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.

#### Plan Your Test Day Schedule

- Select a start time for testing that allows for the full time for testing within a typical school day. Begin testing early enough to complete testing before the end of the school day (a morning start time would best ensure this). You may not break for lunch and then resume standard testing.
- On test day, plan to hold a session with staff before testing begins to share last-minute reminders and hand out testing room packets.

#### Plan Accommodated Testing Window Schedule

- Meet with your staff to determine when to start testing students eligible to test in the accommodated window. If possible, start testing on the primary test date. The chart Overview of Accommodated Timing and Breaks on page 94 gives details about the different types of timing and breaks that may be needed.
- Schedule the second day of testing, if any, on the next consecutive school day. Be sure to allow for rooms that are needed for 2 days of testing.
- If a student testing with accommodations misses their originally scheduled test date, test them on the soonest subsequent day possible in the accommodated window.
- Track any absentees and plan for them to test as soon as they return to school within the window.
- Plan for secure storage of materials used for 2-day testing. Materials for students testing after the primary test date during the accommodated testing window must be securely stored until all students have been tested. You'll return their answer sheets when all accommodated window testing is complete.
- If you're testing students with 100% extended time (for the entire assessment) or using the MP3 audio format, your school will test these students over 2 days.

#### Plan Student Check-In

Depending on your needs, plan for either a central check-in or a room check-in. See Admit Students to the Testing Area on page 38 for more information. If you're using a central check-in, you'll need to designate a waiting area where students can assemble before testing and to inform staff and students of the location.

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

## Post Testing Room Assignments

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

**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.

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 the extended-time rooms may require two breaks.

## Plan for Makeup Testing

Be sure you're aware of the makeup dates for your school in the event you need to administer makeup testing. Makeup testing requires that you follow all of the same policies as those for the primary testing day. If students requiring a makeup test have participated in a preadministration session, securely store their prelabeled or pregridded answer sheets with their test materials until you hold the makeup testing.

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

- Compile the list of students who are taking the makeup test.
- Confirm the number of test books and answer sheets you have. Request additional materials if needed (instructions will be provided in an email the day before test day).

- Identify the number of rooms needed.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary.
- Prepare for administering any accommodations required.
- After testing, return materials following procedures in After the Test Tasks and Information on page 42.

## Plan for Off-Site Testing

Most schools participating in PSAT 8/9 administrations will use their schools as the test location. However, schools that submitted a request and received approval for an off-site testing location may need to plan for administrations at one or more 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.)
- Make sure any 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 center meets the requirements for test materials security, room configuration, seating, and test day staffing as described in this manual.

## KEY INFORMATION

### Timing for the PSAT 8/9

This chart can help you plan your test schedule. It includes the total time without preadministration (20 minutes) and dismissal (5 minutes or more).

#### TIMING FOR THE PSAT 8/9

	Total Testing Time Including Breaks	Total Testing Time (Not Including Breaks)
Standard Time	2 hours, 35 minutes	2 hours, 25 minutes
Standard Time with Extra Breaks	2 hours, 50 minutes	2 hours, 25 minutes
100% Extended Time Testing, Day 1	3 hours	2 hours, 50 minutes
100% Extended Time Testing, Day 2	2 hours, 10 minutes	2 hours
50% Extended Time	4 hours, 3 minutes	3 hours, 38 minutes
Math Only 100% Extended Time	3 hours, 45 minutes	3 hours, 25 minutes
Math Only 50% Extended Time	3 hours, 15 minutes	2 hours, 55 minutes
MP3 Two-Day Testing, Day 1	3 hours, 50 minutes	3 hours, 35 minutes
MP3 Two-Day Testing, Day 2	2 hours, 10 minutes	2 hours

## Manage Test Day Impacts

Administering the PSAT 8/9 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 the College Board, Educational Testing Service (ETS), or administrators from the Michigan Department of Education ask to visit your school the day of the test or the week preceding it, follow the procedures under Test Observers and Visitors on page 40.

#### Prepare to Collect Student Belongings

The College Board requires testing staff to collect mobile phones, wearable technology, and other prohibited electronic devices (if permitted under school policy) before administering the PSAT 8/9. 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, 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 24.

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

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

#### Establish a Signaling System

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

### Minimize Distractions

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

Establish clear rules for conduct during breaks to help control noise and similar distractions. Staff should remind students not to use a phone or any other electronic device (if these are not collected), not to access any books or notes, not to talk in the hallways, 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

About 2 weeks before the test, schedule and conduct a training session with your staff to review procedures, forms, and timing; to announce staff assignments; to distribute manuals; and to answer questions. At this session, you may want to give your staff access to the online training modules provided. Be sure to review the following:

- Maintaining security in the testing room
- Procedures for collecting personal 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
- Who the backup test coordinator is, in case of your absence

## 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.
- Plan ahead for collecting electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Instruct students to 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 or 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 under any circumstances.

- Make sure test materials are not removed from the room.
- No student may access or use phones in the testing room, or eat or drink during testing unless they have an approved accommodation in SSD Online.



*Immediately report significant problems or events that interfere with specific testing procedures, or that compromise test security, either before or on test day to Michigan PSAT 8/9 Support. See the Irregularity Chart on page 103 for more information.*

## Seating Policies

Have proctors establish their seating plans in advance. Seating should not be arranged in any predictable order (e.g., alphabetical or based on homeroom seating assignment). If for some reason advance creation of seating plans is not possible, proctors should assign seats randomly to students as they enter so that friends or relatives are not seated near one another. **Students must not be allowed to choose their own seats.**

Proctors should use the seating chart on the back cover of this manual to record the seating in their rooms for future reference. Keep all seating charts for at least six months.

## 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 used during testing, including breaks. Electronic devices, including phones, can be used to record test questions and answers, and staff must exercise special care to prevent issues involving them, as covered in Preventing Issues Involving Phones and Electronic Devices on page 24. Anyone using other prohibited aids during any part of the administration, including breaks, should be warned and, if warranted, dismissed from the test (see the Irregularity Chart on page 103 for details). Note any such activities on an IR.

The only exceptions are for accommodations approved in SSD Online for particular testing aids.

Prohibited aids include, but are not limited to:

- Any type of phone (including 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 or references of any kind (not including EL supports)
- Compasses, rulers, protractors, or cutting devices

- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have QWERTY (typewriter-like) keypads, 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. Follow your district's policies regarding EpiPens.

In some cases, a student may be approved in SSD Online to have a cell phone in the testing room for use with a glucose monitor. Only students 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. In no cases may a student keep their phone at their desk.

## Calculator Policies and Guidelines

Calculators may only be used on the Math Test – Calculator portion of the test, unless a student is preapproved in SSD Online 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 100.

General policies are as follows:

- We recommend that students use a calculator they're familiar with on the Math Test – Calculator portion of the PSAT 8/9. A scientific or graphing calculator is recommended.
- Students should supply their own calculators. If your school provides calculators, be sure that the devices are on the list of acceptable 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 in SSD Online 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.

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

## 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 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.)

Once the script has been read, if a student is observed with a prohibited device, regardless of whether the device 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 under Student Issues in the Irregularity Chart on page 103.) If a student's phone makes noise 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 while in a student's possession, 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 Michigan PSAT 8/9 Support immediately for further instructions if a device has been collected.

### **Suggested Collection Procedures:**

If your school already collects phones and electronic devices, we encourage you to continue using the methods that work for you and your students. If you do not currently collect students' electronic devices, here are some suggestions for doing so:

- Instruct students to disable alarms and power off cell phones when they enter the testing room.
- Collect students' cell phones and wearable technology in a basket, envelope, or bag before testing begins.
  - ◆ Give students sticky notes and/or smaller envelopes to use as name labels for their items.
  - ◆ Collect labeled items from students once they're seated. If possible, keep student items in the order they were collected in, for easier return after testing.
- Keep the devices at the front of the room on the proctor's desk for the duration of testing.

## **Prepare to Test Students with English Learner Supports**

The College Board provides supports for English learners who may need them. The supports used for testing should align to the supports that students use for classroom tests. The available EL supports include 50% extended time, translated test directions, and permission to use an approved word-to-word bilingual glossary. No preapproval or request is required to use translated test directions or word-to-word glossaries.

To test with 50% extended time, a request must be submitted in SSD Online in advance of the EL deadline.

### **TASKS**

Once you identify the students who require EL supports and the languages they need, you'll have to obtain the supports and plan for 50% extended time for those who need it.

#### **Providing the translated instructions and/or glossaries:**

- Print the translations and review the list of approved glossaries available at [collegeboard.org/michigan](https://collegeboard.org/michigan) so that you can obtain copies for test day. No translations or glossaries will be shipped with the test materials.
- Students may supply their own glossaries; however, you should confirm any glossaries are on the approved list and plan to collect them for your review a day or 2 before testing. This is an important precaution to minimize the chances of glossaries being used to bring written notes or test aids into the testing room.
- Store the glossaries securely until you're ready to assemble testing room packets for proctors.

#### **Preparing for 50% extended time testing:**

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

### **KEY INFORMATION**

For a list of approved glossaries along with the full list of translated directions, visit [collegeboard.org/michigan](https://collegeboard.org/michigan).

The following supports do not require advance identification in SSD Online:

- Use of translated test directions
- Use of an approved word-to-word glossary

The following EL support requires identification in SSD Online by the deadline:

- 50% extended time

## Prepare to Test with Accommodations

The use of accommodations for the PSAT 8/9 is limited to students with very specific needs, such as students with a disability who have documented needs on an Individualized Education Program (IEP) or section 504 plan. It is important to note the distinctions/differences when a student may be using a different framework for support and accommodations for other assessments given in the same timeframe, such as the Michigan Test of Educational Progress (M-STEP).

Educators must request all accommodations for the Michigan-provided PSAT 8/9 through the College Board's Services for Students with Disabilities (SSD) office. The Michigan Department of Education will give the PSAT 8/9 to eligible 8th graders as a state accountability test. It is recommended that 8th graders receive state-allowed accommodations (SAAs) as they provide an accommodation only for the spring 2019 test according to a student's current 8th grade IEP or 504 plan. It is recommended that 9th graders receive College Board-approved accommodations, which educators also request through the SSD office. Eighth graders can also have College Board-approved accommodations, which provide an accommodation for the spring 2019 test according to a student's current 8th grade IEP or 504 plan. Unlike SAAs, College Board-approved accommodations carry forward to future years' College Board assessments. **Please note that choosing this option does not change the IEP team's responsibility to review student needs and necessary accommodations at each annual review.**

The College Board requires preapproval for all accommodations. Providing accommodations without authorization may result in the student's scores being invalidated. 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 or has documented approval for a state-allowed accommodation. If a student presents an eligibility letter, but does not appear on the NAR, you can test them as long as you have enough materials. If not, you'll need to contact the SSD office to request additional materials.

Students with accommodations must be tested with the correct testing materials, using the corresponding scripts. Students testing with state-allowed accommodations will use lime green test books. All other students, including those who are testing with College Board-approved accommodations, will use the standard test books (with red 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.

Accommodated students who are absent on test day should test later in the accommodated testing window using the same testing materials. If you have accommodated students who require a makeup because of an irregularity, contact the SSD office.

## 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 19 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.
- Make sure the computers have USB ports.
- 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 53 and Administer



Accommodations on page 58 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](http://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 in SSD Online to write their answers in test books, the proctor or SSD coordinator must transfer the answers to the answer sheet after the student completes the test.

- For transcriptions, tell the proctor or SSD coordinator 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 in SSD Online for them. Follow the same guidelines as for other staff assignments (see Train Your Staff on page 22).
- 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. (The same person can test more than one student if testing on different days in the window.)
- Notify readers and scribes that their students will take the test with 50% extended time unless a student is already approved in SSD Online for 100% (or more) extended time.

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

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

- Ask the SSD coordinator to alert you if they're notified that a student received approval for accommodations. Contact the SSD office if you don't receive materials for all students approved for accommodations.
- If necessary, adjust staffing and rooms to allow for additional accommodated students.
- Contact the SSD office if any information is incorrect or if a student's name is missing.

## TASKS FOR SSD COORDINATORS

### Work with the Test Coordinator

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

- A copy of the NAR. The SSD coordinator will need to review the students listed on the NAR to confirm that all students are reflected as anticipated. If any student eligible to test is approved for accommodations in SSD Online but doesn't appear on the NAR, the SSD coordinator should handwrite the student's name, SSD number, and accommodations at the bottom of the NAR.
- A list of students approved for accommodations, and notification of any updates to apply to the Master Student List.
- A list of students approved for accommodations who can test in standard testing rooms. See Additional Requirements for Accommodated Testing on page 17 for more information.
- A list of needed support staff for accommodated students.
- Help with setting up any computers for flash drives.
- Assistance with planning for rooms and materials.

### Request Accommodations and EL Supports

Accommodation requests are submitted by the SSD coordinator in the College Board's online request system, SSD Online. All accommodations must be approved 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 we receive all documentation.

- The SSD coordinator will work with the test coordinator to determine which students will be using the EL support of 50% extended time and submit the request in SSD Online before the EL deadline.
- For detailed instructions on how to access SSD Online, see [collegeboard.org/ssdonline](http://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.
- For new students or students who need accommodations that have not yet been requested, submit a request in SSD Online.
- For students with previously approved accommodations, verify the following information. If updates are needed, submit a change request in SSD Online.
  - ♦ The accommodations approved match the student's current identified accommodation needs.
  - ♦ The student's name, birth date, and graduation date are correct.
- For any students no longer at your school, note the information on the eligibility roster. Mail or fax the roster to the SSD office to have students removed from your dashboard and reports. For contact information see [collegeboard.org/ssdonline](http://collegeboard.org/ssdonline).
- Students with previously approved accommodations who recently transferred to your school can be transferred to your school's SSD dashboard by submitting a request in SSD Online. 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. If you submit late requests for accommodations or supports after the deadline, including SAAs or extended time for EL students, you will need to call SSD to confirm that materials can arrive in time for testing.

All students listed on the NAR can test during the accommodated testing window. The NAR must be returned with answer sheets and the Coordinator Report Form.

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

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

## KEY INFORMATION

### Types of Accommodations and Materials

The College Board offers extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to students with documented needs and an approved request in SSD Online. Some students may be approved in SSD Online for one or more alternate test formats. A brief explanation of how to administer these formats follows. See Materials Provided for Accommodated Testing on page 30 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 will get extended time only for the subject area(s) they're approved for (e.g., math only).  
**Exception: Students approved for extended time for reading will receive extended time for the entire test.**
- See the chart Overview of Accommodated Timing and Breaks on page 94 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).

## Test Aids and Support Staff

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

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

- **Writer/Scribe** Students will dictate all answers 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.
- **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.
- 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 in SSD Online (for example, braille materials).

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

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 in SSD Online.

Make sure that any electronic device used for testing, including a computer for use of an MP3 audio or ATC format, 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 or 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 font—test with standard time and breaks (Script 1), unless approved in SSD Online for other accommodations. Students using test books with larger than 14-point print must test in an accommodated room.



## Braille Test Formats

Students who test with braille test formats have standard time and breaks (Script 1) unless approved in SSD Online for other accommodations. 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-type 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 in SSD Online 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-type or large-type 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-type and large-type tests.

## MP3 and ATC

The MP3 audio and ATC test formats are delivered on a flash drive. To use either format, a student must have a computer. Chromebook, Mac, and Windows formats are supported. For flash drives a USB port is required, so a tablet may not be used to take the test. The school must provide suitable computers for MP3 audio formats. Schools can also provide earphones (which are required for the MP3 audio format and for use with any text-to-speech software used with the ATC format).

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

- Students using the ATC format need to double-click on a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they need to close the file.
- The proctor should allow these students to keep the ATC packaging at their desks, and should be ready to help students locate the password and 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** consists of read-only files and a built-in player to deliver the test content. It provides the actual test as an audio recording for the student to listen to. Setup for MP3 testing should be done in advance of test day to ensure a smooth administration. Students 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.

## State-Allowed Accommodations

You may have students testing with state-allowed accommodations (SAAs). SAAs allow students to use defined accommodations or supports for the Michigan-provided assessments only, and are recommended for 8th graders. When administering SAAs, students must be tested with lime green materials in separate rooms from students with dark red test books. However, you will follow the standard testing procedures as defined for students testing with dark red test books. Students, schools, and the Michigan Department of Education will receive scores when SAAs are used.

## Materials Provided for Accommodated Testing

Use the table that follows to confirm that you have received all materials for students testing with accommodations as well as students using the 50% extended time EL support.

For some accommodations, you'll receive regular and large type 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
<ul style="list-style-type: none"> <li>50% extended time (includes EL support)</li> <li>100% extended time</li> <li>Auditory amplification/FM system</li> <li>Breaks as needed</li> <li>Extra or extended breaks</li> <li>Four-function calculator on Math Test – No Calculator portion</li> <li>Home/hospital testing</li> <li>Late start time</li> <li>Limited testing time</li> <li>One-to-one testing</li> <li>Permission for food/medication</li> <li>Permission to test blood sugar</li> <li>Preferential seating</li> <li>Record answers in test book</li> <li>Sign language interpreter</li> <li>Small-group setting</li> <li>Use of colored overlay</li> <li>Wheelchair accessibility</li> <li>Writer/scribe</li> <li>Written copy of oral instructions</li> </ul>	<ul style="list-style-type: none"> <li>Regular-type test book</li> <li>Standard answer sheet</li> </ul>
Large-block answer sheet	<ul style="list-style-type: none"> <li>Regular-type test book (unless approved for another format)</li> <li>Large-block answer sheet</li> </ul>
<ul style="list-style-type: none"> <li>Large print - 14 point</li> <li>Large print - 20 point</li> <li>Large print - 24 point</li> </ul>	<ul style="list-style-type: none"> <li>Large type - 14-point/20-point/24-point/larger than 24-point test book, as applicable</li> <li>Standard answer sheet</li> <li>Large-block answer sheet</li> </ul>
MP3 audio	<ul style="list-style-type: none"> <li>Flash drive with MP3 files</li> <li>Regular-type test book</li> <li>Standard answer sheet</li> </ul>
Assistive technology-compatible	<ul style="list-style-type: none"> <li>Flash drive with ATC files</li> <li>Regular-type test book</li> <li>Standard answer sheet</li> <li>Large-block answer sheet</li> </ul>
Reader	<ul style="list-style-type: none"> <li>Reader's script</li> <li>Regular-type test book (2 copies)</li> <li>Standard answer sheet</li> </ul>
Braille	<p>Braille kit:</p> <ul style="list-style-type: none"> <li>Braille Book 1 - Reading Test, Writing and Language Test</li> <li>Braille Book 2 - Math Test – No Calculator, Math Test – Calculator</li> <li>Standard answer sheet</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Guide to the Nemeth Code</li> <li>Braille Reference Information</li> <li>Reader's script</li> <li>Regular-type test book</li> </ul>
Braille graphs and figures	Braille Figure Supplement book

# Prepare Your Students

## TASKS

### Inform Students About the PSAT 8/9

- Several weeks before test day, meet with students, including those with accommodations, to go over important information for test day. Let them know about their schedule and that lunch won't be served until after testing ends if testing in the morning. Be sure to inform any students approved for 100% extended time or the MP3 audio format that they will be testing over 2 days.
- Distribute copies of informational flyers, which provide facts about the test, if desired. These can be downloaded from the web at [collegeboard.org/michigan](http://collegeboard.org/michigan) and photocopied to distribute to students and parents. Refer students who have further questions about the test to the *PSAT 8/9 Student Guide*, available at [psat.org/8-9-resources](http://psat.org/8-9-resources).

**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

### Inform Families About the PSAT 8/9

We also suggest that you engage students' families to inform them of what students can expect on test day and what the PSAT 8/9 means to their college and career planning.

## KEY INFORMATION

### When and Where to Report

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

### What to Bring on Test Day

Tell students to bring the following on test day:

- Two No. 2 pencils with soft erasers; **no pens or mechanical pencils**.
- Acceptable calculator (for the Math Test – Calculator portion of the test only).
- Earphones, if using an ATC or MP3 audio format (unless the school is providing earphones).

- Current and valid school or government issued photo ID that includes their name and signature, if necessary.
- 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 approved in SSD Online to use a calculator on the Math Test – No Calculator portion of the PSAT 8/9, 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 who don't regularly attend your school but who will be testing at your school.

### What NOT to Bring on Test Day

Students may not have the following in the test area (except in the case of accommodations approved in SSD Online 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 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 approval has been given in SSD Online 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 [collegeboard.org/students-with-disabilities/after-approval](https://collegeboard.org/students-with-disabilities/after-approval). While these practice materials are for the PSAT/NMSQT® and PSAT 10, students can use them to become familiar with the navigation tools.
- 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 SSD Online–approved timing as a paper test format with 1 exception: Section 2 requires 100% extended time.
- Students use ATC and MP3 formats to access test questions, but still must record their answers on an answer sheet (or another method according to an accommodation approved in SSD Online).

## Prepare Your Materials

### TASKS

#### Identify Authorized Staff

Provide a list of authorized staff to all personnel who will be handling test materials. Remind your staff to carry identification at all times during test day and 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 child or member of their household taking the same College Board test during the same testing period at any test site. **In such instances, the student's scores are subject to invalidation.**

#### Check the Preadministration Materials Shipment

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


Preadministration materials include:

- ☐ Answer sheets
- ☐ Large-block answer sheets (as needed)
- ☐ Copies of the *PSAT 8/9 Coordinator Manual*
- ☐ Pre-ID labels
- ☐ Extra sheets of blank pre-ID labels

**IMPORTANT:** If you do not have enough answer sheets, use the additional material ordering window (March 20–27, 2019) in the Secure Site to request more be sent to you. **Photocopied answer sheets will not be scored.**

#### 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 a test coordinator, you are 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.

All testing materials, for both standard and accommodated testing, will be shipped to the test coordinator. You should receive testing materials approximately three weeks before test day. 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.



**IMPORTANT:** Do not remove any test materials from the test site without the consent of the Office of Testing Integrity (OTI) unless you have an approved off-site location.

Standard and accommodated materials will arrive in separate shipments. You will receive an email with tracking information for each shipment. Each shipment may include more than one box. One box will contain a summary list of all materials in the shipment.

Your shipments will include:


- ☐ Shipping notice
- ☐ Shrinkwrapped test books
- ☐ 2 coordinator testing materials kits containing:
  - ◆ Coordinator Report Form (CRF)
  - ◆ Accommodated Testing Envelope for return of answer sheets for students tested with accommodations
  - ◆ 10 Irregularity Report (IR) forms
  - ◆ Gray-Bordered Envelope
  - ◆ Roll of packing tape
- ☐ 2 makeup coordinator testing materials kits, to be used for makeup testing
- ☐ Box(es) or UPS Express Pak(s) with preapplied labels for returning used answer sheets

You will receive an email alert to notify you that your test materials have been shipped. Once the shipment has arrived, you must:

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. **Within 24 hours of receiving your test shipment, in a secure area with only authorized staff present, count the test books (still keeping them in the unopened shrinkwrap)** to make sure you have received the correct quantity. Also check the test book covers to ensure they specify the correct testing month (April).
3. **Contact Michigan PSAT 8/9 Support if any materials are missing.**

**IMPORTANT:** Upon receipt of your testing materials, if you need additional standard test books, standard answer sheets, or coordinator manuals, these can be ordered in the Secure Site during the additional materials ordering window of March 20–27, 2019.

4. **Check the CRF to be sure it displays the correct school (AI) code for your school.** If the school code on the CRF is incorrect, call Michigan PSAT 8/9 Support to request a new copy.
5. **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.

6. **Keep the empty, prelabeled answer sheet return box(es) or UPS Express Pak(s) included in your test shipment.** You will use the box(es) or UPS Express Pak(s) to return answer sheets after the test.
7. **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 42 for instructions on how to handle test books after the test.

## Accommodated Materials Shipment

Your school may receive the following separately:

- ☐ Test books and materials for students testing with alternate test formats
- ☐ Test books and materials for students testing with state-allowed accommodation versions of alternate test formats

Confirm that you have received any specialized materials such as braille, ATC files, and reader's scripts.

**IMPORTANT:** If any materials are missing, or if you have not received the correct quantities of materials, contact Michigan PSAT 8/9 Support immediately.

## Secure Test Materials for Off-Site Testing

If your school was approved to test off-site, plan to provide materials securely to off-site testing locations. Materials should only be transported to off-site locations when the off-site test coordinator will be available to accept them and ensure the security of test materials from their arrival until their return. To ensure accurate test materials tracking, test 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 the room is administering (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)

### 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.
- A copy of the room roster you created showing students assigned to the testing room.
- If applicable, a list of optional codes assigned to students (with student names grouped by assigned code).
- A list of Unique Identity Codes (UICs) for students in the room. (Michigan state student ID numbers are called UICs.)
- For accommodated rooms, a copy of the NAR page(s) showing the name(s) of students testing in that room and the accommodations they're approved for.
- If applicable, EL supports (translated directions and/or word-to-word glossaries) for students who will be using them.
- A supply of No. 2 pencils and clear plastic bags (for storing items such as EpiPens).
- Answer sheets (sorted by correct testing room):
  - ♦ Prelabeled answer sheets and/or answer sheets used in a preadministration session.
  - ♦ Blank answer sheets or large-block answer sheets, if necessary (plus a few extra).
- Irregularity Report (IR) forms.
- A copy of the *PSAT 8/9 Coordinator Manual* if not already distributed during training (strongly encouraged) or used for a preadministration session.

### 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
- 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 38 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 helps to create a more positive test-taking experience. **Please note that students must fill out answer sheets under supervision in school.**

### 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, 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 approval in SSD Online 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.
- Apply labels to the correct answer sheet type (standard or large block), taking care to check for inaccuracies. (See Verify and Apply Labels later in this section.)
- Instruct staff to display the school (AI) code in a prominent place in the preadministration room for students to see.
- Ensure that staff have lists of UICs for students participating in the session.
- Inform staff and students of the planned sessions. Tell students they'll need No. 2 pencils with soft erasers for the preadministration session.

## Check the Pre-ID Labels

You'll receive one pre-ID label for each student who was pre-ID'd in the Secure Site before the deadline. The label looks like this:

The diagram shows a rectangular pre-ID label with various fields and a barcode. Labels with arrows point to specific areas of the label:

- District Code – Building Code** points to the top-left corner.
- Test and Year** points to the bottom-left corner.
- UIC** points to the top-left section of the label.
- Last Name** points to the top-middle section.
- First Name MI** points to the top-right section.
- School Name** points to the right side of the label.
- Barcode** points to the central barcode.
- Barcode Number** points to the bottom-right corner.

Text on the label includes: "xxxxxxx", "xxxxxxx", "PSAT 8/9 2019", "DOB:", "GENDER: X", "GRD: nn", and "xxxxxxx".

## Verify and Apply Labels

- As soon as possible after receipt, review the labels to ensure they're correct:
  - ◆ Do the students named attend your school?
  - ◆ Is the grade level correct?
  - ◆ Do you have labels for all of your students, including any homeschooled students you will be testing?
- If you receive labels for students who are no longer enrolled in your school, please shred or destroy the labels in a secure manner.
- If you have requested, but not yet received, approval in SSD Online for any students to use a large-block answer sheet, don't apply their labels to answer sheets until the SSD coordinator is notified of a student's accommodations approval.
- If a student does not have a label, ensure that they are pre-ID'd and print a label from the Secure Site.
- 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.

# 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 script in Conduct the Preadministration Session on page 51. Be sure to distribute copies of the manual to staff who need them. They should keep their manual for use on test day.
- 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.
  - ◆ Some students on the NAR may be using large-block answer sheets.
  - ◆ Make sure your staff is prepared to correctly match the labeled answer sheet to the student whose information is on the label.

## KEY INFORMATION

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

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



# During the Test Tasks and Information

## Follow Your Test Day Schedule

### TASKS

- To ensure standardization across all PSAT 8/9 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 8/9 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 103 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 in SSD Online for extended time on some or all of the assessment receive extra breaks. Some students may be approved in SSD Online for extra and/or extended breaks. Specific timing instructions will be noted on the NAR. (See Administering Extended Time and Accommodated Breaks on page 59 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. Also collect any EL supports (translated directions or glossary) that the student may be using.
- 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.

## 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

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 for Posting in Testing Rooms

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

- Your school's address.
- Testing room code; when using codes that are shorter than 3 digits, include leading zeros (e.g., 001, 020).
- Your 6-digit school (AI) code.
- 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 58.

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

- UICs for students in the room.
- 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).

## Admit Students to the Testing Area

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

## TASKS

### Manage Central Check-In

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

- Check ID for students you don't recognize. If a student doesn't have a valid ID, you should record this in the IR but allow the student to test. (See Photo ID Requirements on page 102.)
- Annotate your Master Student List as students check in.
  - ♦ Write "P" (present) next to the name of each student who checks in.
  - ♦ After check-in is complete, put an "A" (absent) next to the name of any student who is absent. You'll use this information to help you know which materials and quantities of materials to request for the makeup administration.
  - ♦ Add student information for any student not on your original Master Student List.
- If you change a student's room assignment, give them a signed note with their name and UIC 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. Staff should:

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

## Manage Late Arrivals

- 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. Add them to the list of students requiring a makeup.

See Admitting Latecomers later in this section for more information.

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

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

- 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 with the student's name and UIC 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.
- If a student requests to change to testing that requires specific accommodated materials that are not available, you may still have time to request materials for testing later in the accommodated window. If so, note the student as absent and immediately call the SSD office to request materials for testing.
- If it's too late to request materials for testing in the accommodated window, call the SSD office.

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

## Manage Requests to 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:

- Change the student's assigned testing room code on the Master Student List, if necessary.
- Write a note with the student's name and UIC 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 name to the room roster by printing the student's name and UIC number at the bottom of the roster.
- Deliver test materials for the student to the testing room. If adequate materials are not available, request makeup materials for the student.
- Keep the letter on file at your school (it doesn't need to be returned to the 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.

Be sure to locally print and apply a pre-ID label for these students. You can use the additional material ordering window in the Secure Site to request standard materials for these students if you don't have enough coverage materials. If the additional material ordering window is closed, or if you need accommodated testing materials, include these students in your list of makeups needed, as detailed in Collect Testing Materials on page 42.

Photo identification is not required for students who are familiar to you. If you're asked to test homeschooled students, you will need to check their identification. Advise these students to keep their IDs handy during test day.

### 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.
- If testing in the morning, 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

#### Test Observers and Visitors

Staff from the College Board or Educational Testing Service (ETS) or monitors from the Michigan Department of Education 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 the College Board, ETS, or the Michigan Department of Education

Authorized visitors, including assistants for students with approved accommodations in SSD Online, 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.)

- Unauthorized visitors
- Observed misconduct that warrants dismissal, such as attempted impersonation, removing test materials from the testing room, or leaving the building during testing

Contact Michigan PSAT 8/9 Support for:

- Events that interfere with testing procedures or require cancellation of testing or changes in reporting location
- Timing irregularities or other administration issues that may require a makeup test

---

**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 Regulations and Grounds for Score Cancellation information provided in the *PSAT 8/9 Student Guide*. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an IR. Escort the student to their normally scheduled class or to the location predetermined by your school's protocol for students dismissed from testing for misconduct (e.g., the principal's office). Students who are dismissed because of misconduct are not eligible for makeup testing. Please confirm on the IR all actions taken (see the Irregularity Chart on page 103). Return the student's answer sheet on top of other used answer sheets.

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 collect the phone. In such cases, explain to the student that the phone is needed for further investigation and will be returned to them. Follow instructions in the Irregularity Chart on page 104 "Use or possession of test content through answer keys or images of test pages."

#### Handle Student Complaints

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

- Physical conditions such as overcrowding, inadequate writing surfaces, poor lighting, and extreme temperatures
- Delayed check-in and testing

- Testing staff who are rude, disorganized, distracting, or inattentive to their duties
- No visible clocks or announcement of remaining test time
- Apparent mistiming and distracting noise
- Cheating

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

### Report Test Administration Irregularities

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

Refer to the Irregularity Chart on page 103 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
- 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 6b. 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.

---

## Proctor Role During Testing

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



# After the Test Tasks and Information

Complete the test administration with the following activities. These activities may take place more than once: first on the initial primary test date and again after any makeup testing. **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:
  - ◆ Used for students from your school (standard and accommodated).
  - ◆ If applicable, used for homeschooled students (standard and accommodated).
  - ◆ Unused answer sheets. Refer to What Is a Used Answer Sheet? on page 43.
- ☐ Any printed translated testing directions.
- ☐ Any word-to-word glossaries.
- ☐ 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.

- ☐ Securely store test materials for students who may be testing on a later date or who have an approved accommodation in SSD Online that requires testing over 2 days.

**IMPORTANT:** If a test book is discovered missing after students have been dismissed, contact Michigan PSAT 8/9 Support immediately. Report the incident on an IR. Speak with Michigan PSAT 8/9 Support before returning any test materials.

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

- ◆ As you count, ensure that each answer sheet includes a pre-ID label and that required information is filled in on the front (Last and First Names, Student ID Number (UIC), and Date of Birth) and back (Form Code and Test ID). Students without a pre-ID label must have one locally printed from the Secure Site to affix to the answer sheet.

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

- ◆ Set aside answer sheets for students who completed identifying information but did not test. These should be securely stored for makeup testing.
- ☐ **Record counts for the CRF.** Now that you've checked and counted the used answer sheets, record the counts on the CRF. (This information will be used to aid in answer sheet count reconciliation activities.) When providing counts in fields 5 and 6 of the CRF, be sure to include students who tested with accommodations:
  - ◆ List counts of used answer sheets (standard and accommodated) for students from your school in field 5 \_\_\_\_\_.
  - ◆ List counts of used answer sheets (standard and accommodated) for homeschooled students (if applicable) in field 6 \_\_\_\_\_.
  - ◆ Add these 2 totals together in field 7 \_\_\_\_\_.
- ☐ To fill in field 8 of the CRF, separate the accommodated materials and count them again before placing them in the white Accommodated Testing Envelope. Providing the total count of students who tested with accommodations (including English learners who tested with 50% extended time) helps verify that the count matches what's returned in the Accommodated Testing Envelope. In field 8:
  - ◆ Indicate if you're returning additional materials with transcribed answer sheets.
  - ◆ List the count of used answer sheets for accommodated students (including those from your school and homeschooled students, if applicable), including transcribed answer sheets \_\_\_\_\_.

All students whose answer sheets are returned in the white Accommodated Testing Envelope will be considered to have used accommodations or 50% extended time for English learners.

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.

Only return answer sheets that contain answers. 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 the 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 a copy of the master 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 44 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:

- ♦ Separate the used answer sheets for standard test takers and students testing with accommodations listed on the NAR. Include the answer sheets for EL students who tested with 50% extended time with the accommodated answer sheets. See What Is a Used Answer Sheet? later in this section.
- ♦ Set aside unused answer sheets.
- ♦ If an answer sheet has a pre-ID label, but the student missed the primary test date, securely store the answer sheet for use during the makeup administration.

### Store Test Books

Securely store test materials for students who are completing testing during the accommodated window as well as any materials needed for makeup testing. Immediately after the test administration (unless otherwise instructed):

- ☐ Organize used test books to facilitate return to students with their score reports.
- ☐ Set aside unused test books to be used on the makeup date or during the accommodated testing window.
- ☐ Make sure that no answer sheets have been put in test books.
- ☐ Place all used and unused test books (including those used by homeschooled students) in locked storage.

### Prepare for Makeup Testing

If students miss your original test date, you will test them during the makeup window. The relevant materials must be returned immediately after all testing has completed at your school.

## KEY INFORMATION

### What Is a Used Answer Sheet?

An answer sheet is considered used if it has:

- A pre-ID label attached OR any student demographic information gridded on the answer sheet document, AND
- Also contains at least 1 gridded test question response.

### Handling Answer Sheets for Accommodated Students

Students approved in SSD Online 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.

# 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.
- Leave the back of the CRF blank; do not fill in any information.
- Please 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 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 Michigan PSAT 8/9 Support.
- Double-check that you have entered your count of answer sheets correctly—it's easy to mix up digits. Mistakes can lead to delays in score reporting.
- A signature on the CRF certifies that your school administered the test properly.
- Scores will not be released to your school unless your CRF is completed, signed, and returned with answer sheets.
- Test coordinators at off-site locations need to follow these same procedures for completing CRF(s).

## 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 label but no test question responses (absentee)	No—unless used for makeup testing	No	Yes—securely store until makeup testing, then, if still not used, securely destroy after makeup testing is complete
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
Test books	No	Yes—until score release, then distribute to students	No
Test books for students approved in SSD Online to write answers in their books	Yes—clipped ( <b>not</b> stapled) to transcribed answer sheets, in white Accommodated Testing Envelope in answer sheet return shipment	No	No

Test Materials	Return	Keep Copies for Your Records	Destroy
Defective test books (unless used for answers in test book accommodation—see SSD note following this table)	Yes—clipped ( <b>not</b> stapled) to corresponding IR in Gray-Bordered Envelope in answer sheet return shipment	No	No
Student scratch paper or braille pages	Yes—clipped ( <b>not</b> 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	Yes	No
CRF	Yes—in answer sheet return shipment	Yes	No
Seating charts	No	Yes	No
Annotated Master Student List	Yes—loose in answer sheet return shipment	Yes	No
Room rosters	Yes (if a Master Student List was not produced)—loose in answer sheet return shipment	Yes	No
List of testing rooms with testing room codes and the staff assigned to them	No	Yes	No
Tracking number(s) of return shipment(s)	No	Yes	No
Translated directions for EL students	No	No	Yes
Word-to-word glossaries for EL students	No	No	No—keep for future use
<i>PSAT 8/9 Coordinator Manual</i>	No	No	Yes—after score reports are distributed to students
Leftover return materials (envelopes, cartons, labels)	No—store securely if needed for makeup testing	No	Yes—if makeup testing is complete

**SSD** If you are returning a defective test book associated with a student approved in SSD Online 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

In your test materials shipment, you received a UPS Express Pak or one or more boxes that you must use to return your answer sheets and associated forms and envelopes. Each UPS Express Pak or carton will have a UPS return label and another label affixed to the outside. Each used answer sheet shipment includes the items listed in this section.

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

**IMPORTANT:** See *Returning Used Answer Sheets and Forms* later in this section for the correct order of materials and envelopes.

- Place the used standard answer sheets on the bottom, in this order:
  - ☐ On the bottom, standard answer sheets for homeschooled students, if any
  - ☐ Standard answer sheets for students from your school (8th- and 9th-grade answer sheets can be returned together if testing at the same school)
  - ☐ Answer sheets for students listed on the IR
- Place the white Accommodated Testing Envelope (if any) next, with the following items inside (from bottom to top):
  - ☐ Scratch paper or braille pages, all clipped 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 applicable, including (from bottom to top):
  - ☐ Defective ATC or MP3 test materials in their original packaging
  - ☐ Defective test books, if any, clipped to the corresponding IR
  - ☐ IRs, if any
- Next, include a copy of your final Master Student List (or room rosters) with any notations.
- Place the completed and signed CRF on top 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).



# 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.

## 5 Coordinator Report Form

## 4 Annotated Master Student List (if used)

Include a copy of your Master Student List (or room rosters) with any notations.

## 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.

## 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.

## 1 Answer sheets

Include only answer sheets for students who are NOT on the NAR, as listed to the right.

### Gray-Bordered Envelope:

- ☐ Irregularity Reports (IRs) if any.
- ☐ Defective test books (clipped to corresponding IRs), MP3 audio or ATC flash drives, if any.

### White Accommodated Testing Envelope Contents:

- ☐ Nonstandard Administration Report (NAR).
- ☐ Used answer sheets (standard or large-block) for students listed on the NAR (including EL students testing with 50% extended time).
- ☐ Test books for students approved to write answers in their books — clip to the machine-scannable answer sheet where you transcribed the student's answers.
- ☐ Scratch paper or braille pages — clip to corresponding answer sheets.

### Answer Sheets (for students NOT listed on the NAR)

- ☐ For students listed on an IR.
- ☐ For other students from your school.
- ☐ For students NOT from your school, if applicable.

Note the tracking number for your records.

Prelabeled Shipping Box (or UPS Express Pak)

10 LBS 1 OF 1  
SHIP TO:  
PEARSON EDUCATIONAL MEASUREMENT  
319-941-4700  
9200 EAREHART LANE SOUTHWEST  
CEDAR RAPIDS IA 52404-9078

IA 524 0-10

UPS NEXT DAY AIR 1  
TRACKING #: 1Z 06A 650 25 9750 6529

Reference # 1: 90272  
Reference # 2: 347501

UPS Return Label

School Name: \_\_\_\_\_  
School Number: \_\_\_\_\_  
Address: \_\_\_\_\_  
City/State/Zip: \_\_\_\_\_  
Country: \_\_\_\_\_  
Total Shipment #s: \_\_\_\_\_ Box: \_\_\_\_\_  
PEARSON  
PROCESSING CENTER  
9200 EAREHART LANE SW  
CEDAR RAPIDS, IA 52404

169-301-001 0042056994 ANS

Colored Label

- 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.
- Use the light pink-labeled courier return box(es) or UPS Express Pak that came with your test materials.
- Keep answer sheets flat; do not damage the edges or use rubber bands, tape, or staples.
- Do not wrap answer sheets in anything.
- Do not cover preapplied labels with another label or place another label on the same box.

If not already supplied on the label, print your school name, school 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

Return applicable materials, including answer sheets, **immediately** after testing ends. Materials must be returned no later than the next school day after testing is complete. If you have students with approved accommodations in SSD Online that require testing over two days, store completed answer sheets securely and return all answer sheets at the end of the accommodated window or as soon as all accommodated testing is complete. **Failure to return answer sheets promptly may delay score reports for your students.** All answer sheets must be shipped by April 26, 2019; **answer sheets shipped after that date will not be scored.**

- Return answer sheets in the Accommodated Testing Envelope for accommodated students who complete testing on the initial test day. Store remaining answer sheets securely until they are picked up with the accommodated window materials return shipment.
- You'll need to send a separate shipment of materials from any makeup testing.

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

- If you administered multiple assessments (for example, PSAT 8/9 and PSAT 10), return the materials for each assessment separately as instructed. Be sure to check the packaging label to confirm that you're sending the PSAT 8/9 materials to the correct address.
- Write down your UPS package tracking number(s) in the space provided on the seating chart located on the back of this manual. You will be able to use this tracking number to confirm delivery of the shipment with the carrier.
- Give your package to the driver or responsible person so you will have a chain of custody for the shipment.

**IMPORTANT:** Using the prelabeled UPS Express Pak or box(es) provided with your PSAT 8/9 test materials is the only way to ensure that your answer sheets will be correctly returned and processed.

## Return Materials for Accommodated Window Testing

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

- Once you have sent in any testing materials from the primary test date, hold all other accommodated testing window materials until all accommodated testing is complete. You may need to make additional copies of the NAR.
- Pickup for the accommodated testing window will be arranged to coincide with the end of the window. However, all materials for students testing in the accommodated testing window should be returned as soon as all testing is complete. If you complete all testing earlier, you can use the regularly scheduled UPS pickup for your school or follow the instructions in your courier pickup email to arrange an earlier pickup.
- Use the return materials provided, including the separate CRF.

## Return Materials for Makeup Testing

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

## KEY INFORMATION

Return materials to:

### PSAT 8/9

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

### Courier Pickups

Pickups will be scheduled for the primary test date, the end of the accommodated window, and after makeup testing. You'll receive an email with your pickup date and time and your confirmation number. If you don't receive the email confirmation or you need to make a change to your courier pickup, contact Michigan PSAT 8/9 Support.

## Makeup Ordering

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

# Receive Score Reports

## KEY INFORMATION

### Online Scores

Scores will be available to educators once the answer document verification window is complete. 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.

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.

### Paper Score Reports

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

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.

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. You may also distribute any unused test books.

Under no circumstances should test books, used or unused, be given to anyone until after score reports are received by the principal.

### The following common errors may delay score reporting:

- 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 (including English learners testing with 50% extended time) who appear on the NAR are not returned in the white Accommodated Testing Envelope.
- Used answer sheets are otherwise not returned according to the instructions specified in Pack Used Answer Sheets, Forms, and Envelopes for Return on page 46.
- The school has not responded to a query from ETS regarding a testing irregularity.

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

### 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](https://research.collegeboard.org), highlights proper and beneficial uses of test scores and cautions against uses that are inappropriate.

### Protecting Student Privacy

Students age 13 and over can link their Khan Academy and College Board accounts to benefit from additional personalization through the use of their actual PSAT 8/9 results. Account linking is entirely student-driven, and students can unlink their accounts at any time. Khan Academy and the College Board are committed to creating a safe and secure online environment for all students using Official SAT Practice. The College Board and Khan Academy don't share students' personal information or practice work without their consent.

For more information about privacy practices, please visit:

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



# PART 2: For Proctors and Monitors

## Introduction for Proctors

This is your guide for administering the PSAT 8/9 and creating the best possible environment for your students on test day. Although you may have already participated in online training and/or other training organized by your test coordinator, please read this section of the manual carefully. It's especially important to read through the scripts and instructions ahead of time so you can ask your test coordinator any questions before test day.

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

Proctors must:

- Be thoroughly familiar with test procedures
- If testing students with MP3 or ATC formats, set up their computers before test day (see Set Up for Testing Students with Accommodations on page 53)
- Prepare seating plans for your assigned room and complete the seating plan chart 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
- 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 Set Up for Testing Students with Accommodations on page 53 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

- If you're conducting the session **on** test day, start at **Begin Here on Test Day** on page 60.
- If you're conducting the session **before** test day, continue with the following directions and scripts.

#### TASKS

- Your test coordinator will provide these materials for your session:
  - ◆ Prelabeled answer sheets
  - ◆ Prelabeled large-block answer sheets (if applicable)
  - ◆ Extra blank answer sheets
  - ◆ A list of students with the type of answer sheet needed (standard or large block)
  - ◆ UICs for the students participating in the session. (Michigan state student ID numbers are called UICs.)



- Post the following in a location visible to all students:
  - ◆ Your school's 6-digit school (AI) code
  - ◆ Address of your school
- Read aloud from the shaded scripts that follow to guide students through filling in the personal information in fields 1–8. Read slowly enough to give students time to fill in their information. Pause where you see *[pause]* in the script to allow students time to follow instructions. Instructions for the proctors that shouldn't be read aloud appear outside the shaded scripts.
  - ◆ Students must fill in the appropriate bubbles (or squares on a large-block answer sheet) for the fields.
  - ◆ All students are required to bubble their first and last names (field 1), state student ID number (field 5), and date of birth (field 8). For students who have a pre-ID label affixed, you may decide to adjust the preadministration and test day scripts to direct students to skip fields 2, 3, 4, 6, and 7. For students who don't have a pre-ID label affixed to their answer sheets, you'll need to read the scripts as written to fill in fields 1–8. Homeschooled students should also be directed to fill in field 2 whether or not they have a label.
  - ◆ Students should skip fields A–D on the answer sheet until test day.
- If any student labels have an incorrect legal first, middle, or last name, date of birth, grade, or gender, you will need to make a note on your student list to let your coordinator know that their records need to be updated in the Michigan Student Data System (MSDS).
- Even if a student's name, date of birth, or gender is incorrect, students can still use the label.

### Preadministration Script

If your school is conducting this session before test day, you may still need to guide some students through these scripts on test day—for example, homeschooled students may need to fill out their personal demographic information on test day.

---

#### When everyone is ready, say:

We will now fill out important information on the PSAT 8/9 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

Distribute answer sheets. Ensure that any answer sheets with pre-ID labels go to the appropriate students. Give a blank answer sheet to any students who don't have a labeled answer sheet.

---

#### Next say:

This is the answer sheet that you will use to mark your answers on the test.

---

#### 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.

---

#### To all students, say:

Please check to make sure your legal name appears correctly on the label on the front of your answer sheet. Raise your hand if your name is not correct. *[pause]*

If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you can't, give them blank answer sheets for the session. Make a note on your room roster so the test coordinator knows to locally print a pre-ID label for test day.

If a student's name, date of birth, or gender is incorrect, they can still use their labeled answer sheet. If the first name or last name listed on the label doesn't correctly reflect the student's legal name, make a note on your room roster (your test coordinator will need to notify the appropriate person to update the student's profile in MSDS). If a student's date of birth or gender is incorrect, also make a note for the test coordinator. Students will enter their correct information on the answer sheet during the session.

---

#### For field 1, say:

Begin by filling in your legal last name, first name, and middle initial if you have one, as they appear on your label, in field 1. *[pause]* Include spaces, hyphens, or apostrophes if these are part of your name. If you include a name other than your legal last name, your scores may be delayed. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you are finished. *[pause]* Are there any questions?

**Filling In Fields 2–8****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 our school in field 3. Then enter our school code, which I have posted in the front of the room, in field 4. If you are homeschooled, leave fields 3 and 4 blank.

**For field 5, say:**

In field 5, enter your UIC starting with the first column. Your UIC is the 10-digit number in the top left corner of your pre-ID label. Please look up when you are finished.  
[pause]

If a student doesn't know their UIC and you have UICs available, provide the UIC to the student to grid on the answer sheet. (You should have a list of UICs from your test coordinator.) If you don't have access to UICs, advise the student to leave field 5 blank.

**For field 6, say:**

Fill in your current grade level in field 6.

**For field 7, say:**

Fill in the appropriate bubble in field 7.

**For field 8, say:**

In field 8, fill in the appropriate bubble for the month when you were born. Then fill in the day and the last 2 digits of the year you were born, and fill in the appropriate bubbles. Any 2-digit fields need to start with a zero if the number is less than 10. If you are using a large-block answer sheet, fill in the month, day, and year of your birth. [pause]

**Completing the Preadministration Session****When everyone is ready, say:**

We are now finished with completing your personal information.

**Collecting and Storing Answer Sheets Until Test Day**

Collect all answer sheets from students, making sure that each student has completed their name (field 1), UIC (field 5), and date of birth (field 8). After sorting the answer sheets as directed by your test coordinator, return the answer sheets 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 in SSD Online, including determining which script(s) to use for the students assigned to your room. Depending on your room, your students could include EL students receiving 50% extended time.

**TASKS**

- Before test day, be sure to check the Nonstandard Administration Report (NAR) provided in your testing room packet to determine which accommodations each student on your room list has been approved for.
- Using the NAR, determine which test materials each student will need. Some students may be approved in SSD Online 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.
- Review Using Accommodated Scripts on page 54 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 94.

**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 in SSD Online 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 8/9.

Follow these steps to set up computers for ATC users:

- Print the student's last name, first name, and middle initial on the back of the ATC packaging.
- 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 58.

## Set Up Computers for MP3 Audio Users

Setup for MP3 testing should be done in advance of test day to ensure a smooth administration.

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 Flash Drives* later in this section.

The MP3 audio format is delivered on a flash drive that contains read-only files and a built-in player to deliver the test content.

Follow these steps for all devices to prepare for testing with the MP3 audio format on a flash drive.

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.)

### 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.

For information about preparing computers for MP3 audio users on test day, see *Administer Accommodations* on page 58.

## KEY INFORMATION

### Troubleshooting for 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.

### Using Accommodated Scripts

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

#### Script 1: Standard Time

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

#### Script 2: 100% Extended Time

Use Script 2 for students who are approved in SSD Online for 100% extended time for reading.

#### Script 3: 50% Extended Time

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

**Script 4: Standard Time with Extra Breaks**

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

**Script 5: MP3 Audio Format**

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

**Combined Scripts for Math-Only Extended Time**

- Begin with Script 1 for students who are approved in SSD Online for extended time on math only with

**NO extra breaks.** Begin with Script 4 for those who have math-only extended time with **extra breaks**.

- For students approved in SSD Online for 100% extended time for math, switch to Script 2 for Sections 3 and 4 (beginning with Break Before Section 3 for 1-Day Testing on page 73).
- For students approved in SSD Online for 50% extended time for math, switch to Script 3 for Sections 3 and 4 (beginning with Break Before Section 3 on page 77).

## 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 16. Your test coordinator will also have this information. (See also Sample Seating Plans on page 101.)
- 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 AI code
- Your school's address or city and state
- Testing room code (3 digits including any leading zeros)

Your packet will also contain UICs for students in the room, which you should supply to students if needed. If your school is using optional codes (for managing the sorting of score reports), the testing room packet should include a list of students assigned to the room and the codes assigned to them. Be ready to provide these to students.

**Admit Students to the Testing Room**

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

- Write a "P" (present) next to the name of each student who checks in.
- If a student is unfamiliar to you, ask them for identification. If the student can't present acceptable ID, record this incident on an IR but allow the student to test. (See Photo ID Requirements on page 102.)
- 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 (name and UIC). These students should have a note with their name and UIC from the 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 16. 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.



*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

The College Board requires testing staff to collect mobile phones, wearable technology, and other prohibited electronic devices (if permitted under school policy) before administering the PSAT 8/9. Plan ahead for collecting electronic devices and backpacks (if directed by your test coordinator) as students enter the testing room.

During check in, instruct students to power off electronic devices. If collecting devices, be ready to label items collected so they can be returned after testing. If your school is not allowed to collect devices, 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.)

In some cases, a student may be approved in SSD Online to have a cell phone in the testing room for use with a glucose monitor. Only students 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. In no cases 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 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 24.

## 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 later in this section.

**IMPORTANT:** *If a test book is discovered missing after the students have been dismissed, notify the test coordinator at once. The test coordinator will need to call the Office of Testing Integrity immediately. Report the incident on an IR.*

## 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 or 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 in the testing room, or eat or drink during testing unless they have an approved accommodation in SSD Online.

## Prevent Copying and Communication

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

- Watch for use of cell phones or other prohibited items, or for “cheat sheets” written on paper, calculators, or clothing and 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 103 indicates to call Michigan PSAT 8/9 Support, report the situation immediately.*

## Monitor Breaks

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

For the breaks:

- Post the break time and include what time testing will resume.
- Walk around the room to check that all test books are closed and answer sheets are placed inside them. Also check that any translated instructions or word-to-word glossaries are closed and left on the desks.

- Students are not allowed to use phones during breaks for any reason. Phones should be collected (if school policy permits), and must remain powered off and stored away from the testing area until the test is completely 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 IR

This form is scanned, so use a No. 2 pencil or a pen with black or blue ink, 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. Be sure to include the testing room code in box 6b. Note the grade level for each affected student in item 10.
- 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 23
- Calculator Policies and Guidelines on page 24
- Monitoring Equipment Use on page 24

- Preventing Issues Involving Phones and Electronic Devices on page 24
- Test Observers and Visitors on page 40

Your test coordinator will also have this information.

### Using the Irregularity Chart

The Irregularity Chart on page 103 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 60.*

### TASKS

#### Prepare Computers (if Any) on Test Day

See Set Up for Testing Students with Accommodations on page 53 for information on initial setup of computers for ATC and MP3 formats.

On test day, before testing begins:

- Ensure each student's computer is powered on and the flash drive inserted (and that the student's name is written on the flash drive packaging).
- Disconnect the computer from any networks and from the internet.
- Verify that all spelling and grammar check tools 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.*

Before administering the test to MP3 audio format users, review Script 5 and if students in your room are using only one type of computing device, mark the scripts for easier reading. (For example, if they're all using Chromebooks, cross out directions for PCs and Macs.)

### Post Information for Students Using MP3 Audio Format

If you're testing students with the MP3 audio format, 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 8/9 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.

### 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 65 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.

## KEY INFORMATION

### Administering Extended Time and Accommodated Breaks

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.

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. Specific timing instructions may be noted on the NAR. During their breaks, students who are approved in SSD Online for accommodated breaks are still subject to the same regulations that apply to standard breaks. Post break times for the students as noted in the scripts.

Students approved for extended time receive extra breaks as follows:

- Students approved for extended time on the entire test (for reading, use of a reader or scribe, or as an EL support) receive an extra break halfway through Section 1 (Reading Test) and Section 4 (Math Test – Calculator). They also receive an extra 5-minute break before Section 3 (Math Test – No Calculator).
- Students approved for math-only extended time receive standard time on the first 2 sections of the test, but should receive an extra 5-minute break before Section 3 (Math Test – No Calculator) and halfway through Section 4 (Math Test – Calculator).

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 above.
- **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). (Use Script 1 unless approved for other accommodations.)

### Administering Large Print

Seat students using a large-type 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, 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 in SSD Online for extended testing time. However, for Section 2, the Writing and Language Test, allow all ATC users 100% extended time to navigate between the questions and the answer choices.

A student approved in SSD Online 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 8/9 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 in SSD Online for the accommodation of braille graphs and figures. During the test, when questions refer to figures, students may refer to either the regular-type or large-type 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-type and large-type tests.

## Administering Readers

Distribute any supplemental materials to the reader: a script for the dictation of test questions (for reader use), a regular-type test book for student use, and additional test materials for student use as approved in SSD Online (for example, braille materials). Students who use readers in conjunction with other formats will find 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.

## 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 65 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

**IMPORTANT:** Be sure you have prepared your room and admitted students as instructed under *Prepare to Test* on page 55.

**IMPORTANT:** If you are administering the test with ATC or MP3 audio format on flash drives, you must complete setup of the computers with the flash drives **BEFORE** admitting students.

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 (A and B), 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.**

Before starting the test, distribute translated directions and/or word-to-word glossaries to students who need them.

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

Welcome to the PSAT 8/9 administration. This test will focus on what you've already been learning throughout school. It gives you a chance to see where you might need to improve in high school. If you are using printed directions that are translated, open the booklet now to follow along as I give instructions.

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 invalidate 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 students' personal belongings, say:**

By this time you should have turned in your phones or any other electronic devices. If anyone still has an electronic device of any kind, please disable alarms, power it off, and turn it in to me now, and it will be returned to you at the end of the test.

**B If your school did NOT collect students' personal belongings, say:**

At this time, if you have a phone or any other electronic device in your possession, you must disable alarms, completely power it off, and put it in a bag or backpack on the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. *[pause]* Any electronic device that is not turned off and put away may be collected and its contents inspected as part of an investigation. If your cell phone makes a noise while in your possession, you'll be dismissed from testing.

**To all students, say:**

If you brought snacks or drinks to have during a break, get those out and put them under your desk now. You will not be allowed to go into your bags during breaks. *[pause]*

Close all bags, and put them on the side of the room against the wall until the test is over. *[pause]*

Allow time for students to turn in or put away any electronic devices, take out snacks and drinks, 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.

Please remove everything from your desk except your Number 2 pencils with erasers, approved calculator, and any approved testing device.

If you brought a backup calculator or extra batteries, please put them on your desk. You may not share a calculator with another student at any time during the test or breaks. *[pause]*

**IMPORTANT:** *Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. If needed during testing, monitor the student while they use the device.*

**SSD** *Some students with diabetes may be accustomed to using a cell phone to check their blood sugar. The cell phone must be specifically preapproved and must remain at the proctor's desk during testing.*

**To all students, say:**

Please sit quietly while I take a moment to look around and make sure everyone has an approved 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, batteries, 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 QWERTY (typewriter-like) keypads, use paper tape, make noise, or use a power cord (See Acceptable Calculators on page 100)

**Distributing Student Answer Sheets****When students are ready, say:**

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

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

**To students 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 all students, say:**

Please check to make sure your correct legal name and date of birth appear on the answer sheet. Raise your hand if you have the wrong answer sheet or if you find any errors on the label.

**IMPORTANT:** *If all students in the room have correct answer sheets populated during a preadministration session, proceed to Distributing Test Books on page 63.*

The remaining scripts in this section are intended to ensure that every student takes the test with an answer sheet that gives their correct information. If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you can't, give them blank answer sheets and direct them to complete field 1. If any students are using an unlabeled answer sheet or have errors on their label, be sure to make a note on your room roster so the test coordinator knows to update the student's record in MSDS if necessary, and to locally print a pre-ID label.

**To all students, say:**

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

a name other than your legal last name, your scores may be delayed. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you are finished. *[pause]* 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 our school in field 3. Then enter our school code, which I have posted in the front of the room, in field 4. If you are homeschooled, leave fields 3 and 4 blank.

---

**For field 5, say:**

In field 5, enter your UIC starting with the first column. Your UIC is the 10-digit number in the top left corner of your pre-ID label. Please look up when you are finished. *[pause]*

If a student doesn't know their UIC and you have UICs available, provide the UIC to the student to grid on the answer sheet. (You should have a list of UICs from your test coordinator.) If you don't have access to UICs, advise the student to leave field 5 blank.

---

**For field 6, say:**

Fill in your current grade level in field 6.

---

**For field 7, say:**

Fill in the appropriate bubble in field 7.

---

**For field 8, say:**

In field 8, fill in the appropriate bubble for the month when you were born. Then fill in the day and the last 2 digits of the year you were born, and fill in the appropriate bubbles. Any 2-digit fields need to start with a zero if the number is less than 10. If you are using a large-block answer sheet, fill in the month, day, and year of your birth. *[pause]*

## Distributing Test Books

If available, keep one blank answer sheet and one test book for use in giving instructions. Students who are using the MP3 audio or ATC format on a flash drive 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. Turn it over and read the back cover. It has important information about the test and how to properly mark your answers.

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. You'll record the distribution of test books on the seating chart on the back of this manual while students are working on Section 1, the Reading Test. Students will write their names on the test books, and you'll need to record student names in the seating chart to indicate which test book was distributed to each seat. Make sure no one opens a test book until told to do so.

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 using the MP3 or ATC format on a flash drive, you need to print this information on your flash drive packaging as well. Please look up when you are finished. *[pause]*

Now turn to the back of your answer sheet (or page 7 if you are using a large-block answer sheet).

## 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.

---

**For fields A and B, say:**

Find fields A and B on the back of your answer sheet (or page 7 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 for MP3 and ATC test takers) 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 all students, say:**

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

Walk around and check that students are filling in the correct codes.

**Field C—Testing Room Code:**

Read script **A** if your school uses testing room codes or script **B** if your school does NOT use testing room codes.

**READ ONLY ONE OPTION.**

**A** If your school uses testing room codes, for field C, say:

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

**B** If your school does NOT use testing room codes, for field C, say:

Please leave field C blank.

For field D, if your school uses optional codes, you should have a list of code assignments for students (see Assigning Optional Codes on page 19 for information on optional codes). If you're testing homeschooled students or students from other schools, these students should leave field D blank.

**Field D—Optional Code:**

If your school uses optional codes, read script **A**. If your school does NOT use optional codes, read script **B**.

**READ ONLY ONE OPTION.**

**A** If your school uses optional codes, for field D, say:

For field D, 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 do not attend this school, you should leave field D 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.

**B** If your school does NOT use optional codes, for field D, say:

Please leave field D blank.

**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 specific test question with anyone, in any form of communication, including email, text message, internet posts, or other use of the internet. Doing so may result in score invalidation or other possible sanction. In addition, you agree that if your school provided any information about you to the College Board, the College Board may retain that information to provide the educational services related to this test, such as score reporting and scholarship eligibility and opportunities.

Read the statement, then sign your full name as you would on an official document. Under your signature, print your name and enter today's date.

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

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

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

**After everyone has signed the Certification Statement, say:**

Please put your calculators and extra batteries under your desk now. You won't need them 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 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 66.

### 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, 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, 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.

### At the beginning of each test section, 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.

### At the end of each test section, 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

Title and Page Number	Description
Script 1: Standard Time on this page	Standard timing and breaks (see note that follows)
Script 2: 100% Extended Time on page 69	100% extended timing and extra breaks
Script 3: 50% Extended Time on page 75	50% extended timing and extra breaks
Script 4: Standard Time with Extra Breaks on page 80	Standard timing and extra breaks
Script 5: MP3 Audio Format on page 84	Specialized timing, extra breaks, and instructions for MP3 audio format

**SSD** Some students with accommodations may require the standard 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 94 gives details about the different types of timing and breaks that may be needed.

## SCRIPT 1: Standard Time

The following script is for use with standard timing and breaks. Use Script 4 if testing students approved in SSD Online for standard time with extra breaks.

### SECTION 1: Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



**55 MINUTES STANDARD TIME**

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

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

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

#### When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 55 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 9 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, read the directions, and begin work. Time starts now. Good luck.

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



**After 30 minutes, say:**

You have 25 minutes remaining in this section.

**After 50 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 55 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.

**If your school did NOT collect students' personal belongings, say:**

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.

**During the Break**

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

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

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

**SECTION 2:  
Writing and Language Test**

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



**30 MINUTES STANDARD TIME**

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

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

**ATC Timing for Section 2****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 71, then follow the directions to turn to the appropriate script.

**FOR ALL OTHER STUDENTS**

- For all other students, continue with the script that follows.

**When everyone is ready, say:**

Once we begin, you will have 30 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 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. Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.

**After 15 minutes, say:**

You have 15 minutes remaining in this section.

**After 25 minutes, say:**

You have 5 minutes remaining in this section.

**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.

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

- For students approved for 100% extended time for math, turn to **Script 2, Break Before Section 3 for 1-Day Testing** on page 73.
- For students approved for 50% extended time for math, turn to **Script 3, Break Before Section 3** on page 77.

**FOR ALL OTHER STUDENTS**

- For all other students, continue with the script that follows.

**SECTION 3:  
Math Test – No Calculator****RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****20 MINUTES STANDARD TIME****START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

**IMPORTANT:** If a student is approved in SSD Online 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 20 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 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. 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.

Walk around the room to check that students are not using a calculator unless they have been approved in SSD Online to use a four-function calculator as an accommodation.

**After 10 minutes, say:**

You have 10 minutes remaining in this section.

**After 15 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 20 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**

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

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

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

## SECTION 4: Math Test – Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



**40 MINUTES STANDARD TIME**

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

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

### When students are ready, say:

This is the final section of the test—you're almost done! Once we begin, you will have 40 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, 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 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 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.

### After 20 minutes, say:

You have 20 minutes remaining in this section.

### After 35 minutes, say:

You have 5 minutes remaining in this section.

### After exactly 40 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.

Congratulations—you just finished the test! Please remain in your seats until I dismiss you.

Proceed to Dismissal on page 92 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.



**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 in SSD Online 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 or reader, refer to Specific Format Instructions on page 65.*

### To all students, say:

Today, you will be completing the Reading Test and the Writing and Language Test. We will complete the rest of the PSAT 8/9 tomorrow.

**SECTION 1:  
Reading Test**

<b>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</b>	
	<b>55 MINUTES 100% EXTENDED TIME</b>
START TIME _____	STOP TIME _____
<b>5-MINUTE BREAK</b>	
	<b>55 MINUTES 100% EXTENDED TIME</b>
START TIME _____	STOP TIME _____

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

**When everyone is ready, say:**

Do not open your test book until I tell you to do so. Once we begin, you will have 1 hour and 50 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 55 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 9 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, read the directions, and begin work. Time starts now. Good luck.

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

**After 30 minutes, say:**

You have 1 hour and 20 minutes remaining in this section, and 25 minutes until the break.

**After 50 minutes, say:**

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

**After exactly 55 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.

**If your school did NOT collect students' personal belongings, say:**

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.

**During the Break**

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

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

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

**When everyone is ready, say:**

You will now have another 55 minutes to continue working on Section 1. 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.

**After 25 minutes (from the end of the break), say:**

You have 30 minutes remaining in this section.

**After 50 minutes (from the end of the break), say:**

You have 5 minutes remaining in this section.

**After exactly 55 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**

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

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

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

## SECTION 2: Writing and Language Test

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS**



**60 MINUTES 100% EXTENDED TIME**

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

**When everyone is ready, say:**

Once we begin, you will have 60 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 the answer sheet (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. Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.

**After 25 minutes, say:**

You have 35 minutes remaining in this section.

**After 55 minutes, say:**

You have 5 minutes remaining in this section.

**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.

Day 1 testing ends here for all 100% extended time test-takers.

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

- For students testing with the ATC format and standard or 50% extended time, turn to **Break Before Section 3 for 1-Day Testing** on page 73.

### FOR ALL OTHER STUDENTS

- For all other students, continue with the script that follows.

## End of Day 1 of Testing

### Collecting Test Materials

**To students concluding Day 1 of testing, say:**

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

Keep students seated until you have collected an answer sheet and a test book from each student. Collect the answer sheets and test materials, including any scratch paper, translated test directions, or word-to-word glossaries, from each student in the same order you used to distribute them. Ensure that the answer sheet and any test-related materials are kept inside each test book so that student materials remain together.



**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 test content with anyone through any means, including email, text messages, internet posts, or other use of the internet, including social media applications. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your acceptable calculator and Number 2 pencils with soft erasers. We begin Day 2 testing at \_\_\_\_\_. You are now free to collect your belongings and leave the room.

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

## Day 2 of Testing

### Admitting Students

Follow regular security procedures (including collection of students' personal items, if your school policy allows). Make sure that each student returns to their seat from Day 1.

### 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 and your calculator.

If you brought a backup calculator or extra batteries, please put them on your desk. You may not share a calculator with another student at any time during the test or breaks. [pause]

### 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 students' personal belongings, say:**

By this time you should have turned in all phones or any other electronic devices. If anyone still has an electronic device of any kind, please disable alarms, power it off, and turn it in to me now, and it will be returned to you at the end of the test.

**B If your school did NOT collect students' personal belongings, say:**

At this time, if you have a phone or any other electronic device in your possession, you must disable alarms, completely power it off, and put it in a bag or backpack on the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. [pause] Any electronic device that is not turned off and put away may be collected and its contents inspected as part of an investigation. If your cell phone makes a noise while in your possession, you'll be dismissed from testing.

**To all students, say:**

If you brought snacks or drinks to have during a break, put them under your desk now. You will not be allowed to go into your bags during breaks. [pause]

Close all bags, and put them on the side of the room against the wall until the test is over. [pause]

Allow time for students to turn in or put away any electronic devices, take out snacks and drinks, 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.

**To all students, say:**

Please sit quietly while I take a moment and make sure everyone has an approved 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 23 for examples of prohibited aids.

**Then say:**

Please put your calculator and any extra batteries under your desk now. [pause]

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

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

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

## Break Before Section 3 for 1-Day Testing

**To students testing in 1 day, say:**

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

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

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

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

### TURNING TO THE APPROPRIATE SCRIPT

- For students using the ATC format with standard time, no extra breaks, turn to **Script 1, Section 3: Math Test – No Calculator** on page 68.
- For students using the ATC format with 50% extended time for the entire test or for math only, turn to **Script 3, Section 3: Math Test – No Calculator** on page 78.
- For students using the ATC format with standard time and extra breaks, turn to **Script 4, Section 3: Math Test – No Calculator** on page 82.
- For all students testing with 100% extended time for math only, or for students using the ATC format with 100% extended time for the entire test, continue with the script that follows.

## SECTION 3: Math Test – No Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



**40 MINUTES 100% EXTENDED TIME**

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

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

**IMPORTANT:** If a student is approved in SSD Online to use a four-function calculator on this portion of the Math Test 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 40 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 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. 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.

Walk around the room to check that students are not using a calculator unless they are approved in SSD Online to use a four-function calculator as an accommodation.

**After 20 minutes, say:**

You have 20 minutes remaining in this section.

**After 35 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 40 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**

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

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

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

**SECTION 4:  
Math Test – Calculator****RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****40 MINUTES 100% EXTENDED TIME****START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_**5-MINUTE BREAK****40 MINUTES 100% EXTENDED TIME****START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

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

**When everyone is ready, say:**

This is the final section of the test—you're almost done! Once we begin, you will have 1 hour and 20 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 40 minutes.

You may use your calculator for this section; please put your calculator on your desk now. *[pause]* When using your calculator, 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 and 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 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 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, turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

**After 20 minutes, say:**

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

**After 35 minutes, say:**

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

**After exactly 40 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**

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

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

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

**When everyone is ready, say:**

You will now have another 40 minutes to continue working on Section 4. 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.

**After 20 minutes (from the end of the break), say:**

You have 20 minutes remaining in this section.

**After 35 minutes (from the end of the break), say:**

You have 5 minutes remaining in this section.

**After exactly 40 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.

Congratulations—you just finished the test! Please remain in your seats until I dismiss you.

Proceed to Dismissal on page 92 for the collection of test books and other test materials.

## SCRIPT 3:

### 50% Extended Time

The following script is for 50% extended time test takers. Begin with this script if you are testing students approved for 50% extended time in reading, including EL students with 50% extended time.

**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 are approved in SSD Online 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 or reader, refer to Specific Format Instructions on page 65.

## SECTION 1:

### Reading Test

#### RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



**42 MINUTES 50% EXTENDED TIME**

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

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

#### 5-MINUTE BREAK



**41 MINUTES 50% EXTENDED TIME**

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

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

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

**When everyone is ready, say:**

Do not open your test book until I tell you to do so. Once we begin, you will have 1 hour and 23 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 42 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 9 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, read the directions, and begin work. Time starts now. Good luck.

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

---

**After 22 minutes, say:**

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

---

**After 37 minutes, say:**

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

---

**After exactly 42 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.

---

**If your school did NOT collect students' personal belongings, say:**

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.

## During the Break

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

---

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

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

---

**When everyone is ready, say:**

You will now have another 41 minutes to continue working on Section 1. 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.

---

**After 21 minutes (from the end of the break), say:**

You have 20 minutes remaining in this section.

---

**After 36 minutes (from the end of the break), say:**

You have 5 minutes remaining in this section.

---

**After exactly 41 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

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

---

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

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



## SECTION 2: Writing and Language Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES 50% EXTENDED TIME

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

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

### ATC Timing for Section 2

#### FOR STUDENTS USING ATC FORMAT

- Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to **Script 2, Section 2: Writing and Language Test** on page 71, and then follow the directions to turn to the appropriate script.

#### FOR ALL OTHER STUDENTS

- For all other students, continue with the script that follows.

#### When everyone is ready, say:

Once we begin, you will have 45 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 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. Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.

#### After 25 minutes, say:

You have 20 minutes remaining in this section.

#### After 40 minutes, say:

You have 5 minutes remaining in this section.

#### 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.

### 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

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

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

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

**SECTION 3:**  
**Math Test – No Calculator**

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

**30 MINUTES 50% EXTENDED TIME**

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

**IMPORTANT:** If a student is approved in SSD Online to use a four-function calculator on this portion of the Math Test 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 30 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 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. 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.

Walk around the room to check that students are not using a calculator unless they are approved in SSD Online to use a four-function calculator as an accommodation.

**After 15 minutes, say:**

You have 15 minutes remaining in this section.

**After 25 minutes, say:**

You have 5 minutes remaining in this section.

**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.

We will start testing again in exactly 5 minutes.

**During the Break**

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

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

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

**SECTION 4:**  
**Math Test – Calculator**

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

**30 MINUTES 50% EXTENDED TIME**

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

**5-MINUTE BREAK****30 MINUTES 50% EXTENDED TIME**

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

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

**When everyone is ready, say:**

This is the final section of the test—you're almost done! Once we begin, you will have 1 hour to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 30 minutes.

You may use your calculator for this section; please put your calculator on your desk now. *[pause]* When using your calculator, 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 and 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 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 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, turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

---

**After 15 minutes, say:**

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

---

**After 25 minutes, say:**

You have 35 minutes remaining in this section, 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.

We will start testing again in exactly 5 minutes.

### During the Break

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

---

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

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

---

**When everyone is ready, say:**

You will now have another 30 minutes to continue working on Section 4. 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.

---

**After 15 minutes (from the end of the break), say:**

You have 15 minutes remaining in this section.

---

**After 25 minutes (from the end of the break), say:**

You have 5 minutes remaining in this section.

---

**After exactly 30 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.



Congratulations—you just finished the test! Please remain in your seats until I dismiss you.

Proceed to Dismissal on page 92 for the collection of test books and other test materials.

## SCRIPT 4: Standard Time with Extra Breaks

Use this script for students who receive standard time on some or all sections of the test and are approved in SSD Online for extra breaks.

### SECTION 1: Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
	<b>28 MINUTES STANDARD TIME</b>
START TIME _____	STOP TIME _____
<b>5-MINUTE BREAK</b>	
	<b>27 MINUTES STANDARD TIME</b>
START TIME _____	STOP TIME _____

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

#### When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 55 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 28 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 9 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, read the directions, and begin work. Time starts now. Good luck.

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

#### After 15 minutes, say:

You have 40 minutes remaining in this section, and 13 minutes until the break.

#### After 23 minutes, say:

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

#### After exactly 28 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.

#### If your school did NOT collect students' personal belongings, say:

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.

### During the Break

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

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

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

#### When everyone is ready, say:

You will now have another 27 minutes to continue working on Section 1. 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.

#### After 15 minutes (from the end of the break), say:

You have 12 minutes remaining in this section.

**After 22 minutes (from the end of the break), say:**

You have 5 minutes remaining in this section.

**After exactly 27 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

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

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

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

## SECTION 2: Writing and Language Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



**30 MINUTES STANDARD TIME**

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

### ATC Timing for Section 2

#### FOR STUDENTS USING ATC FORMAT

- Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to **Script 2, Section 2: Writing and Language Test** on page 71, and then follow the directions to turn to the appropriate script.

#### FOR ALL OTHER STUDENTS

- For all other students, continue with the script that follows.

**When everyone is ready, say:**

Once we begin, you will have 30 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 the answer sheet (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. Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.

**After 15 minutes, say:**

You have 15 minutes remaining in this section.

**After 25 minutes, say:**

You have 5 minutes remaining in this section.

**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.

### 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

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

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

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



**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 73.
- For students testing with 50% extended time for math, turn to **Script 3, Section 3: Math Test – No Calculator** on page 78.

**FOR ALL OTHER STUDENTS**

- For all other students, continue with the script that follows.

**SECTION 3:  
Math Test – No Calculator****RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****20 MINUTES STANDARD TIME****START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

**IMPORTANT:** If a student is approved in SSD Online to use a four-function calculator on this portion of the Math Test 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 20 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 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. 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.

Please walk around the room to check that students are not using a calculator unless they are approved in SSD Online to use a four-function calculator as an accommodation.

**After 10 minutes, say:**

You have 10 minutes remaining in this section.

**After 15 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 20 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**

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

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

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

## SECTION 4: Math Test – Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
	<b>20 MINUTES STANDARD TIME</b>
START TIME _____	STOP TIME _____
<b>5-MINUTE BREAK</b>	
	<b>20 MINUTES STANDARD TIME</b>
START TIME _____	STOP TIME _____

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

### When everyone is ready, say:

This is the final section of the test—you're almost done! Once we begin, you will have 40 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 20 minutes.

You may use your calculator for this section; please put your calculator on your desk now. *[pause]* When using your calculator, 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 and 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 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 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.

### After 10 minutes, say:

You have 30 minutes remaining in this section, and 10 minutes until the break.

### After 15 minutes, say:

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

### After exactly 20 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

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

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

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

### When everyone is ready, say:

You will now have another 20 minutes to continue working on Section 4. 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.

### After 10 minutes (from the end of the break), say:

You have 10 minutes remaining in this section.

### After 15 minutes (from the end of the break), say:

You have 5 minutes remaining in this section.

**After exactly 20 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.

Congratulations—you just finished the test! Please remain in your seats until I dismiss you.

Proceed to Dismissal on page 92 for the collection of test books and other test materials.

## SCRIPT 5: MP3 Audio Format

**(SSD)** *If a student is using a scribe or reader, refer to Specific Format Instructions on page 65.*

### 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 that they do not run spelling or grammar checks, access a thesaurus or dictionary, or use any unapproved calculators at any time during the test. Also be sure they are not accessing any other sites while working on the test.*

We recommend that you check the scripts before beginning the administration and cross out the directions for any computing devices that do not apply to the students testing in your room. For example, if all students are using PCs, cross out directions for Macs and Chromebooks.

#### 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 8/9 tomorrow.

Do not start until I tell you to do so. If you finish before time is called, you may NOT work on any other section.

The test is recorded on a flash drive, which I have inserted into your computer. I have posted the keyboard and other navigation commands.

#### To students using a PC, say:

You will use the **Control** key for all keyboard commands. To play or pause the audio, select the **Play** icon or the **Pause** icon at the bottom of the media player window, or press **Control** and the letter **P**. Press **Control** and the letter **B** to skip back to a previous track, and press **Control-F** to skip forward to the next track.

#### To students using a Mac, say:

You will use the **Command** key for all keyboard commands. To play or pause the audio, select the **Play** icon or the **Pause** icon at the bottom of the media player window, or press **Command** and the letter **P**. Press **Command** and the letter **B** to skip back to a previous track, and press **Command-F** to skip forward to the next track.

#### To students using a Chromebook, say:

You will use the mouse to navigate the media player menu. Select the **Pause** or **Play** icon on the media player menu.

#### 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. Once you have listened to the introduction, select **Pause** or press **Command-** or **Control-P** to pause, take off your earphones, and look up to signal that you are ready to continue. Now select the directions and start the introduction. *[pause]*

#### When all students are ready, say:

Listen carefully to my instructions after each break. When we break in the middle of a section, you'll need to select **Pause** or press **Command-** or **Control-P**. Pausing the test will allow you to resume where you left off once the break is over.

When we break at the end of a section, you'll need to stop your test or media player. This will take you back to the list of sections so that you can start the next one once the break is over.

Each test question will be on a separate track. The media player screen displays 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. Gray shading indicates which track is currently playing. If you can't easily see the track names, widen the title column.

The audio recording will play continuously through the entire test section unless you manually pause the playback.

You can move forward and backward within a track by selecting a position on the timeline ribbon at the bottom of the media player screen. This area displays buttons that correspond to the audio playback controls.

Select a track in the list to skip directly to the beginning of that track. Select and drag the volume control slider to change the volume. If you need assistance at any point, raise your hand.

Audio playback 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.

During the test, I'll flick the lights or tap you gently on the shoulder whenever I post the time remaining and 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, then continue with the script.

## SECTION 1: Reading Test

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS**



**55 MINUTES 100% EXTENDED TIME**

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

**5-MINUTE BREAK**



**55 MINUTES 100% EXTENDED TIME**

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

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

**When everyone is ready, say:**

Once we begin, you will have 1 hour and 50 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 55 minutes. When I signal you to do so, 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 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.

Your computer screen should show the section table of contents.

**To students using a PC or Mac, say:**

When I tell you to start, select the **Section 1** icon.

**To students using a Chromebook, say:**

Find and select **Section 1**, then press **Control-A** to highlight the list of tracks in Section 1. When I tell you to start, press **Enter**.

**To all students, say:**

Please turn your answer sheet to page 3 (or page 9 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," put on your earphones, start Section 1, listen to the directions, and begin work. Good luck! Time starts now.

While students are testing, fill out the seating chart on the back of this manual to indicate the distribution of flash drives.

**After 30 minutes, say:**

You have 1 hour and 20 minutes remaining in this section and 25 minutes until the break.

**After 50 minutes, say:**

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

**After exactly 55 minutes, signal students to take off their earphones. Then, say:**

Pause the question you are currently working on. Put your pencil down. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. Place your earphones on the 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.

**If your school did NOT collect students' personal belongings, say:**

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.

### During the Break

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

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

Please take your seat.

**When everyone is ready, say:**

You will now have another 55 minutes to continue working on Section 1. Open your answer sheet to where you were working, and open your test book to Section 1 in case you want to refer to it. Place your answer sheet flat on your desk. When I say, "Time starts now," put on your earphones, and select **Play** or press **Control-** or **Command-P** to resume the question you were working on. Time starts now.

**After 25 minutes (from the end of the break), say:**

You have 30 minutes remaining in this section.

**After 50 minutes (from the end of the break), say:**

You have 5 minutes remaining in this section.

**After exactly 55 minutes (from the end of the break), signal students to take off their earphones. Then, say:**

Stop the test by selecting the **Stop** button or **x** to close the media player. Put your pencil down. Place your earphones on the desk. Place your test book on the page you are working on in your answer sheet, and close your answer sheet.

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

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

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

Please take your seat.

## SECTION 2: Writing and Language Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



**53 MINUTES MP3 EXTENDED TIME**

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

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

**5-MINUTE BREAK**



**52 MINUTES MP3 EXTENDED TIME**

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

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

**When everyone is ready, say:**

Once we begin, you will have 1 hour and 45 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break after 53 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 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.

**To students using a PC or Mac, say:**

When I tell you to start, select the **Section 2** icon.

**To students using a Chromebook, say:**

Find and select **Section 2**, then press **Control-A** to highlight the list of tracks in Section 2. When I tell you to start, press **Enter**.



**To all students, say:**

Open your test book to Section 2 in case you want to refer to it. When I say, “Time starts now,” put on your earphones, start Section 2, listen to the directions, and begin work. Time starts now.

**After 30 minutes, say:**

You have 1 hour and 15 minutes remaining in this section, and 23 minutes until the break.

**After 48 minutes, say:**

You have 57 minutes remaining in this section, and 5 minutes until the break.

**After exactly 53 minutes, signal students to take off their earphones. Then, say:**

Pause the question you are currently working on. Put your pencil down. Place your earphones on the desk. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. *[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.

**During the Break**

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

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

Please take your seat.

**When everyone is ready, say:**

You will now have another 52 minutes to work on Section 2. Open your answer sheet to where you were working. Open your test book to Section 2 in case you want to refer to it.

Keep your answer sheet open and flat on your desk. Do not fold pages back. When I say, “Time starts now,” put on your earphones, and select **Play** or press **Control-** or **Command-P** to resume the question you were working on. Time starts now.

**After 20 minutes (from the end of the break), say:**

You have 32 minutes remaining in this section.

**After 47 minutes (from the end of the break), say:**

You have 5 minutes remaining in this section.

**After exactly 52 minutes (from the end of the break), signal students to take off their earphones. Then, say:**

Stop the test by selecting the **Stop** button or **x** to close the media player. Put your pencil down. Place your earphones on the desk. *[pause]*

**To all students, say:**

This concludes Day 1 of testing. Close your test book, and place your answer sheet on top of it. I will now collect your answer sheet and test materials. Please remain in your seats until I dismiss you.

**Collecting Test Materials**

Keep students seated until you have collected an answer sheet and all test materials from each student.

First, walk around the room to collect the answer sheets and test materials, including any scratch paper, translated test directions, and word-to-word glossaries, from each student in the same order you used to distribute them.

Then, walk around the room again to close each media player and collect 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.****4. Before powering off each computer, ensure that the cache is emptied and that no files have been copied onto the computer. (If you need assistance, contact your system administrator.)**

**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 test content with anyone through any means, including email, text messages, internet posts, or other use of the internet including social media applications. 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 testing at \_\_\_\_\_. You are now free to collect your belongings and leave the room.

Return any collected personal belongings to students. Store 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. Power on all computers.
2. Use the seating chart on the back of this manual to place each flash drive in the same computer that the corresponding student used on the first day of testing.
3. Repeat the steps in Set Up Computers for MP3 Audio Users on page 54 and Prepare Computers (if Any) on Test Day on page 58 for inserting the flash drive and starting the software.
4. Be sure that navigation notes are posted for students to see (as given in Post Information for Students Using MP3 Audio Format on page 58).

### Admitting Students

Follow regular security procedures including school-allowed procedures for collecting electronic devices. Make sure that each student returns to their seat from Day 1.

### 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 and your calculator.

If you brought a backup calculator or extra batteries, please put them on your desk. You may not share a calculator with another student at any time during the test or breaks. [pause]

### 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 students' personal belongings, say:**

By this time you should have turned in all phones or any other electronic devices. If anyone still has an electronic device of any kind, please disable alarms, power it off, and turn it in to me now, and it will be returned to you at the end of the test.

**B If your school did NOT collect students' personal belongings, say:**

At this time, if you have a phone or any other electronic device in your possession, you must disable alarms, completely power it off, and put it in a bag or backpack on the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. [pause] Any electronic device that is not turned off and put away may be collected and its contents inspected as part of an investigation. If your cell phone makes a noise while in your possession, you'll be dismissed from testing.

**To all students, say:**

If you brought snacks or drinks to have during a break, put them under your desk now. You will not be allowed to go into your bags during breaks. [pause]

Close all bags, and put them on the side of the room against the wall until the test is over. [pause]

Allow time for students to turn in or put away any electronic devices, take out snacks and drinks, 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.

**To all students, say:**

Please sit quietly while I take a moment and make sure everyone has an approved 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 23 for examples.

**Then say:**

Please put your calculator and any extra batteries under your desk now. *[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.

**Remind students of how to use the MP3 audio format by saying:**

The test is recorded on a flash drive, which I have inserted into your computer. Plug in your earphones. Raise your hand if you need me to review how to navigate the test on your computer. *[pause]*

If students need a review of navigation, refer to the directions script at the beginning of Script 5. Answer all questions about navigation or procedures.

**SECTION 3:  
Math Test – No Calculator****RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****40 MINUTES 100% EXTENDED TIME****START TIME** \_\_\_\_\_**STOP TIME** \_\_\_\_\_

**IMPORTANT:** *If a student is approved in SSD Online to use a four-function calculator on this portion of the Math Test 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 40 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 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. 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.

Your computer screen should show the section table of contents.

**To students using a PC or Mac, say:**

When I tell you to start, select the **Section 3** icon.

**To students using a Chromebook, say:**

Find and select **Section 3**; then press **Control-A** to highlight the list of tracks in Section 3. When I tell you to start, press **Enter**.

**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,” put on your earphones, start Section 3, listen to the directions, and begin work. Time starts now.

Walk around the room to check that students are not using a calculator unless they are approved in SSD Online to use a four-function calculator as an accommodation.

**After 20 minutes, say:**

You have 20 minutes remaining in this section.

**After 35 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 40 minutes, signal students to take off their earphones. Then, say:**

Stop the test by selecting the **Stop** button or **x** to close the media player. Put your pencil down. Place your earphones on the desk. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. *[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.

**During the Break**

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

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

Please take your seat.

**SECTION 4:  
Math Test – Calculator****RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****40 MINUTES 100% EXTENDED TIME****START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_**5-MINUTE BREAK****40 MINUTES 100% EXTENDED TIME****START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

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

**When everyone is ready, say:**

This is the final section of the test—you're almost done! Once we begin, you will have 1 hour and 20 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 40 minutes.

You may use your calculator for this section; please put your calculator on your desk now. *[pause]* When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that no one else can 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 and 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 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 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.

Your computer screen should show the section table of contents.

**To students using a PC or Mac, say:**

When I tell you to start, select the **Section 4** icon.

**To students using a Chromebook, say:**

Find and select **Section 4**; then press **Control-A** to highlight the list of tracks in Section 4. When I tell you to start, press **Enter**.

**To all students, say:**

Open your test book to Section 4 in case you want to refer to it. When I say, “Time starts now,” put on your earphones, start Section 4, listen to the directions, and begin work. Time starts now.

**After 20 minutes, say:**

You have 1 hour remaining in this section, and 20 minutes until the break.

**After 35 minutes, say:**

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

**After exactly 40 minutes, signal students to take off their earphones. Then say:**

Pause the question you are currently working on. Put your pencil down. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. Place your earphones on the 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.

**During the Break**

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

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

Please take your seat.

**When everyone is ready, say:**

You will now have another 40 minutes to continue working on Section 4. Open your answer sheet to where you were working. Open your test book to Section 4 in case you want to refer to it.

Place your answer sheet flat on your desk. When I say, “Time starts now,” put on your earphones, and select **Play** or press **Control-** or **Command-P** to resume the question you were working on. Time starts now.

**After 20 minutes (from the end of the break), say:**

You have 20 minutes remaining in this section.

**After 35 minutes (from the end of the break), say:**

You have 5 minutes remaining in this section.

**After exactly 40 minutes (from the end of the break), signal students to take off their earphones. Then, say:**

Stop the test by selecting the **Stop** button or **x** to close the media player. Put your pencil down. Place your earphones on the desk. *[pause]*

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

Congratulations—you just finished the test! Please remain in your seats until I dismiss you.

Proceed to Dismissal on page 92 for the collection of test books and other test materials.



# After the Test

## Dismissal

### Collecting Test Books and Other Test Materials

#### When everyone is ready, say:

I will now collect your test books. Please keep your answer sheets flat on your desks and sit quietly.

Walk around the room and collect from each student the test books and materials (except for answer sheets) in the same order you used to distribute them. Also collect any scratch paper, school-provided calculators, translated test directions, or word-to-word glossaries at this time. 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, collect ATC or MP3 audio flash drives; otherwise proceed to Collecting Answer Sheets.

#### To MP3 or ATC users, say:

I will now collect your flash drives.

Walk around the room to close each media player or ATC file and collect each flash drive.

- 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 corner of the media player window.
- 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.
- Place each drive in the original packaging for each student.
- Before powering off each computer, be sure that the cache is emptied and no files have been copied onto the computer. (If you need assistance, contact your system administrator.)

## Collecting Answer Sheets

#### To all students, say:

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

Walk around the room and collect the answer sheets.

Do the following for each student:

- Inspect the answer sheet to ensure that all identifying information is complete. **It is critical to check that the answer sheet has a pre-ID label affixed and that at least fields 1, 5, and 8 are completed. On the back of the answer sheet, ensure that students have filled in form code (field A) and test ID (field B) correctly.** These fields must be completed and the Certification Statement signed for a student to receive a score report.
- If a student doesn't have a pre-ID label, make a note on your room roster so the test coordinator can locally print one and affix it to the answer sheet. **All answer sheets must have a pre-ID label.**
- Have students fill in any missing identifying information in these fields and erase stray marks. Observe the students as they correct the information, making sure they do not alter other fields.
- If you have any students 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 who were approved in SSD Online to write their answers in their test books (see further instructions that follow).
- Verify by count that you have a test book and answer sheet for each student.

**After all materials are accounted for, 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 test content with anyone through any means, including email, text messages, the internet, or social media applications.

You will be notified when your scores are available and of how to access your complete score report online if you are at least 13 years old. If you are age 13 or over, you'll also be able to link to Khan Academy for free, personalized practice based on your specific test results. If you are under age 13, talk to your counselor for information about your test results.

**Return of Belongings:**

Read script **A** if your school collected students' belongings. Read script **B** if your school did NOT collect students' belongings.

**READ ONLY ONE OPTION.****A To students whose belongings were collected, say:**

This test administration is now over. Please wait in your seat until I dismiss your row. At that point, please gather your belongings, come up to collect your 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.

**B To students whose belongings were NOT collected, say:**

This test administration is now over. Gather your belongings, and exit the room 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.

**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 in SSD Online to write their answers in the test book, do the following with another test day staff member present:
  - ♦ Transcribe student answers to a 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 Reading Test	Section 2 Writing and Language Test	Section 3 Math Test – No Calculator	Section 4 Math Test – Calculator	Total Time (including breaks)	Total Time (without breaks)
<b>Script 1</b> Standard Time	55 minutes	30 minutes	20 minutes	40 minutes	2 hours, 35 minutes	2 hours, 25 minutes
	5-min. break		5-min. break			
<b>Script 2</b> 100% Extended Time	55 minutes	60 minutes	40 minutes	40 minutes	<b>Day 1:</b> 3 hours <b>Day 2:</b> 2 hours, 10 minutes	<b>Day 1:</b> 2 hours, 50 minutes <b>Day 2:</b> 2 hours
	5-min. break					
	55 minutes			5-min. break		
	40 minutes					
<b>Script 3</b> 50% Extended Time	5-min. break	<b>End of Day 1</b>	5-min. break		4 hours, 3 minutes	3 hours, 38 minutes
	42 minutes			30 minutes		
	5-min. break			5-min. break		
	41 minutes			30 minutes		
<b>Script 4</b> Standard Time with Extra Breaks	5-min. break	5-min. break	5-min. break		2 hours, 50 minutes	2 hours, 25 minutes
	28 minutes			20 minutes		
	5-min. break			5-min. break		
	27 minutes			20 minutes		
<b>Scripts 1* and 2 Combined</b> 100% Extended Time for Math Only	5-min. break	5-min. break	5-min. break		3 hours, 45 minutes	3 hours, 25 minutes
	55 minutes			40 minutes		
	5-min. break			5-min. break		
<b>Scripts 1* and 3 Combined</b> 50% Extended Time for Math Only	5-min. break	5-min. break	5-min. break		3 hours, 15 minutes	2 hours, 55 minutes
	55 minutes			30 minutes		
	5-min. break			5-min. break		
<b>Script 5</b> MP3 Audio Format	5-min. break	<b>End of Day 1</b>	5-min. break		<b>Day 1:</b> 3 hours, 50 minutes <b>Day 2:</b> 2 hours, 10 minutes	<b>Day 1:</b> 3 hours, 35 minutes <b>Day 2:</b> 2 hours
	55 minutes			40 minutes		
	5-min. break			5-min. break		
	55 minutes			40 minutes		

Schools testing students with 100% extended time or with MP3 audio will test these students over 2 days.

Day 1 of 2-day testing ends after Section 2.

\*For students using Script 4 instead of Script 1 with extended time for math only, the total time without breaks is the same, but the breaks are different from those given in Script 1.

# PSAT 8/9 Script 1

## Section Timing Chart for Standard Timing

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

START AND STOP TIMES FOR STANDARD SECTIONS				
Start Time	Section 1	Section 2	Section 3	Section 4
	55 minutes	30 minutes	20 minutes	40 minutes
:00	:55	:30	:20	:40
:01	:56	:31	:21	:41
:02	:57	:32	:22	:42
:03	:58	:33	:23	:43
:04	:59	:34	:24	:44
:05	:00	:35	:25	:45
:06	:01	:36	:26	:46
:07	:02	:37	:27	:47
:08	:03	:38	:28	:48
:09	:04	:39	:29	:49
:10	:05	:40	:30	:50
:11	:06	:41	:31	:51
:12	:07	:42	:32	:52
:13	:08	:43	:33	:53
:14	:09	:44	:34	:54
:15	:10	:45	:35	:55
:16	:11	:46	:36	:56
:17	:12	:47	:37	:57
:18	:13	:48	:38	:58
:19	:14	:49	:39	:59
:20	:15	:50	:40	:00
:21	:16	:51	:41	:01
:22	:17	:52	:42	:02
:23	:18	:53	:43	:03
:24	:19	:54	:44	:04
:25	:20	:55	:45	:05
:26	:21	:56	:46	:06
:27	:22	:57	:47	:07
:28	:23	:58	:48	:08
:29	:24	:59	:49	:09
:30	:25	:00	:50	:10
:31	:26	:01	:51	:11
:32	:27	:02	:52	:12
:33	:28	:03	:53	:13
:34	:29	:04	:54	:14
:35	:30	:05	:55	:15
:36	:31	:06	:56	:16
:37	:32	:07	:57	:17
:38	:33	:08	:58	:18
:39	:34	:09	:59	:19
:40	:35	:10	:00	:20
:41	:36	:11	:01	:21
:42	:37	:12	:02	:22
:43	:38	:13	:03	:23
:44	:39	:14	:04	:24
:45	:40	:15	:05	:25
:46	:41	:16	:06	:26
:47	:42	:17	:07	:27
:48	:43	:18	:08	:28
:49	:44	:19	:09	:29
:50	:45	:20	:10	:30
:51	:46	:21	:11	:31
:52	:47	:22	:12	:32
:53	:48	:23	:13	:33
:54	:49	:24	:14	:34
:55	:50	:25	:15	:35
:56	:51	:26	:16	:36
:57	:52	:27	:17	:37
:58	:53	:28	:18	:38
:59	:54	:29	:19	:39

## PSAT 8/9 Script 2

### Section Timing Chart for 100% Extended Time

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

START AND STOP TIMES FOR 100% EXTENDED TIME SECTIONS						
Start Time	Section 1		Section 2	Section 3	Section 4	
	110 minutes 55 min. – break – 55 min.		60 minutes	40 minutes	80 minutes 40 min. – break – 40 min.	
:00	:55	:55	:00	:40	:40	:40
:01	:56	:56	:01	:41	:41	:41
:02	:57	:57	:02	:42	:42	:42
:03	:58	:58	:03	:43	:43	:43
:04	:59	:59	:04	:44	:44	:44
:05	:00	:00	:05	:45	:45	:45
:06	:01	:01	:06	:46	:46	:46
:07	:02	:02	:07	:47	:47	:47
:08	:03	:03	:08	:48	:48	:48
:09	:04	:04	:09	:49	:49	:49
:10	:05	:05	:10	:50	:50	:50
:11	:06	:06	:11	:51	:51	:51
:12	:07	:07	:12	:52	:52	:52
:13	:08	:08	:13	:53	:53	:53
:14	:09	:09	:14	:54	:54	:54
:15	:10	:10	:15	:55	:55	:55
:16	:11	:11	:16	:56	:56	:56
:17	:12	:12	:17	:57	:57	:57
:18	:13	:13	:18	:58	:58	:58
:19	:14	:14	:19	:59	:59	:59
:20	:15	:15	:20	:00	:00	:00
:21	:16	:16	:21	:01	:01	:01
:22	:17	:17	:22	:02	:02	:02
:23	:18	:18	:23	:03	:03	:03
:24	:19	:19	:24	:04	:04	:04
:25	:20	:20	:25	:05	:05	:05
:26	:21	:21	:26	:06	:06	:06
:27	:22	:22	:27	:07	:07	:07
:28	:23	:23	:28	:08	:08	:08
:29	:24	:24	:29	:09	:09	:09
:30	:25	:25	:30	:10	:10	:10
:31	:26	:26	:31	:11	:11	:11
:32	:27	:27	:32	:12	:12	:12
:33	:28	:28	:33	:13	:13	:13
:34	:29	:29	:34	:14	:14	:14
:35	:30	:30	:35	:15	:15	:15
:36	:31	:31	:36	:16	:16	:16
:37	:32	:32	:37	:17	:17	:17
:38	:33	:33	:38	:18	:18	:18
:39	:34	:34	:39	:19	:19	:19
:40	:35	:35	:40	:20	:20	:20
:41	:36	:36	:41	:21	:21	:21
:42	:37	:37	:42	:22	:22	:22
:43	:38	:38	:43	:23	:23	:23
:44	:39	:39	:44	:24	:24	:24
:45	:40	:40	:45	:25	:25	:25
:46	:41	:41	:46	:26	:26	:26
:47	:42	:42	:47	:27	:27	:27
:48	:43	:43	:48	:28	:28	:28
:49	:44	:44	:49	:29	:29	:29
:50	:45	:45	:50	:30	:30	:30
:51	:46	:46	:51	:31	:31	:31
:52	:47	:47	:52	:32	:32	:32
:53	:48	:48	:53	:33	:33	:33
:54	:49	:49	:54	:34	:34	:34
:55	:50	:50	:55	:35	:35	:35
:56	:51	:51	:56	:36	:36	:36
:57	:52	:52	:57	:37	:37	:37
:58	:53	:53	:58	:38	:38	:38
:59	:54	:54	:59	:39	:39	:39



# PSAT 8/9 Script 3

## Section Timing Chart for 50% Extended Time

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

### START AND STOP TIMES FOR 50% EXTENDED TIME SECTIONS

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

## PSAT 8/9 Script 4

### Section Timing Chart for Standard Time with Extra Breaks

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

START AND STOP TIMES FOR STANDARD SECTIONS WITH EXTRA BREAKS						
Start Time	Section 1		Section 2	Section 3	Section 4	
	55 minutes 28 min. – break – 27 min.		30 minutes	20 minutes	40 minutes 20 min. – break – 20 min.	
:00	:28	:27	:30	:20	:20	:20
:01	:29	:28	:31	:21	:21	:21
:02	:30	:29	:32	:22	:22	:22
:03	:31	:30	:33	:23	:23	:23
:04	:32	:31	:34	:24	:24	:24
:05	:33	:32	:35	:25	:25	:25
:06	:34	:33	:36	:26	:26	:26
:07	:35	:34	:37	:27	:27	:27
:08	:36	:35	:38	:28	:28	:28
:09	:37	:36	:39	:29	:29	:29
:10	:38	:37	:40	:30	:30	:30
:11	:39	:38	:41	:31	:31	:31
:12	:40	:39	:42	:32	:32	:32
:13	:41	:40	:43	:33	:33	:33
:14	:42	:41	:44	:34	:34	:34
:15	:43	:42	:45	:35	:35	:35
:16	:44	:43	:46	:36	:36	:36
:17	:45	:44	:47	:37	:37	:37
:18	:46	:45	:48	:38	:38	:38
:19	:47	:46	:49	:39	:39	:39
:20	:48	:47	:50	:40	:40	:40
:21	:49	:48	:51	:41	:41	:41
:22	:50	:49	:52	:42	:42	:42
:23	:51	:50	:53	:43	:43	:43
:24	:52	:51	:54	:44	:44	:44
:25	:53	:52	:55	:45	:45	:45
:26	:54	:53	:56	:46	:46	:46
:27	:55	:54	:57	:47	:47	:47
:28	:56	:55	:58	:48	:48	:48
:29	:57	:56	:59	:49	:49	:49
:30	:58	:57	:00	:50	:50	:50
:31	:59	:58	:01	:51	:51	:51
:32	:00	:59	:02	:52	:52	:52
:33	:01	:00	:03	:53	:53	:53
:34	:02	:01	:04	:54	:54	:54
:35	:03	:02	:05	:55	:55	:55
:36	:04	:03	:06	:56	:56	:56
:37	:05	:04	:07	:57	:57	:57
:38	:06	:05	:08	:58	:58	:58
:39	:07	:06	:09	:59	:59	:59
:40	:08	:07	:10	:00	:00	:00
:41	:09	:08	:11	:01	:01	:01
:42	:10	:09	:12	:02	:02	:02
:43	:11	:10	:13	:03	:03	:03
:44	:12	:11	:14	:04	:04	:04
:45	:13	:12	:15	:05	:05	:05
:46	:14	:13	:16	:06	:06	:06
:47	:15	:14	:17	:07	:07	:07
:48	:16	:15	:18	:08	:08	:08
:49	:17	:16	:19	:09	:09	:09
:50	:18	:17	:20	:10	:10	:10
:51	:19	:18	:21	:11	:11	:11
:52	:20	:19	:22	:12	:12	:12
:53	:21	:20	:23	:13	:13	:13
:54	:22	:21	:24	:14	:14	:14
:55	:23	:22	:25	:15	:15	:15
:56	:24	:23	:26	:16	:16	:16
:57	:25	:24	:27	:17	:17	:17
:58	:26	:25	:28	:18	:18	:18
:59	:27	:26	:29	:19	:19	:19

# PSAT 8/9 Script 5

## Section Timing Chart for MP3 Audio Format

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

### START AND STOP TIMES FOR MP3 AUDIO SECTIONS

Start Time	Section 1		Section 2		Section 3	Section 4	
	110 minutes 55 min. – break – 55 min.		105 minutes 53 min. – break – 52 min.		40 minutes	80 minutes 40 min. – break – 40 min.	
:00	:55	:55	:53	:53	:40	:40	:40
:01	:56	:56	:54	:54	:41	:41	:41
:02	:57	:57	:55	:55	:42	:42	:42
:03	:58	:58	:56	:56	:43	:43	:43
:04	:59	:59	:57	:57	:44	:44	:44
:05	:00	:00	:58	:58	:45	:45	:45
:06	:01	:01	:59	:59	:46	:46	:46
:07	:02	:02	:00	:00	:47	:47	:47
:08	:03	:03	:01	:01	:48	:48	:48
:09	:04	:04	:02	:02	:49	:49	:49
:10	:05	:05	:03	:03	:50	:50	:50
:11	:06	:06	:04	:04	:51	:51	:51
:12	:07	:07	:05	:05	:52	:52	:52
:13	:08	:08	:06	:06	:53	:53	:53
:14	:09	:09	:07	:07	:54	:54	:54
:15	:10	:10	:08	:08	:55	:55	:55
:16	:11	:11	:09	:09	:56	:56	:56
:17	:12	:12	:10	:10	:57	:57	:57
:18	:13	:13	:11	:11	:58	:58	:58
:19	:14	:14	:12	:12	:59	:59	:59
:20	:15	:15	:13	:13	:00	:00	:00
:21	:16	:16	:14	:14	:01	:01	:01
:22	:17	:17	:15	:15	:02	:02	:02
:23	:18	:18	:16	:16	:03	:03	:03
:24	:19	:19	:17	:17	:04	:04	:04
:25	:20	:20	:18	:18	:05	:05	:05
:26	:21	:21	:19	:19	:06	:06	:06
:27	:22	:22	:20	:20	:07	:07	:07
:28	:23	:23	:21	:21	:08	:08	:08
:29	:24	:24	:22	:22	:09	:09	:09
:30	:25	:25	:23	:23	:10	:10	:10
:31	:26	:26	:24	:24	:11	:11	:11
:32	:27	:27	:25	:25	:12	:12	:12
:33	:28	:28	:26	:26	:13	:13	:13
:34	:29	:29	:27	:27	:14	:14	:14
:35	:30	:30	:28	:28	:15	:15	:15
:36	:31	:31	:29	:29	:16	:16	:16
:37	:32	:32	:30	:30	:17	:17	:17
:38	:33	:33	:31	:31	:18	:18	:18
:39	:34	:34	:32	:32	:19	:19	:19
:40	:35	:35	:33	:33	:20	:20	:20
:41	:36	:36	:34	:34	:21	:21	:21
:42	:37	:37	:35	:35	:22	:22	:22
:43	:38	:38	:36	:36	:23	:23	:23
:44	:39	:39	:37	:37	:24	:24	:24
:45	:40	:40	:38	:38	:25	:25	:25
:46	:41	:41	:39	:39	:26	:26	:26
:47	:42	:42	:40	:40	:27	:27	:27
:48	:43	:43	:41	:41	:28	:28	:28
:49	:44	:44	:42	:42	:29	:29	:29
:50	:45	:45	:43	:43	:30	:30	:30
:51	:46	:46	:44	:44	:31	:31	:31
:52	:47	:47	:45	:45	:32	:32	:32
:53	:48	:48	:46	:46	:33	:33	:33
:54	:49	:49	:47	:47	:34	:34	:34
:55	:50	:50	:48	:48	:35	:35	:35
:56	:51	:51	:49	:49	:36	:36	:36
:57	:52	:52	:50	:50	:37	:37	:37
:58	:53	:53	:51	:51	:38	:38	:38
:59	:54	:54	:52	:52	:39	:39	:39

## Acceptable Calculators

For the Math Test – Calculator portion, all scientific calculators are acceptable as long as they do not have any of the features listed under Unacceptable Calculators, all four-function calculators are allowed (but not recommended), and most graphing calculators are acceptable. Check the list of acceptable graphing calculators below for models that are permitted.

**IMPORTANT:** Contact Michigan PSAT 8/9 Support 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	

#### RADIO SHACK

EC-4033	EC-4037
EC-4034	

#### OTHER

Datexx DS-883	NumWorks
Micronta	Smart <sup>2</sup>

#### SHARP

EL-5200	EL-9600 series (Use of the stylus is not permitted.)
EL-9200 series	
EL-9300 series	EL-9900 series

#### TEXAS INSTRUMENTS

TI-73	TI-85
TI-80	TI-86
TI-81	TI-89
TI-82	TI-89 Titanium
TI-83/TI-83 Plus	TI-Nspire
TI-83 Plus Silver	TI-Nspire CX
TI-84 Plus	TI-Nspire CM-C
TI-84 Plus CE	TI-Nspire CAS
TI-84 Plus Silver	TI-Nspire CX CAS
TI-84 Plus C Silver	TI-Nspire CM-C CAS
TI-84 Plus CE-T	TI-Nspire CX-C CAS
TI-84 Plus T	

## Unacceptable Calculators

Students are not allowed to use any of the following calculators, unless specifically approved in SSD Online as an accommodation:

- Laptops or other computers, tablets, mobile phones, 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 QWERTY (typewriter-like) keypad, pen input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

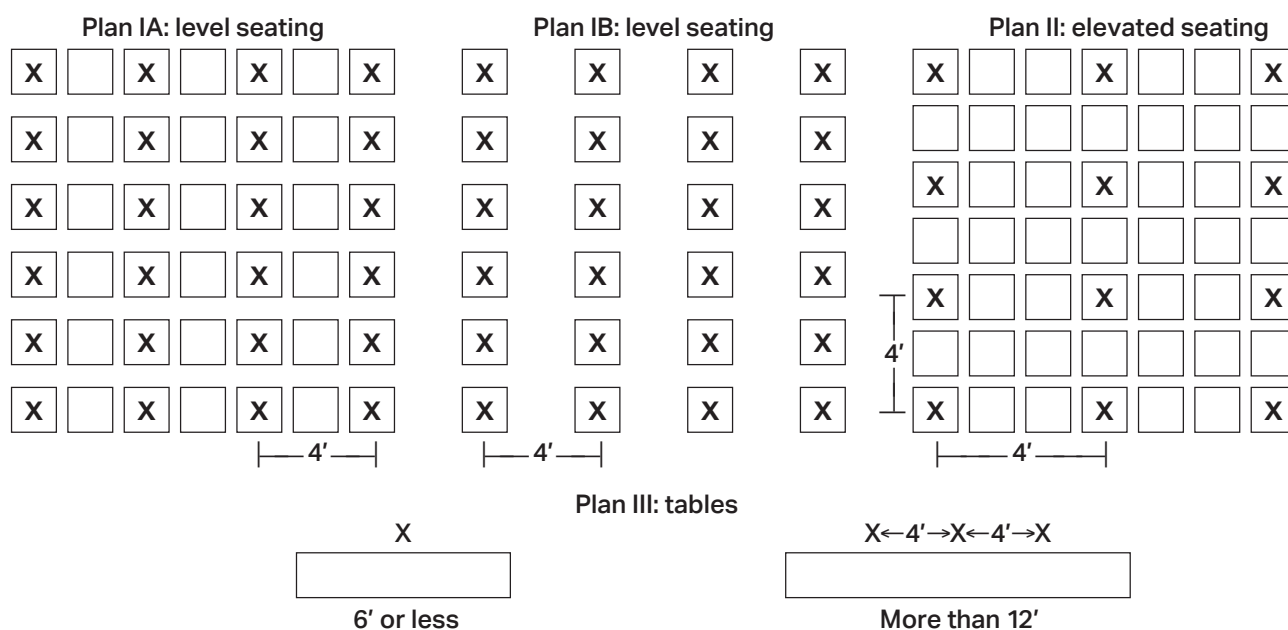
In addition, the use of hardware peripherals such as a stylus with an approved calculator is not permitted. Some models with touch-screen capability are not permitted (e.g., Casio ClassPad). Check the list of acceptable graphing calculators above for models that are permitted.

## Sample Master Student List

Last Name	First Name	M.I.	Date of Birth	UIC/SSD Number	P=present A=absent M=moved X=no entry	Testing Room (3-digit code/ room name)	Accommodated? Y=Yes N=No	EL Support Type	Language	Staff Assigned
1 Jones	Anita		3/5/2004		P	123	N			A. Teacher
2 Smith	Terry	O	10/15/2003		A	456	N			B. Proctor
3 Ramirez	Juan	J	2/15/2004		P	123	N			A. Teacher
4 Brown	Robert		9/1/2004	0001024197	P	789	Y	50% XT, translated directions	Spanish	S. Scholar
5 Szymanski	Ella		8/12/2004	0001025779	P	012	Y			M. Coordinator
6 North	Adrian		11/30/2003	0001025788	P	234	N			T. Coach
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										

## Sample Seating Plans

The following sample plans show how to configure seating in various situations.





## Photo ID Requirements

### Acceptable IDs

If you're asked to test students who are unfamiliar to you, they must present acceptable photo identification.

### ID Requirements

Photo IDs aren't required for PSAT 8/9 testing unless a student is unfamiliar to the testing staff.

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 2017-18 is valid through December 31, 2018, and is not acceptable for spring 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](https://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 (ChildFind) ID card
- Any temporary ID card

# Irregularity Chart


Irregularity	What you should do	How to fill out the IR
<b>Mistiming of Sections</b>		
<b>Undertiming</b>	<ul style="list-style-type: none"> <li>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. Tell students that a report will be submitted.</li> <li>Submit affected students' answer sheets on top of other answer sheets.</li> </ul>	<p>Note the section(s) affected and timing discrepancy.</p> <p><b>On page 2 section 6, fill in the circle for “Undertiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was undertimed” (for an individual). Fill in the testing room code in box 6b and list the affected student(s) in section 10.</b></p>
<b>Overtiming</b>	<ul style="list-style-type: none"> <li>Give the full number of minutes on all the other sections. Tell students that a report will be submitted.</li> <li>Submit affected students' answer sheets on top of other answer sheets.</li> </ul>	<p>Note the section(s) affected and timing discrepancy.</p> <p><b>On page 2 section 6, fill in the circle for “Overtiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was overtimed” (for an individual). Fill in the testing room code in box 6b and list the affected student(s) in section 10.</b></p>
<b>Environment</b>		
<b>Disturbance</b>	<ul style="list-style-type: none"> <li>Reduce or eliminate source of disturbance (loud noise, excessive heat/cold, disruptive behavior, etc.). Tell students that a report will be submitted. Continue testing.</li> <li>Submit affected students' answer sheets on top of other answer sheets.</li> </ul>	<p>Note the source, length, and impact of the disturbance.</p> <p><b>On page 2 section 6, fill in the circle for “Disturbance/ Interruption.” Fill in the testing room code in box 6b and list the affected students in section 10.</b></p>
<b>Interruption</b>	<ul style="list-style-type: none"> <li>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, and monitor the group the entire time.</li> <li>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.</li> <li>Tell students that a report will be submitted.</li> <li>Submit affected students' answer sheets on top of other answer sheets.</li> </ul>	<p>Note the source, length, and impact of the interruption.</p> <p><b>On page 2 section 6, fill in the circle for “Disturbance/ Interruption.” Fill in the testing room code in box 6b and list the affected students in section 10.</b></p>
<b>Test cancellation</b>  Call Michigan PSAT 8/9 Support	<ul style="list-style-type: none"> <li>If a storm, flood, power failure, etc. necessitates cancellation of the test, call Michigan PSAT 8/9 Support (see Contact Us) for instructions.</li> <li>Tell students that other arrangements are being requested.</li> </ul>	Not applicable.


Irregularity	What you should do	How to fill out the IR
<b>Missing materials</b>  Call Michigan PSAT 8/9 Support immediately	<ul style="list-style-type: none"> <li>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.</li> <li>If a test book is missing from a testing room, follow the procedures in Prepare to Test on page 55.</li> </ul>	Identify students and explain circumstances.  <b>On page 2 section 6, Group Irregularities Information, fill in the circle for “Missing materials.”</b>
<b>Student Issues</b>		
<b>Late arrival</b>	See Prepare to Test on page 55.	Identify student.  <b>On page 2 section 7, Check-in Issue, fill in the circle for “Student arrived late and was admitted to test.”</b>
<b>Giving and/or receiving information</b>	<ul style="list-style-type: none"> <li>Change the seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores will be invalidated. Keep a seating chart (see back cover of this manual), and indicate original and changed seat location on the seating chart. Tell students that a report will be submitted.</li> <li>Submit student’s answer sheet on top of other answer sheets.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Submit student’s answer sheet on top of other answer sheets.</li> </ul>	Identify students (the student providing the information and the student receiving the information) and explain circumstances.  <b>On page 2 section 7, Test Admin Issue, fill in the circle for “Student gave or received help.”</b>
<b>Use or possession of test content through answer keys or images of test pages</b>	<p>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:</p> <ul style="list-style-type: none"> <li>Collect the device, answer key, or other prohibited aid.</li> <li>Follow procedures to dismiss the student from the testing room: <ul style="list-style-type: none"> <li>If possible, check student ID and inform student that you must write up the incident and that their scores will be invalidated.</li> <li>Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room.</li> </ul> </li> <li>Before returning any devices to the student, the test coordinator should: <ul style="list-style-type: none"> <li>Determine if images of test content were captured and/or distributed.</li> <li>Take a photo of any applicable smartphone screen or recorded answer key to return with the IR.</li> <li>After collecting evidence, ensure that any test content is deleted before the device is returned to the student.</li> <li>Call Michigan PSAT 8/9 Support immediately if test content is detected on a prohibited electronic device.</li> </ul> </li> <li>Do not return any written answer keys to student.</li> <li>Submit student’s answer sheet on top of other answer sheets.</li> </ul>	<b>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.”</b>  Fill in the <b>Dismissed</b> circle indicating that the student was dismissed.  Fill in the <b>Yes</b> circle indicating that student’s answer sheet was returned for scoring.



<b>Irregularity</b>	<b>What you should do</b>	<b>How to fill out the IR</b>
<b>Noises made by prohibited electronic devices, including:</b> <ul style="list-style-type: none"> <li>▪ Mobile phones, smartphones</li> <li>▪ Cameras, scanners</li> <li>▪ Laptops, tablets, iPods, MP3 players, wearable technology</li> <li>▪ Separate timers</li> </ul>	<p><b>If a student's prohibited device makes noise while in their own possession:</b></p> <ul style="list-style-type: none"> <li>▪ Tell the student to turn it off and hand it to you immediately.</li> <li>▪ Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Complete an IR.</li> <li>▪ Call Michigan PSAT 8/9 Support immediately if test content is detected on a prohibited electronic device.</li> </ul> <p><b>If a student's phone makes noise while in the proctor's possession or stored away from the student's desk:</b></p> <ul style="list-style-type: none"> <li>▪ This should not be considered grounds for immediate dismissal, as long as the device is not under the desk or otherwise in the student's possession.</li> <li>▪ The proctor should turn off the phone to prevent additional disturbances during testing.</li> <li>▪ The proctor should issue a warning to the student who owns the phone that additional disturbances will result in dismissal.</li> </ul>	<p>Note the source, length, and impact of the disturbance. Identify the student.</p> <p><b>On page 2 section 6, fill in the circle for "Disturbance/interruption."</b></p> <p><b>Fill in the testing room code in box 6b and list the affected students in section 10. In the Comments section on page 3, identify the student and describe the incident, including whether or not the student was dismissed.</b></p> <p>Fill in the <b>Yes</b> circle indicating that student's answer sheet was returned for scoring.</p> <p>Attach the test book to the IR.</p>
<b>Observed with prohibited electronic devices, including:</b> <ul style="list-style-type: none"> <li>▪ Mobile phones, smartphones</li> <li>▪ Cameras, scanners</li> <li>▪ Laptops, tablets, iPods, MP3 players, wearable technology</li> <li>▪ Separate timers</li> </ul> <p>Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.</p>	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>▪ Tell the student to hand it to you immediately.</li> <li>▪ Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Call Michigan PSAT 8/9 Support immediately if test content is detected on a prohibited electronic device.</li> </ul>	<p>Note that the device made noise or was in use. Attach the test book to the IR. Provide the student's name.</p> <p><b>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."</b></p> <p>Fill in the <b>Dismissed</b> circle indicating that the student was dismissed. Under Comments, include information about the type of prohibited aid used.</p> <p>Fill in the <b>Yes</b> circle indicating that student's answer sheet was returned for scoring.</p>

Irregularity	What you should do	How to fill out the IR
<b>Calculator misuse/prohibited aids, including:</b> <ul style="list-style-type: none"> <li>▪ Highlighters or colored pencils</li> <li>▪ Books, dictionary, or references</li> <li>▪ Compass, ruler, protractor, or cutting device</li> <li>▪ Scratch paper or notes</li> <li>▪ Unacceptable calculator or any other prohibited electronic device, such as digital watches with prohibited features</li> </ul> (Unless approved as an accommodation)	<ul style="list-style-type: none"> <li>▪ Collect test book and answer sheet from and dismiss any student who uses a calculator on a section where it is not permitted or who uses or is detected with any of the aids listed in Prohibited Aids on page 23, either during the test or during breaks.</li> <li>▪ If the calculator or aid is on a mobile phone or other prohibited electronic device, dismiss the student, following procedures listed under “Observed with prohibited electronic devices.”</li> <li>▪ 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.</li> <li>▪ Submit student’s answer sheet on top of other answer sheets.</li> </ul>	Identify student.  <b>On page 2 section 7, Test Admin Issue, fill in the circle for “Student used an unauthorized aid.”</b>  Fill in the <b>Dismissed</b> circle indicating that the student was dismissed. Under Comments, include information about the type of prohibited aid used.  Fill in the <b>Yes</b> circle indicating that student’s answer sheet was returned for scoring.
<b>Test book misuse</b> 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	<ul style="list-style-type: none"> <li>▪ Ask student to close test book or direct them to proper section of test book or answer sheet. Say that a report will be submitted and that a subsequent violation will be grounds for dismissal.</li> <li>▪ Submit student’s answer sheet on top of other answer sheets.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>▪ If the student <b>continues</b> to keep test book open, to work on wrong section, or to work after time is called, collect test book and answer sheet and dismiss the student.</li> <li>▪ Submit student’s answer sheet on top of other answer sheets.</li> </ul>	Identify student, length of time, and affected sections.  <b>On page 2 section 7, Test Admin Issue, fill in the appropriate circle: “Student obtained improper access to test/part of test” or “Student worked on wrong section” or “Student worked after time called.”</b>  Fill in the appropriate circle for “Action Taken”: Warned, Dismissed, or None.
<b>Misplaced answers</b>	<ul style="list-style-type: none"> <li>▪ Provide a new answer sheet if student has misplaced answers on the answer sheet. (A pre-ID label must be applied to the answer sheet before return.)</li> <li>▪ Direct student to print name on new answer sheet and then to continue in the appropriate place.</li> <li>▪ Tell student a report will be submitted.</li> <li>▪ Answers may not be transferred between answer sheets by a student or school personnel after time is called for the section.</li> <li>▪ Clip both answer sheets together; place on top of other answer sheets.</li> </ul>	Identify student; indicate which answers were misplaced and amount of time lost, if any.  <b>On page 2 section 7, Test Admin Issue, fill in the circle for “Student misplaced/misgridded answers.”</b>



<b>Irregularity</b>	<b>What you should do</b>	<b>How to fill out the IR</b>
<b>Answers recorded in test book</b>	<p>This irregularity does not apply to students approved in SSD Online for “writing answers in test book.”</p> <ul style="list-style-type: none"> <li>▪ Notify the student that no credit is given or extra time 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.</li> <li>▪ 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.</li> </ul>	<p>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.</p> <p><b>On page 2 section 7, Test Admin Issue, fill in the circle for “Student failed to follow any other test administration regulation” and enter “Student recorded answers in book without approved accommodation” in the Comments section on page 3.</b></p>
<b>Restroom use</b>	<ul style="list-style-type: none"> <li>▪ Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet. Return them when student reenters.</li> <li>▪ Do not allow extra testing time.</li> <li>▪ Recheck the ID of any student you don’t know who left the room for a break.</li> </ul>	Not applicable.
<b>Student leaves during test</b>	<ul style="list-style-type: none"> <li>▪ If warranted, collect test book and answer sheet and permit student to leave without completing test.</li> <li>▪ If a student is leaving for reason of illness, see the Irregularity Chart entry for “Illness.”</li> <li>▪ Submit student’s answer sheet on top of other answer sheets.</li> </ul>	<p>Identify student, test section, last question number completed, and reason for leaving.</p> <p><b>On page 2 section 7, Test Admin Issue, fill in the circle for “Student left early/left without permission.”</b></p>
<b>Disruptive behavior</b>	<ul style="list-style-type: none"> <li>▪ Remove disruptive student from testing room.</li> <li>▪ Submit student’s answer sheet on top of other answer sheets.</li> </ul>	<p>Identify student, length of time, and affected sections.</p> <p><b>On page 2 section 7, Test Admin Issue, fill in the circle for “Student disrupted test.” Fill in the circle indicating whether the irregularity affected other students’ ability to test. If other students were affected, fill in the testing room code in box 6b on page 2 and list the affected students in section 10.</b></p> <p>Fill in the <b>Yes</b> circle indicating that student’s answer sheet was returned for scoring.</p>
<b>Accommodations given that were not approved</b>  <p>Call Michigan PSAT 8/9 Support immediately</p>	<ul style="list-style-type: none"> <li>▪ Continue testing while you contact Michigan PSAT 8/9 Support for instructions.</li> <li>▪ Submit student’s answer sheet on top of other answer sheets.</li> </ul>	<p>Identify student, and note accommodations given and actions taken.</p> <p><b>On page 2 section 7, Testing Staff Issue, fill in the circle for “Staff gave incorrect or unapproved accommodations.”</b></p>
<b>Approved accommodations not given</b>	<ul style="list-style-type: none"> <li>▪ Advise the student that they have not received accommodations they were approved for. Tell them a report will be submitted.</li> <li>▪ Submit student’s answer sheet on top of other answer sheets.</li> </ul>	<p>Identify student, and note actions taken.</p> <p><b>On page 2 section 7, Testing Staff Issue, fill in the circle for “Staff did not provide correct accommodation(s).”</b></p>

Irregularity	What you should do	How to fill out the IR
<b>Illness</b>	<ul style="list-style-type: none"> <li>Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them when student reenters. Do not allow extra testing time.</li> <li>Tell the student a report will be submitted.</li> <li>Submit student's answer sheet on top of other answer sheets.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>If a student has to leave early because of illness and your school will be giving a makeup administration, collect the answer sheet and test book, and note the section and remaining section time where the student left so the student may pick up where they left off on the earliest available makeup day.</li> </ul>	<p>Identify student, length of absence, affected section(s), and questions.</p> <p><b>On page 2 section 7, Test Admin Issue, fill in the circle for “Student became ill.”</b></p>
<b>Student does not complete fields A and B on the answer sheet</b>	<p>Locate student's test book and direct them to fill in the information from the <b>back</b> of the book for fields A (Form Code) and B (Test ID).</p> <p><b>OR</b></p> <p>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.</p>	<p>Identify student.</p> <p><b>On page 2 section 7, Other Issue, fill in the circle for “Other” and enter “Answer sheet returned without Form Code and/or Test ID” in the Comments section on page 3.</b></p>
<b>Defective test book or flash drive</b>  <div> <p>Call Michigan PSAT 8/9 Support if you do not have a replacement book, MP3 audio format test, or ATC format test</p> </div>	<ul style="list-style-type: none"> <li>Replace defective book or drive with a book or drive that has the same form code (on the back cover) and that doesn't have the same defect. Direct student to use original answer sheet. Tell student that a report will be submitted. 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.</li> <li>On test book cover, write “Defective,” identify error, and give school code number. Return defective book and the IR as directed in Pack Used Answer Sheets, Forms, and Envelopes for Return on page 46. (For multiple books, send a sample and note how many were defective.) Place affected answer sheet(s) on top of others.</li> <li>For defective MP3 audio or ATC format tests, return test material in its original packaging and placed in the Gray-Bordered Envelope for return in the shipment of used answer sheets.</li> </ul>	<p>Identify student and describe defect. If time was not made up, indicate how much time was lost.</p> <p>Return defective book in Gray-Bordered Envelope (unless student was approved to write answers in the test book).</p> <p><b>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.</b></p>

<b>Irregularity</b>	<b>What you should do</b>	<b>How to fill out the IR</b>
<b>Defective answer sheet</b>  Call Michigan PSAT 8/9 Support if you do not have a replacement answer sheet	<ul style="list-style-type: none"> <li>Replace defective answer sheet. (A pre-ID label must be applied to the new answer sheet before return.) Direct student to print name on new answer sheet, then continue with next question. Tell student that a report will be submitted. If defective answer sheet causes loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others. Answers may not be transferred between answer sheets by student or school personnel after time is called for the section. Student may enter their personal information on the answer sheet after the test.</li> <li>Clip both answer sheets together; place on top of other answer sheets.</li> </ul>	Identify student; describe defect; if time was not made up, indicate how much time was lost.  <b>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.</b>
<b>Possible test question ambiguities and errors</b>  Call Michigan PSAT 8/9 Support immediately after test	<ul style="list-style-type: none"> <li>Direct student to give the best possible answer. Tell student a report will be submitted. If student expresses concern after the test date, tell them to report test form, test section, content of question, and nature of error as soon as possible to:   <b>Assessment Design &amp; Development</b>            The College Board            250 Vesey Street            New York, NY 10281             or to send an email to:  <a href="mailto:psatquestion@collegeboard.org">psatquestion@collegeboard.org</a>.         </li> <li>Submit student's answer sheet on top of other answer sheets.</li> </ul>	<b>On page 3 section 8, Test Question Ambiguity Information, fill in the circle for the appropriate type of ambiguity.</b>  Indicate name and address of student who reported ambiguity or error, form code, section, and test question number.

## Glossary of Terms

**50% extended time:** A preapproved accommodation that gives a student time-and-a-half for each applicable section of the assessment. Students may receive extended time in reading or math.

**100% extended time:** A preapproved accommodation that gives a student double time for each applicable section of the assessment. Students may receive extended time in reading or math.

**Accommodated testing window:** Designated period beginning on the primary test date when students with accommodations are eligible to test.

**Advanced Placement 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 state uses to submit a file to order pre-ID labels for PSAT 8/9 answer sheets. See “Pre-ID label.”

**College Board–approved accommodation:** A change in the format or administration of a test to provide access for a person with a disability. Must be preapproved by the College Board. Some examples include extended testing time, special formats of the test, large-block answer sheets, readers, scribes, sign language interpreters for spoken test instructions, extended or more frequent rest breaks, and others.

**Coordinator Report Form (CRF):** Scannable form used by the test coordinator to document how many answer sheets are being returned for scoring. The test coordinator returns this completed form with the used answer sheets after testing.

**Delayed score:** A score report delayed by an issue resolved too late to include the score in on-time reporting.

**EL:** English learner.

**ETS:** Educational Testing Service. ETS, on behalf of the College Board, supports various aspects of test administration.

**Extended breaks:** A preapproved accommodation that gives students 10-minute breaks rather than 5-minute breaks.

**Extra breaks:** A preapproved accommodation that gives students a break after every section of the test and halfway through longer sections.

**Form code:** A seven-character code, printed on the back of the test book, that identifies the PSAT 8/9 test form the student is taking. For the test to be scored correctly, the form code on the student’s answer sheet must match the code on the test book.

**Grid:** (verb) To enter a response (multiple choice or text) onto a machine-readable paper form such as the answer sheet. Also referred to as filling in the bubbles. Entries on the answer sheet must be made using a No. 2 pencil.

**Invalidated score:** A score that has been removed from, or never posted to, a student’s record or designated as nonreportable by ETS/College Board for testing irregularities, misconduct, or score invalidity. See “Irregularity.” Invalidated scores will be shared with your state or district for accountability purposes.

**Irregularity:** A problem, disruption, or unacceptable behavior during a test administration, including a security incident, misconduct, test question error or ambiguity, student complaint, or other incident or disturbance. An irregularity may result in a delayed test score or an invalidated test score for the student who caused the irregularity or, less frequently, for an entire testing room or school.

**Irregularity Report (IR):** Scannable form used to document any irregularities that occur.

**Large-block answer sheet:** A special answer sheet with large answer blocks (squares) instead of bubbles, designed for students with disabilities who need them.

**Makeup test:** An administration offered to students who miss an original administration of the test or encounter an irregularity that invalidates their original administration.

**Master Student List:** The list of students taking the test, developed by the PSAT 8/9 coordinator for a test administration at a particular school.

**Michigan Student Data System (MSDS):** Where changes to a student’s name, date of birth, or gender can be updated if they’re incorrect on the student’s pre-ID label.

**Misconduct:** Action or behavior by a student that results in a score hold, Irregularity Report (IR), or other disruption in a test administration.

**Monitor (hall monitor or room monitor):** Staff member who assists the test coordinator and proctor in setting up the testing area, monitoring testing, and patrolling the hallways during testing.

**MP3 audio:** An alternate test format that delivers an audio version of the test. (Student listens to the test.)

**Nonstandard Administration Report (NAR):** A list of all students approved for accommodations. Includes detailed information about the accommodations the students are approved for.

**OEAA:** Office of Educational Assessment and Accountability

**Office of Testing Integrity (OTI):** An ETS department in charge of test security that investigates reported security breaches.

**Pre-ID label:** Label provided for each student who is preidentified in the Secure Site. The pre-ID label is applied to the answer sheet before the test. Students without a label must be pre-ID'd and a label printed locally.

**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.

**Secure Site:** A web-based application used for Michigan state assessments and accountability.

## **Services for Students with Disabilities (SSD)**

**office:** A College Board department that supports accommodation requests and accommodated testing.

**Small-group testing:** A preapproved accommodation where students test with a small number of test takers.

**SSD coordinator:** School staff member who works with students to apply for accommodations through the SSD Online portal, accesses and prints the NAR, and assists the test coordinator in determining testing rooms and staff needed for administering the test with accommodations.

**SSD eligibility number:** The code for a student who has been approved for one or more SSD accommodations.

**SSD Online:** The College Board's online system for submitting and managing accommodation requests for students with disabilities and EL students testing with 50% extended time.

**State-allowed accommodation (SAA):** An accommodation approved by the school that does not result in a scholarship-reportable score and is only applicable to state-provided PSAT 8/9 testing.

**Student-produced response question:** A math question that requires the student to arrive at and record an answer rather than select a multiple-choice answer.

**Student score report:** The score report students get after taking the PSAT 8/9. It is provided in both paper and online formats and is also shared with the school and, if stipulated by contract, 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. 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 in SSD Online for this accommodation. Students automatically get 50% extended time and extra breaks on all sections.



# PSAT 8/9 Seating Chart

Proctor Name \_\_\_\_\_

School Name \_\_\_\_\_

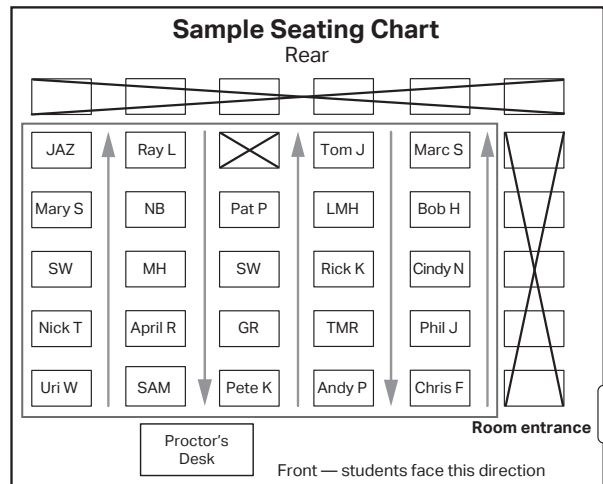
Testing Room Code \_\_\_\_\_ School Code \_\_\_\_\_

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 proctors 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 is 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.
7. For each row, draw directional arrows to indicate the direction in which 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.



Print the name and title of the person completing this seating chart below:

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

## PSAT 8/9 Coordinator

- On the first seating chart, record your answer sheet tracking information in the space provided.
- Keep all seating charts for at least six months.

Answer Sheet Tracking Numbers

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Rear**


Proctor's Desk

Front — students face this direction

