

Spring 2017

Michigan

PSAT™ 10

Supervisor Manual

Look inside for:



**SECURITY
REQUIREMENTS**



**STANDARD AND
NONSTANDARD TEST SCRIPTS**



**TESTING ROOM
PROCEDURES**



**RECEIVING AND
RETURNING MATERIALS**

Test Dates

**APR 11
OR
APR 12**

Test Makeup Dates

**APR 25
OR
APR 26**

Students who appear on the NAR may be authorized to test during a window on alternate dates.

The PSAT™ 10

As one of the assessments in the College Board's SAT® Suite of Assessments, the PSAT™ 10 is designed to measure the skills and knowledge that current research shows are essential for college and career readiness and success. The PSAT 10 covers the same content areas as the PSAT/NMSQT®. Both the PSAT/NMSQT and PSAT 10 serve as a check-in on student progress to help pinpoint areas for development. Educational Testing Service (ETS) administers the PSAT 10 for the College Board. If you have a question about the information in this manual or about an unusual testing situation not covered here, contact:

Michigan Support

MICHIGAN EDUCATOR HOTLINE: 866-870-3127 (option 1)

EMAIL: michiganadministratorsupport@collegeboard.org

WEB: collegeboard.org/Michigan

NOTE: When you call the Michigan Hotline, after you select option 1, you choose from the following options 1-4:

General College Board assessment questions and policies	option 1
Test materials questions or issues	option 2
Testing with accommodations, SSD test materials, or to reach the SSD office	option 3
Test administration or security questions, report test day issues, contact Test Administrative Services (TAS) or the Office of Testing Integrity (OTI)	option 4

About the College Board

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

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Introduction


The Michigan Department of Education is offering PSAT 10 to all 10th graders at no charge to schools. Schools may choose a primary administration date of either April 11, 2017 or April 12, 2017. Students who miss the primary administration will test on either April 25, 2017 or April 26, 2017.


Students who are testing with approved accommodations that appear on the Nonstandard Administration Report (NAR) will test between April 11 and April 25, see page v for more information.

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

 Urgent

 Contact by phone

 Procedures or information for providing accommodations to students with disabilities

 Security requirement

Check Materials Immediately

Your school will receive at least two shipments of materials approximately 3 weeks prior to test day. These will include pre-ID labels and test materials.

In the pre-ID label shipment(s) you should receive the following:

- ☐ A cover letter with instructions for using the Pre-ID labels.
- ☐ Pre-ID labels for all three assessments for all pre-identified students. Labels will arrive sorted alphabetically by last name and organized by assessment. For the PSAT 10, you will receive one set of labels.
- ☐ Packs of answer sheets and flyers listing religion and college major codes.

In the test materials shipment, you should receive:

- ☐ Shipping Notice
- ☐ Plastic bags with packs of 5 or 25 shrinkwrapped test books
- ☐ *Michigan PSAT 10 Supervisor Manuals* (at least one for every 25 test books)

NOTE: This manual includes scripts and instructions for administering the PSAT 10 with accommodations. See page 28.


- ☐ Supervisor's Kit containing the following:
 - ◆ PSAT 10 Instructions for Receiving and Returning Test Materials
 - ◆ Supervisor's Report form (SRF)
 - ◆ Nonstandard Administration Envelope for return of answer sheets for students tested with accommodations
 - ◆ PSAT 10 Supervisor's Irregularity Report (SIR) forms (bundle of 5)
 - ◆ Gray Envelope
 - ◆ Roll of packing tape
- ☐ An additional Supervisor's Kit for use on the makeup date
- ☐ Prelabeled courier answer sheet return boxes

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

- ☐ Nonstandard test books and materials for students testing with alternate test formats
- ☐ *PSAT 10 Supervisor Manual(s) for MP3 Audio and ATC Formats* (if applicable)

Keeping the test books in their shrinkwrapping:

1. Verify that you have received the correct count of test books.
2. Check that the test books all say "PSAT 10" and "Spring 2017" on them.
3. Contact the Michigan Educator Hotline immediately if the number of test books or answer sheets do not match the number of students pre-ID'd for your school (see page ii for contact info) or to order additional materials.
4. Confirm that you have received any specialized materials such as braille, MP3 Audio format, and Reader Scripts.

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

The 2017 PSAT 10

The PSAT 10 assesses the same knowledge and skills as the SAT®, the PSAT/NMSQT®, and the PSAT™ 8/9. On the assessment, students will encounter:

- A clear and strong focus on the knowledge and skills that are most important for college and career readiness and success.
- Emphasis on the meaning of words in a variety of contexts and on how word choice shapes meaning, tone, and impact.

- Focus on math that matters most, including problem solving, data analysis, algebra, and advanced mathematical concepts.
- No penalty for guessing — students earn points for questions answered correctly, and are encouraged to give their best answer to every question.

Facts About the Test

The assessment comprises several parts that always follow the same order (noted in the chart). Plan for 3 hours and 25 minutes of total (standard) administration time. The actual test will take 2 hours and 45 minutes (standard timing). There will be 10 minutes of scheduled breaks.

Students testing with extended time for the entire test or who are approved for extra breaks will receive 25 minutes of breaks. Preadministration activities, such as seating students, handing out materials, and capturing demographic information can take an additional 45–50 minutes. Schools that wish to reduce their administration time on test day should plan to hold a preadministration session in school prior to test day (see page 11 for further instructions).

Schools can choose to test 10th graders on April 11 or April 12. All students in the same grade must be tested on the same day, unless a student is testing in the accommodations window.

Afternoon Testing

The PSAT 10 lasts approximately three hours, 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 supported for Michigan testing only. For standard testing, the tests must be administered in one sitting and be completed before the end of the school day.

The Nonstandard Testing Window

Students who have approved accommodations must complete testing between April 11 and April 25, 2017.

For accommodations that don't require multiple days, student testing must be completed on one of the days during 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 simply resume testing on the next day they return to school. Their testing must begin by April 24 in order for all testing to be completed by April 25, 2017.

Makeup Test Dates

Students testing without accommodations who miss the test date must take the makeup on April 25 or 26, 2017.

Students testing with accommodations listed on the Nonstandard Administration Report (NAR) who miss the test date can test any day during the testing window; there is no specific makeup date.

Preadministration activities – 45 to 50 minutes

We recommend that you schedule a preadministration session prior to test day.

	Standard timing	50% extended time	100% extended time
Reading Test	60	45 5-minute break 45	60 5-minute break 60
5-minute break			
Writing and Language Test	35	53 5-minute break	70 5-minute break*
Math Test – No Calculator	25	38	50
5-minute break			
Math Test – Calculator	45	34 5-minute break 34	45 5-minute break 45

Collecting materials and dismissing students – 5 minutes

* Day 1 testing stops after Section 2, before the break, if testing over two days.

NOTE: Be sure to factor in the additional time it will take to test any student(s) approved for extended time. A chart of the different types of timing and breaks for extended time testing is provided on page 30.

If you are testing students with MP3 audio format, they will test with 100% extended time, plus additional time for Section 2. Testing can take place over 2 days using the scripts in the *PSAT 10 Supervisor Manual for MP3 Audio and ATC Formats* (shipped with the tests). Testing accommodations requiring 100% extended will test over 2 days.

Changes to the PSAT 10 Administration for 2017

For the test supervisor, the following aspects of administration will change (from the 2016 PSAT 10 administration):

1. The answer sheet has changed slightly. There are additional fields and questions for students and the email question has been simplified.
2. Students who test with accommodations that do not require specific materials will test with the same orange test book as students in the standard room.
3. Supervisors are encouraged to assign a two-digit testing room code to each of the rooms where testing will occur. If an irregularity occurs, this code will help ensure timely release of scores for your school. See below for more details.
4. The methods by which school codes and homeschool codes are captured has changed. See "School Field" on page 55 for more details.

New Testing Room Code

The 2017 PSAT 10 answer sheet includes a new field in box 23, testing room code, that is highly recommended for schools administering the test in multiple testing rooms. The testing room code can help organize your test day experience and allow speedier resolution for inquiries into any reported group disturbances for your school.

After you have selected the rooms where the test will be administered, assign each room its own unique two-digit code. Decide which code is applied to which room and make a list for your records. Assign each associate supervisor to a room and provide them with their testing room code so that students can grid it in box 23 of their answer sheets on test day.

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

Reporting Irregularities

See page 14 for information about reporting irregularities. If you are using the testing room code, mark the code in section 6 on the Supervisor's Irregularity Report (SIR) for any group irregularities that occur, and provide the names of the students affected by the irregularity in section 10. If a group irregularity affected the entire school, the testing room code does not need to be provided.

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

Pre-ID Labels

Labels for all Michigan-provided assessments will be shipped to your school for all pre-identified students. Labels will arrive sorted alphabetically by last name and organized by assessment. One set of labels will be provided for PSAT 10 test-takers.

NOTE: *Labels for students with accommodations and for off-site testing (if applicable) will arrive with the label shipment. Ensure the correct materials are distributed to the SSD Coordinator and off-site supervisor.*

The test center supervisor must affix labels to the front of the each student's answer sheet.

NOTE: *The labels will list the applicable assessment. Ensure that you are using PSAT 10 labels on PSAT 10 answer sheets.*

The College Board will ship a small overage of test materials to account for newly enrolled students. Any students who need labels on test day must be pre-ID'd in the Michigan BAA Secure Site before testing.

Preparing for the Test

A Message for Supervisors

This manual is for use in supervising the administration of the PSAT 10 at your school.

Details on how to access training will be emailed at least three weeks before the test date and will cover the fundamental aspects of administering the PSAT 10 assessment, including an overview of:

- Planning and staffing to support the test administration
- Understanding assessment sections and timing
- Administering the assessment with SSD accommodations
- Ensuring test material security
- Packaging and returning your test material
- Managing and reporting testing issues and irregularities

We recommend that you review the training with your staff as well. While the training will help you organize your test day experience, it is important to read through this manual carefully as it provides all of the information you will need.

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

Failure to follow policies and procedures described in this manual could result in score cancellations. We appreciate the efforts you and your staff make to ensure a test administration that is efficient, secure, and fair for all students.

Shorten Your Test Day

We strongly recommend that you schedule a preadministration session for your test-takers. This will make it easier to avoid rescheduling lunch and will improve the test-taking experience for your students and staff. (See “Preadministration Instructions,” page 11.)

Storing and Checking Test Materials



As supervisor, you are responsible for protecting test materials from unauthorized access from the time they are delivered to your school until score reports are received. You will receive an email alert to notify you that your test materials have been shipped. Once the shipment has arrived, you must:

- 1. Make sure that you have received all cartons.**
If more than one carton was used for your shipment, each will show its number and the total number of cartons sent (e.g., 1 of 3, 2 of 3, 3 of 3).
- 2. Follow the PSAT 10 Instructions for Receiving and Returning Test Materials, which may supplement these instructions.**
- 3. Within 24 hours of receiving your test shipment, in a secure area with only authorized staff present, open the plastic bags, but do not open the shrinkwrapping around the test books. Check the covers of your test books to verify that they are the correct books for the Spring 2017 test administration. Count the books and answer sheets to make sure you have the right quantity (bagged in quantities of 5 or 25).**
- 4. Call the Michigan Educator Hotline immediately (see inside front cover) if the test books are for a test other than the one your school is registered for or if the number of tests and answer sheets do not match the number of students pre-ID'd for the PSAT 10 assessment.**
- 5. Use the checklist on page iv of this manual to verify that you have all materials. Contact the Michigan Educator Hotline if any materials are missing.**
- 6. Remove the *PSAT 10 Student Guides* to distribute to students prior to test day for their information and preparation for testing.**
- 7. Reseal the boxes with ordinary packing tape, sign your name across the tape, and place all test materials in secure storage.** Test materials are considered to be in secure storage when they are stored in a locked area at your school where only you and designated assistants have access. No one is to open the shrinkwrapped test books until test day, when you will open them and distribute them to your associate supervisors.

8. **Keep the empty, prelabeled answer sheet return boxes included in your test shipment.** You'll use one to return answer sheets after the test.

You'll receive 2 sets of answer sheet return bags or boxes. Please set aside one set for returning answer sheets after the makeup administration.

9. **When you remove tests from secure storage,** count and verify the number of test books given to each associate supervisor. Distribute and collect materials individually, and in such a way that no student has access to test books except while taking the test. See "After the Test" (page 50) for instructions on how to handle test books after the test.

NOTE: When student score reports arrive, you will be returning test books to students.

Selecting Assistants

Most schools will need additional staff to assist the supervisor. Select one associate supervisor for each test room. For each room, add room proctors if needed: for 35–50 students, add one proctor; for every additional 50 students, add an additional proctor. Work with your SSD Coordinator to determine the rooms and staff needed for students testing with accommodations.

Staff should be selected from the highest possible ranking from the following list. If a school has exhausted the availability of persons in category "1," it should select staff in category "2," and so on.

1. Licensed teachers or licensed educational administrators employed by the school district
2. Paraprofessionals or non-licensed administrative personnel employed by the school district
3. Licensed substitute teachers who are employed by the district for the purpose of administering the test

Room Proctors Needed

1. Start with one associate supervisor per room.
2. For each room, add room proctors if needed:

Number of Test-Takers	Number of Room Proctors
For a Single Standard Testing Room	
1–34	0
35–50	1
51–100	2
101 or more	3+ (1 proctor for each additional 50 students)
For a Single Nonstandard Testing Room	
1–10	0
More than 10	1

Hall Proctors Needed

1. Start with one hall proctor.
2. Add hall proctors if you have more than five rooms:

Number of Rooms	Number of Hall Proctors
1–5	1
6–10	2
11–15	3
16–20	4
More than 20	5+ (1 proctor for each additional 5 rooms; e.g., for 21–25 rooms, add an additional proctor)



Neither the PSAT 10 supervisor nor any associate supervisor or proctor may participate in any coaching activity that addresses the content of secure College Board tests. This includes a supervisor, associate supervisor, or proctor engaged in providing private SAT suite test preparation that is conducted outside the auspices of their school or district and for which they receive compensation above and beyond the terms of their employment as a teacher or other professional employee with the school or district. (The teaching and normal review of course content, including test familiarization, that is part of regularly scheduled course work is acceptable.)

Associate supervisors should be current or retired teachers, counselors, administrators, or other educators who are familiar with test administration. Each associate is expected to:

- read this manual ahead of time to be thoroughly familiar with test procedures;
- assume responsibility for test materials in an assigned room, including distributing, accounting for, collecting, and counting before dismissing students;
- administer the test according to the manual's directions; and
- return test materials to the supervisor after students are dismissed.

Proctors are typically a teacher's aide, a paraprofessional, or another paid district or school staff member. If volunteers must be used, they must be trained with appropriate testing procedures. Proctors must be supervised directly by an associate supervisor and may not administer a test independently. An associate supervisor must be in charge of administering the test at all times. Proctors do not administer the test but may:

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

Visitors, other than authorized ETS, College Board, or Michigan Department of Education test observers with proper ID, are not permitted in a testing room during the test or near the storage location of the test materials. **Check the observer's College Board or ETS identification, government-issued identification (e.g., driver's license), and letter of authorization from the Office of Testing Integrity prior to admittance to any testing rooms or rooms where test materials are stored.** ETS, on behalf of the College Board, reserves the right to make an unannounced audit of your test administration before, during, or after the test. If you have any concerns about an individual's authorization, contact the Michigan Educator Hotline for verification before admitting the person to a testing room.

Training Your Staff

At your training session for associate supervisors and proctors, please stress the need to prevent any student from having an unfair advantage over other students. Review the regulations in this manual and communicate any local arrangements and procedures for test day. Please take advantage of the training for your staff (see "Preparing for the Test," page 1), and highlight the following:



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

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

If testing has already begun, wait to search the room until a scheduled break or the end of the testing session, but notify the supervisor as soon as possible. Before dismissing students or starting a break, announce that a test book is missing and that no one will be dismissed until it is located. If no one acknowledges having the test book, check all desks in the room. If the test book is still missing, report this on a PSAT 10 Supervisor's Irregularity Report (SIR). See "Reporting Irregularities" on page 14 for more information about SIRs.

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

All questions can be solved without a calculator, but a scientific or graphing calculator is recommended. See "Acceptable Calculators," (page 27) for a list of acceptable graphing calculators.

Students are advised to bring their own calculators and must keep only one on their desk; any additional backup calculators must be kept under the student's desk. Schools can provide calculators, if necessary. If you do provide calculators, be sure that students are familiar and comfortable with how to use them. If students have calculators with large (characters of one inch or more) or raised displays, seat them apart

from other test-takers. Students may not share calculators. Students who have received College Board approval to use a four-function calculator on the Math Test – No Calculator should be seated in the nonstandard room. Graphing and scientific calculators are not allowed as part of this accommodation (Percent and square root functions are permitted).

Unacceptable calculators — Students may *not* use:

- laptops or other computers, tablets, cellphones, smartwatches, or smartphones;
- models that can access the Internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type feature;
- models that have a typewriter-like keypad, pen-input, or stylus;
- models that use electrical outlets, make noise, or have paper tape (unless approved by the College Board as an accommodation).

Prohibited devices and aids — During the test (including breaks), staff must ensure that students have nothing on their desks but a test book, an answer sheet, No. 2 pencils with erasers, and (when permitted) an acceptable calculator or translated test directions or word-for-word bilingual glossaries. See page 21 for a list of prohibited aids.

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

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

Test monitoring responsibilities — Staff should be ready to answer questions and to help students feel confident about procedures. Remind staff not to answer questions about test content. Staff must monitor students at all times during the administration and breaks. They should walk around the room while students enter identifying information on their answer sheets and during the test to make sure each student is working alone and on the proper test section. No one involved in the test administration should read, grade papers, or engage in any activity unrelated to the test administration.

Test day problems — Staff should know procedures for handling irregularities (see “Irregularity Chart,” page 15) and notify the supervisor as soon as possible of any irregularities that occur. They should submit a *Supervisor’s Irregularity Report* (SIR) if instructed to do so on the Irregularity Chart.

Student ID (UIC) number — Inform associate supervisors that students should provide their UIC number in answer sheet box 19. The UIC can be found in the upper lefthand corner of the students pre-ID label. Please note, answer sheets will be pre-labeled prior to distribution in the testing room. Associate supervisors must confirm that the correct student receives the answer sheet with their pre-ID label.

Optional Codes — Schools that wish to have their students’ paper score reports sorted for easier distribution may select optional codes. Some schools assign two-digit codes to particular counselors or particular home rooms. The optional codes are then provided to students to be gridded in box 22 on their answer sheets. Supervisors should work with staff to identify how score reports will be returned and assign the codes accordingly. If codes are not used, the paper score reports will be returned alphabetically by student last name. The optional code will not appear in the reporting portal. Be sure to provide directions for answer sheet box 22 to associate supervisors to read to students.

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

New for 2017: Testing Room Codes — See page vi for more information about testing room codes.

Important fields for tracking answer sheets — Students need to record the Form Code and Test ID in boxes 24 and 25 of the answer sheet. These fields are required for accurate scoring. Both the Form Code (24) and the Test ID (25) are illustrated on the back of the test book. Students should copy the characters and (for 24) the filled circles exactly as shown.

Off-Site Testing

Most schools participating in the April 2017 Michigan-provided test administrations will use their schools as the test location. However, for schools that submitted a request and received approval for an off-site testing location, you may be planning for administrations at more than one location.

Attending Institution Codes and Test Center Numbers

Attending institution (AI) codes have been assigned to each school administering the SAT, PSAT 10, or PSAT 8/9 in Michigan this spring. This code covers both your primary school location as well as any off-site locations approved for your school. Using the same AI code for all of your testing locations will ensure you receive score reports that account for all of the students attending your school regardless of where they tested.

Pre-ID Label and Test Materials Shipping

Pre-identification will be completed by the Attending Institution (AI). The College Board will determine your school's material order based on the students pre-ID'd in the Secure Site and the students approved for accommodations through the College Board SSD Online system. Standard materials will arrive to the attention of the test center supervisor. Nonstandard test materials will be sent to the attention of the SSD Coordinator, including State-Allowed Accommodation (SAA) materials.

It is the responsibility of the test center supervisors to be aware of which students are testing at each location. All materials security policies must be followed both at the AI and the off-site testing location.

Test Materials Distribution

The test center supervisor at the AI will be responsible for coordinating the secure transport of materials to the attention of the supervisor at each testing location. Materials should only be transported to the off-site location at such time as the off-site test center supervisor will be available to accept them and ensure the security of test materials from arrival until their return.

For security reasons, do not unseal or open the wrapping around the test books until test day. You should have received a sufficient number of test material bundles to accommodate distribution to each of your off-site testing locations without having to open the test book bundles.

Pre-ID labels will arrive at the AI alphabetized by last name for each assessment. Pre-ID labels

should be applied to answer sheets prior to distributing materials to the off-site location(s). Answer sheets are shipped to you with pre-ID labels. Remove only the answer sheets; do not open the separate shrinkwrapping around the test books until test day.

Information for Test-Takers

Information in advance — Be sure all students are informed of testing arrangements and receive preparation materials ahead of time. Give students the test date, time, location, and any special instructions relevant to your school. Also remind students of the test date and time on the Monday before the test.

At least two weeks prior to the test, distribute the following materials:

- the 2017 *PSAT 10 Student Guide*. Encourage them to read the test regulations and take the practice test included with the *Student Guide*. The *Student Guide* also provides sample test items and test-taking tips.
- if applicable, distribute practice test materials in appropriate nonstandard formats to students who need them.
- if desired, copies of informational flyers, which provide facts about the test. These can be downloaded from the Web at psat.org/resources and photocopied to distribute to students and parents.

Remind students that they can access Khan Academy® for free, personalized, online SAT practice. It can be used to prepare for the PSAT 10 because of the close alignment of the tests. Tailored to each student's strengths and weaknesses, the program was developed with actual test items from the College Board (satpractice.org).

Students who are approved for the Assistive Technology Compatible or MP3 Audio test formats can find links to a practice test in these formats at collegereadiness.collegeboard.org/psat-nmsqt-psat-10/practice/full-length-practice-tests.

Remind students of what to bring on test day:

- two No. 2 pencils; NO PENS OR MECHANICAL PENCILS
- an acceptable calculator (see "Acceptable Calculators," page 27)
- email address (optional)

Give home-schooled students testing at your school this information and remind them to bring a photo ID.

Policies for Test-Takers

Go over these important policies with students at orientation.

Admission to the test — Home-schooled students are required to present an acceptable photo ID to be admitted to the testing area.

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

Marking the answer sheet — Correctly marking the answers is very important; marks that are too light or that do not completely fill in the circles will not scan properly and could lead to lower scores.

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

Scheduling the Test

The test takes 2 hours 45 minutes, and you will need about 45–50 minutes before the test to seat students, distribute test materials, and have students complete identifying information on their answer sheets. To improve the test-day experience, we highly recommend conducting a preadministration session, which will greatly reduce the time needed for pretest activities on test day.

All students tested on-site must take the test at the same time, either on the day selected for standard testing in their grade or during the two-week testing window for students testing with accommodations.

Breaking for lunch or two-day testing: You cannot break for lunch and then resume testing. If a student is approved for an accommodation that necessitates breaking for lunch or two-day testing, wait until students have completed a section before stopping testing. If a student is approved for two-day testing, testing for day 1 should stop after Section 2 (Writing and Language Test), as noted on p. 34. Collect all test materials and answer sheets and store them in a secure, locked location until you resume testing.

After the test, you will need about five minutes to individually collect answer sheets and test books and dismiss students.

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

Test Rooms and Seating Requirements

Plan to administer the test in areas that have adequate lighting; desks or tables with good writing surfaces and room for a test book, answer sheet, and calculator side by side; an easily visible clock; and separation from distracting noise or activities. Tablet-arm chairs must have a minimum writing surface of 12×15 inches (30×38 centimeters). **Round tables are prohibited for testing.**



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

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

Test Day Planning

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

When deciding on the number of rooms you will require, remember to include space for any students who may be testing from outside of your school, including home-schooled students. Be sure to account for students testing with accommodations. If you are holding a preadministration session, we recommend that you plan to test any students who did not have a chance to participate in the session in a separate room from those who did.

When training your testing staff, make sure that each associate supervisor is given a list containing their two-digit testing room code, if any (covered on page vi), the optional code (if applicable).

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

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

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

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

Students approved for accommodations that do not require specific materials will test in standard rooms with the same orange test books as other students in standard rooms. **The regular-type test book with a pink cover that was available for the 2016 PSAT 10 administration is no longer in use.** See “Nonstandard Testing Scripts” on page 28.

Preparing Seating Plans

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

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

If you must submit a Supervisor’s Irregularity Report (SIR), a copy of the seating chart may help ETS determine how to handle the irregularity.

NOTE: *Don’t return the seating chart with the Supervisor’s Irregularity Report; ETS will contact you if they need a copy of the seating chart. Notate the tracking numbers for your answer sheet returns for your records on the box labeled “Answer Sheet Tracking Numbers.”*

Testing Home-Schooled Students

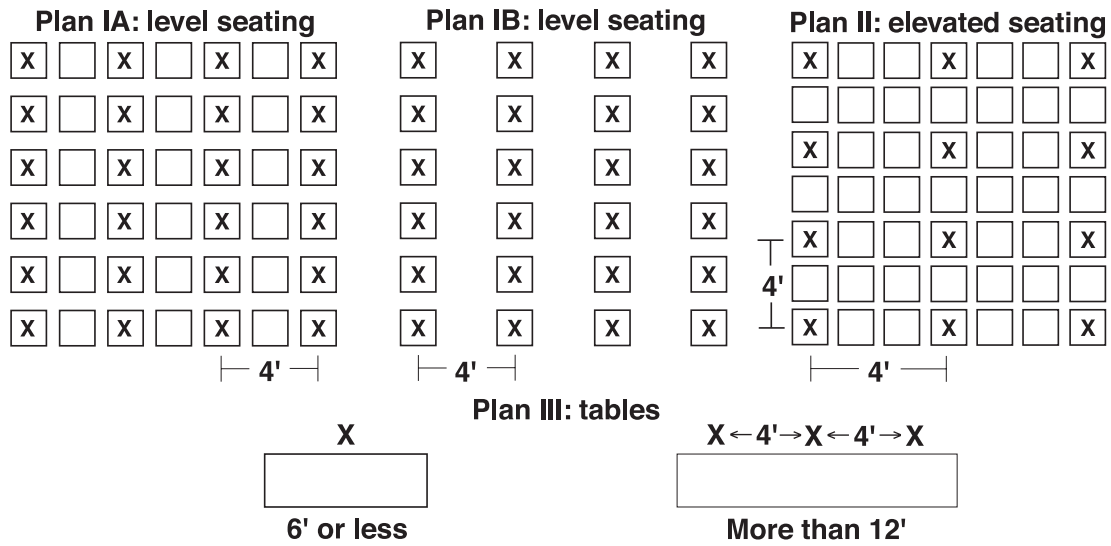
If you test home-schooled students, please:

- Make sure you have sufficient answer sheets and test books for that test day.
- Check their current and valid school- or government-issued photo ID.
- Home-schooled students will not need to provide school codes on their answer sheets. See “School Field” on page 55 for more details.
- If your school will conduct/has conducted a preadministration session, be sure to have blank answer sheets on hand to provide to home-schooled students.
- Return all answer sheets that were distributed to students.

After Testing

The supervisor will need to collect materials and complete reporting and other post-test activities as covered in the “After the Test” section on page 50.

Samples of Approved Seating Plans:



Providing Accommodations on the PSAT 10

Eligibility

To be eligible to receive accommodations (such as extended time, a braille format of the test, a large-block answer sheet, or other assistance), students with documented disabilities must submit a request for accommodations to the College Board's Services for Students with Disabilities (SSD) office.

All accommodations must be approved prior to test day. Your school's SSD Coordinator can submit requests for accommodations online. The application should be made early — the review process takes approximately seven weeks when document review is required. To ensure a decision in time for test day, the request must be made by the SSD request deadline (February 14).

For English Language Learners who require translated test directions or use of a bilingual word-for-word non-electronic translation glossary, this support does not require College Board approval. Scores for these students will be scholarship eligible (provided they do not have additional State-Allowed Accommodations (SAAs). Students utilizing these supports do not need to be tested in a separate room. Translated directions must be printed by the school. See collegeboard.org/michigan for more information.

State-Allowed Accommodations

In addition to College Board–approved accommodations, the College Board supports SAAs for students taking Michigan-provided assessments in April 2017. SAAs are in place to provide accommodations or supports to students who want to use accommodations that are not approved by the College Board, such as extended time for English Language Learners. SAAs provide scores to students, K–12 educators, and the Michigan Department of Education (MDE); however, students who test with an SAA will not receive a scholarship-eligible score. Students who have state-allowed accommodations (SAAs) must be tested separately from students with College Board–approved accommodations.

When applying for accommodations for PSAT 10, we recommend applying for College Board accommodations first, unless the accommodation requested is one of the following, as defined by the MDE:

- Reading content and questions in the student's native language.
- Use of extended time for English language learners.
- Signing the content and test questions in American Sign Language (ASL).
- Student responds in ASL.

In each of the accommodations listed above, the test will need to be administered in a separate room and schools are expected to provide the translator per MDE guidelines.

Submitting Accommodation Requests

All SAAs should be submitted via the SSD Online system (collegeboard.org/ssdonline). College Board accommodations should be submitted as early as possible. Once signed in, the SSD Coordinator will see a link in the upper left-hand corner to go to the SAA Dashboard. He or she will submit student information for SAA requests from this SAA Dashboard.

All requests must be submitted by February 14, 2017, for PSAT 10 for 10th graders in order to ensure that the appropriate materials will be provided on test day. SAAs are available only for the Michigan-provided administration.

IMPORTANT: If students test with any accommodations that are not preapproved by the College Board and are not designated as SAAs, scores for those students will not be reported.

NOTE: *If a student is in need of temporary assistance for an injury such as a broken hand, the accommodation must have been cleared through the College Board SSD office.*

Nonstandard Test Materials

All students, including students who are testing with accommodations, will test with the standard, orange-covered test books unless approved for another format (for example, large print, braille, or MP3 Audio test form). The associate supervisor in the nonstandard room should test accommodated students using the scripts in this manual (see “Nonstandard Testing Scripts,” page 28).

Students who have been approved for Assistive Technology Compatible (ATC) formats or MP3 audio formats should be tested in a separate room by the SSD Coordinator, using the *Supervisor Manual for Assistive Technology Compatible (ATC) and MP3 Audio Formats*. This supplemental manual will be sent to your school in a separate shipment with the specific alternate test formats, along with large-block answer sheets, if necessary. Confirm that all materials needed for testing have arrived. Both formats are provided on USB flash drives. Encourage students using the MP3 Audio format to practice using the technology with the practice USB flash drives included in your shipment. ATC users can download directions and practice tests from this area:

collegereadiness.collegeboard.org/psat-nmsqt-psat-10/practice/full-length-practice-test-assistive-technology.

All alternate test formats are available, including braille, MP3 audio, and assistive technology compatible formats. Students who have been approved for one of these formats should be tested during the accommodations window for students on the NAR.

NOTE: *The pink regular print test book, which was available in the 2016 PSAT 10 administration, is no longer in use. Students testing with 50% or 100% extended time, extra breaks, or small group setting (who are not using other nonstandard test formats) should be tested using a standard test book.*

Nonstandard Administration Report (NAR)

The SSD Coordinator at your school has access to the College Board SSD Online system, from which he or she can create and print the list of students with College Board approval to test with accommodations. Close to the test date, the SSD Coordinator should log in to SSD Online to create and print a NAR for the test date. **The NAR must be returned with answer sheets, along with the Supervisor's Report Form.** Scores may not be released until the NAR is received. See page 49 of this manual for a paper NAR (if needed).

Room Assignments

Students with disabilities who are taking the test with extended time, extra or extended breaks, small groups, or other accommodations not listed below must be assigned a room and an associate supervisor separate from those used for the standard administration. In addition, students testing with SAAs must be tested in separate rooms from students testing with College Board-approved accommodations. Supervisors should be discreet when sending students to assigned rooms to avoid subjecting students to unnecessary attention.

Please note that some accommodations may be provided in the standard test room. These include: preferential seating, wheelchair access, use of a large-block answer sheet, permission for food or medication, use of 14-point large print test book, a magnifier, sign language interpreter for oral instructions, auditory amplification or FM system, a colored overlay, and approval to record answers in the test book. If a student is approved for one of these accommodations, and is NOT approved for another accommodation that would require a separate setting, assign the student to the standard test room. If you have a question about room assignments for a specific accommodation, contact the Michigan Educator Hotline.

Some accommodations do not include extended time, but still require a separate room. Some examples are a small group setting, extended breaks, or use of a four-function calculator on the Math Test – No Calculator section. These students will be tested with standard timing, using the nonstandard scripts in this manual.

NOTE: *Students cannot share a reader or other assistant; a separate reader must be assigned to each student testing with a reader.*

Seating Students

Assign students with different timings and accommodations to different rooms. To minimize distraction, standard time students should be seated in a separate room from others who are receiving extended time.

Section Timing

Students who are approved for extended time will have a set amount of time for each section (as required of all other students), as noted on the NAR. Extended time applies only to the related portion of the assessment. For example,

a student with extended time for the Math Test must receive standard time for both the Reading and the Writing and Language Tests. Students who are approved for reading receive extended time on the entire test. Be sure to review the test scripts in this manual before test day.

NOTE: *Students who are approved for extended time will also be provided breaks between test sections and half-way through Sections 1 and 4.*

Give students their full amount of approved time on each section, even if they stop work before time is called.

Preadministration Instructions

Once schools receive their preadministration materials, schools have the option for all students, including students testing with accommodations, to fill in boxes 1–22 and 27 of their answer sheets before test day. Students must fill out answer sheets **under supervision in school**. It is highly recommended that schools conduct this preadministration session before test day.

Planning for the Preadministration Session

1. Answer sheets are shipped to you with the Pre-ID labels and flyers that list religion and college major codes.
2. You may decide to distribute answer sheets in any number of ways (for example, in a class, in an assembly for students taking the test, or in small groups). Do not allow students to take the answer sheets out of the room.
3. If you have requested College Board approval for any students to use large-block answer sheets and have not received approval by the time of your preadministration session, do not have those students participate in the session. Arrange for them to instead fill in boxes 1–22 and 27 on test day.
4. Affix the pre-ID labels to answer sheets and organize the answer sheets in a way that ensures students receive their own answer sheets on test day. We recommend that you assign each student to a test room and note the test room number (or other room identifier) on a container. Once students have completed the identifying information on their answer sheets, store the answer sheets securely in the appropriate containers for their assigned test rooms.

5. Inform students that they will need No. 2 pencils and erasers. Also make sure you have a supply of No. 2 pencils on hand for the preadministration session.
6. Before distributing answer sheets and flyers, post optional codes, if used (see page 4).

ⓘ The College Board will ship a small overage of test materials to replace defective materials or to account for late transfers to the school. The Pre-ID label shipment will also include a set of blank labels. All test-takers must be pre-identified in the Michigan BAA Secure Site before testing.

Conducting the Session

Using the scripts in the orange-tinted boxes, instruct each student to fill in personal information in boxes 1–22 and 27. Read aloud all the directions in the scripts. Read slowly enough to give students time to fill in their identifying information. Pause wherever the dots (. . .) appear, to allow students time to follow instructions. Instructions for the associate supervisors that should not be read aloud are listed outside the tinted boxes. **Do not deviate from these directions or answer any questions regarding the content of the test.** In some cases, you will have more than one choice of scripts to read. Please read the bullet points ahead of these to ensure that you read the applicable script.

- Students must fill in the appropriate circles for their names, addresses, and other personal information.
- Students should skip boxes 23–26 and the Certification Statement on the answer sheet because these sections will be completed on test day.

Distribute the flyers of college major and religion codes along with the answer sheets, taking care to give each student their own labeled answer sheet. If any students do not have an answer sheet with a properly matching label, give them a blank answer sheet for the session and create a label to affix to the answer sheet by pre-identifying them in the Michigan BAA Secure Site.

When students are ready, say:

Today you will be filling out your identifying information on the PSAT 10 answer sheet. As we proceed, look up when you finish each part of the answer sheet. Now check the label on the front of your answer sheet to make sure it shows your name. If you do not have the correct answer sheet, raise your hand.

If there are students in the room who have the wrong answer sheet, collect the answer sheets and try to resolve the discrepancy. If unable to do so, provide a blank answer sheet. Before or after testing (as convenient), be sure to locally print and affix a new pre-ID label.

Then, say:

Use only a Number 2 pencil. Raise your hand if you do not have one.

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

Read the following script if anyone will be using a large-block answer sheet.

To students using a large-block answer sheet, say:

If you are using a large-block answer sheet, read the instructions on the front of the answer sheet about where and how to mark your answers. You will be marking “X” in relevant boxes rather than filling in circles, and the page numbers will be different from those that I announce.

Then say:

Begin by reading the directions in box 1 on page 1 of your answer sheet. Print your last name, first name, and middle initial, if you have one, exactly as they appear on your label located on the front of your answer sheet. . . . Fill in the corresponding circles. Make sure each mark is dark and completely fills the circle. Look up when you are finished. . . . Are there any questions?

For all students, say:

Move on to boxes 2 through 5. You must complete your home address in boxes 2 through 5 and fill in the corresponding circles correctly.

For boxes 2–5, say:

In box 2, enter your street number. Include your apartment number in box 2, if you have one. If necessary, use the address abbreviations at the bottom of this page. Indicate a space in your address by leaving a blank box and filling in the corresponding circle. If your address has a slash mark or hyphen, fill in the corresponding slash mark or hyphen circle. If your entire address doesn’t fit, fill in as much of it as possible. Be sure to complete your ZIP or postal code in box 5. Raise your hand if you have any questions. Look up when you are finished. . . .

For box 6, say:

Make no marks in box 6.

For boxes 7a–7d, to all students, say:

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

For box 8, say:

Box 8 asks if you wish to participate in the College Board’s Student Search Service®, a free service that provides names of students to eligible educational organizations. Fill in the “Yes” circle in box 8 to let colleges, universities, scholarship

programs, and educational opportunity organizations know that you are interested in receiving information about the educational and financial aid opportunities they offer. Colleges, universities, and scholarship programs that request it will receive information you provide to the College Board. They will NOT receive your actual test scores or telephone numbers. If you do not answer and previously opted in to participate in this service, the College Board will continue providing your information. You will have an opportunity to print your email address in a later section. Look up when you are finished. . . .

For boxes 9–15, say:

Boxes 9 through 15 are used to help the College Board help you. Your answers to the following questions will help ensure that tests and services are fair and useful to all students.

Your responses may be used for research purposes and may be shared with your high school, school district, and state. If you are participating in Student Search Service, your information may also be shared with colleges, scholarship programs, and other educational organizations. For this reason, it is important that as many students as possible complete this section.

For boxes 9 and 10, say:

In box 9, provide information on your racial and ethnic background. If you identify with multiple races and ethnic groups, you may mark all choices that apply to you. In box 10, provide information on any other languages you speak. Look up when you are finished. Are there any questions?

Students who do not wish to respond to boxes 9 and 10 may skip them.

For boxes 11 and 12, say:

Box 11 on your answer sheet asks your religion. Refer to the flyer of religion and college major codes. Print the appropriate code number for your religion in box 11 and fill in the corresponding circles. Also use the flyer for completing box 12. Find the college major that interests you the most. Enter the code number and fill in the corresponding circles in box 12. Look up when you are finished. . . .

Encourage students to select a major so they can receive relevant information about it.

NOTE: *Students with visual impairment may need assistance using the flyer. Be prepared to look up the major code and religious preference code selected by the student.*

For box 13, say:

For box 13, give your best estimate if you do not know your exact grade average. Look up when you are finished. . . .

For box 14, say:

In box 14, please indicate the highest level of education of your parents or guardians. There are two columns, one for each parent or guardian. Choose a parent/guardian in the left column and his or her level of education underneath, and then do the same for your second parent/guardian in the right column. Look up when you are finished. . . .

For box 15, say:

In box 15, please indicate if you have a parent or guardian who is in the military. Read each description, and fill in the circles of all that apply. Look up when you are finished. . . .

For boxes 16–18, say:

When completing box 16, “Date of Birth,” fill in the appropriate circle for the correct month. Also enter your day and year of birth. Fill in a leading zero for your day of birth if applicable.

Then fill in the appropriate circles for female or male in box 17 and your current grade level in box 18. Look up when you are finished. . . .

For box 19, say:

In box 19, enter your Michigan UIC number, which is the 10-digit number found in the upper lefthand corner of your label, starting with the first column to the left. Look up when you are finished. . . .

If you have students filling out the answer sheet without a pre-ID label, you can fill in the code for them after the label has been produced.

For box 20, say:

Box 20 asks for your cell phone number. By providing your mobile number, you agree to receive text messages from the College Board about the PSAT 10; to participate in research surveys; and/or to receive free information on college planning services. If you have an unlimited text message plan, you will receive these messages at no additional cost; otherwise, standard text-messaging rates apply. You may also opt-out at any time. The College Board will not share your mobile number with other organizations.

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

For box 21, say:

In box 21, fill in the circle to indicate whether or not you are taking this test at the school you regularly attend or at a location your school designated. If this is the school you regularly attend, fill in the circle that says “Yes.” If you are home-schooled, fill in the circle that says “No, I am home-schooled” and do not enter any other information in box 21. If this is not the school you regularly attend and you are not home-schooled, fill in the third circle and provide the name, address, and AI code of your school below. Look up when you are finished. . . .

Choose the correct action below:

- If your school does not use optional codes. OR
- If your school uses optional codes, continue with the instructions below the script.


If your school does not use optional codes, say:


Make no marks in box 22, “Optional Code.”

If your school does use optional codes, read the directions you have prepared (see “Optional Codes,” page 4). If an optional code has only one digit, instruct your students to fill in the “0” circle in the left column and the appropriate circle in the right column. Home-schooled students should leave 22 blank.

For box 27, say:

Turn to the last page of your answer sheet. If you would like to receive information from the College Board via email, including information about your scores once they release online, write in your email address and fill in the corresponding circles in box 27. This will allow them to contact you about opportunities. Be sure to indicate if this is your email address or a parent’s/ guardian’s address. If one of the email endings listed matches yours, fill in the circle for it, then just fill in only the part of your address that comes before the ending you selected. Look up when you are finished. . . .

 **If you are conducting this preadministration session ON test day and are ready to move ahead with testing, go to “Distributing Test Books” on page 22.**

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

For boxes 23–26, say:

Leave boxes 23, 24, 25, and 26 blank at this time. Also leave the Certification Statement blank.

When all students are finished, say:

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

Collecting and Storing Answer Sheets Until Test Day

Be sure to collect all answer sheets and flyers from students. Ensure that answer sheets are organized by test room so that you can distribute them to the correct students on test day. Return all the answer sheets to a secure, locked location. Do not remove them again until test day. Dismiss students, reminding them of the time and place they should report for the test.

On Test Day

Maintaining Security

General School Monitoring — Make sure the following take place during testing:

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



Test Materials — Select a secure location with limited access to keep the test materials, such as a locked cabinet, closet, or vault. On test day, check the test books carefully for tampering. Once they are distributed to associate supervisors and authorized staff, the tests must remain under their surveillance at all times and must be accounted for during all phases of testing. All test materials should remain secured until test day.

Reporting Irregularities

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

- Review the following chart so you and your assistants will know how to handle irregularities that occur for individuals and groups of students.
- Submit a Supervisor’s Irregularity Report (SIR) as instructed on the following pages. The SIR is a scannable form that must be filled out with a No. 2 pencil or a pen with black or blue ink. Make no notes or stray marks on the form, neatly print all information, and fill the circles completely.


- **Immediately** call the Michigan Educator Hotline (see “Contact Us,” page ii) if an irregularity is discovered after answer sheets have been returned. Provide your school's six-digit AI code. To ensure the timely return of score reports, be sure to respond to all queries from ETS regarding test irregularities.

See page vi for information about using the testing room code in irregularity reporting.

- ETS, on behalf of the PSAT 10 Program, will review all reports of irregularities and any test scores earned under questionable circumstances. Once answer sheets have been submitted for scoring, ETS reserves the right not to score the answer sheet of a student who engaged in misconduct or was involved in a testing irregularity. ETS also has the right to cancel PSAT 10 scores if there is reason to doubt their validity (see the 2017 *PSAT 10 Student Guide* for more information).



Irregularity Chart




Group Irregularities Procedure		Supervisor's Irregularity Report (SIR)
Mistiming of Sections		
Undertiming	Permit students to make up time on an undertimed section before allowing a break or dismissing them, so they do not have an opportunity to discuss the test before resuming work on the affected section. Allow the full number of minutes on all other sections. If you cannot permit students to make up time on the undertimed section, allow the full number of minutes on all other sections. Tell students that a report will be submitted. Submit affected answer sheets on top of other answer sheets.	<input checked="" type="checkbox"/> Note the section(s) affected and timing discrepancy On page 2 section 6, fill in the circle for “Undertiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was undertimed” (for an individual). Fill in the testing room code in box 6b and list the affected students in section 10.
Overtiming	Give the full number of minutes on all the other sections. Tell students that a report will be submitted. Submit affected answer sheets on top of other answer sheets.	<input checked="" type="checkbox"/> Note the section(s) affected and timing discrepancy On page 2 section 6, fill in the circle for “Overtiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was overtimed” (for an individual). Fill in the testing room code in box 6b and list the affected students in section 10.
Environment		
Disturbance	Reduce or eliminate source of disturbance (loud noise, excessive heat/cold, disruptive behavior, etc.). Tell students that a report will be submitted. Continue testing. Submit affected answer sheets on top of other answer sheets.	<input checked="" type="checkbox"/> Note the source, length, and impact of the disturbance. On page 2 section 6, fill in the circle for “Disturbance/ interruption.” Fill in the testing room code in box 6b and list the affected students in section 10.

Group Irregularities Procedure		Supervisor's Irregularity Report (SIR)
Interruption	<p>Provide clear instructions for safety of students if fire alarm, power failure, etc., occurs. Note the time and take action to be sure no one has access to test materials while students are out of the room. Direct students not to discuss the test and monitor the group the entire time. Students should resume testing in the section they were completing before the interruption occurred. Subtract the time they were given before the interruption and allow the remainder for students to complete the section. Tell students that a report will be submitted.</p> <p>Submit affected answer sheets on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Note the source, length, and impact of the interruption.</p> <p>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.</p>
 <p>Test Cancellation</p> <p>Call the Michigan Educator Hotline.</p>	<p>If a storm, flood, power failure, etc., necessitates cancellation of the test, call the Michigan Educator Hotline (see "Contact Us," page ii) for instructions. Tell students that other arrangements are being requested.</p>	Not applicable

Individual Irregularities	Procedure	Supervisor's Irregularity Report (SIR)
Test-taker Issues		
Late arrival	See "Test Day Instructions" page 20.	<p><input checked="" type="checkbox"/> Identify student</p> <p>On page 2 section 7, Check-in Issue, fill in the circle for "Student arrived late and was admitted to test."</p>
Giving and/or receiving information	<p>Change seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores will be canceled. Keep a seating chart (see back page of this manual) of students who are seated nearby (or entire room, if possible) and indicate original and changed seated location on the seating chart. Tell student that a report will be submitted.</p> <p>Submit student's answer sheet on top of other answer sheets.</p> <p>OR</p> <p>If you are certain the student is giving or receiving information, or attempting to take the test for someone else, collect test book and answer sheet and dismiss student.</p> <p>Submit student's answer sheet on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Identify students (the student providing the information and the student receiving the information) and explain circumstances.</p> <p>On page 2 section 7, Test Admin Issue, fill in the circle for "Student gave or received help."</p>
Prohibited aid (see page 21) or calculator use when not permitted	<p>Collect test book and answer sheet and dismiss any student who uses a calculator on a section where it is not permitted or any of the prohibited aids listed on page 21 either during the test or during breaks. (For example: cell phones, smartwatches, MP3 players, and iPods.)</p> <p>Submit student's answer sheet on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Identify student</p> <p>On page 2 section 7, Test Admin Issue, fill in the circle for "Student used an unauthorized aid."</p>

Individual Irregularities	Procedure	Supervisor's Irregularity Report (SIR)
Opening test book before test OR Working on wrong section of test book or answer sheet OR Working longer than the time permitted	Ask student to close test book or direct to proper section of test book or answer sheet. Say that a report will be submitted and that a subsequent violation will be grounds for dismissal. If the student continues to keep test book open, to work on wrong section, or to work after time is called, collect test book and answer sheet and dismiss student. Submit student's answer sheet on top of other answer sheets.	<input checked="" type="checkbox"/> Identify student, length of time, and affected sections. On page 2 section 7, Test Admin Issue, fill in the appropriate circle: "Student obtained improper access to test/part of test" or "Student worked on wrong section" or "Student worked after time called."
Misplaced answers	Provide a new answer sheet if student has misplaced answers on the answer sheet. Direct student to print name on new answer sheet, then to continue in the appropriate place. Tell student a report will be submitted. Answers may not be transferred between answer sheets by student or school personnel after time is called for the section. Clip both answer sheets together; place on top of other answer sheets.	<input checked="" type="checkbox"/> Identify student; indicate which answers were misplaced and amount of time lost, if any. On page 2 section 7, Test Admin Issue, fill in the circle for "Student misplaced/misgridded answers."
Answers recorded in test book This irregularity does not apply to students approved to write answers in test book as an accommodation.	Answers recorded in a test book may not be transferred to answer sheet by student or school personnel after time is called for the section.	Not applicable
Restroom use	Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them when student reenters. Do not allow extra testing time. If two or more students leave, a proctor must accompany them. Recheck the ID of any student who left the room for break and is not known to you.	Not applicable
Student leaves during test	If warranted, collect test book and answer sheet and permit student to leave without completing test. Tell student that he or she may not take the PSAT 10 test again this year and that a report will be submitted. If student does not want the answer sheet scored, tell student that scores will still be reported to the state, district, and school, but that they should contact the test supervisor or PSAT 10 office immediately to withdraw their scores from all other reporting. Submit student's answer sheet on top of other answer sheets.	<input checked="" type="checkbox"/> Identify student, test section, last question number completed, and reason for leaving. On page 2 section 7, Test Admin Issue, fill in the circle for "Student left early/left without permission."
Disruptive behavior	Remove disruptive student from testing room. Submit student's answer sheet on top of other answer sheets.	<input checked="" type="checkbox"/> Identify student, length of time, and affected sections. On page 2 section 7, Test Admin Issue, fill in the circle for "Student disrupted test, causing testing to start/end late."

Individual Irregularities	Procedure	Supervisor's Irregularity Report (SIR)
<p>Accommodations given that were not approved</p>  <p>Call the Michigan Educator Hotline immediately for instructions.</p>	<p>Continue testing while you contact the SSD office for instructions.</p> <p>Submit student's answer sheet on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Identify student, and note accommodation given and actions taken.</p> <p>Bubble page 2 section 7, Test Center Staff Issue, fill in the circle for — "Staff gave incorrect, unapproved or no accommodations."</p>
<p>Approved accommodations not given</p>	<p>Advise the student that they have not received accommodations for which they were approved.</p> <p>If student does not want answer sheet scored, tell student that scores will still be reported to the state, district, and school, but that they should contact the test supervisor or PSAT 10 office immediately to withdraw their scores from all other reporting. Submit student's answer sheet on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Identify student, and note actions taken.</p> <p>Bubble page 2 section 7, Test Center Staff Issue, fill in the circle for — "Staff gave incorrect, unapproved or no accommodations."</p>
<p>Illness</p>	<p>Permit student to leave test room temporarily. Collect test book and answer sheet; return them when student reenters. Do not allow extra testing time. Tell student a report will be submitted.</p> <p>If student does not want answer sheet scored, tell student that scores will still be reported to the state, district, and school, but that they should contact the test supervisor or PSAT 10 office immediately to withdraw their scores from all other reporting. Submit student's answer sheet on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Identify student, length of absence, affected section(s), and questions.</p> <p>On page 2 section 7, Test Admin Issue, fill in the circle for "Student became ill."</p>
<p>Student does not complete boxes 24 and 25 on the answer sheet</p>	<p>Locate student's test book and direct student to fill in the information from the back of the book for boxes 24 (Form Code) and 25 (Test ID).</p> <p>OR</p> <p>If the student did not write his or her name on the test book, or if the irregularity is found after students have been dismissed, note on the SIR and return the answer sheet with other answer sheets.</p>	<p>Not applicable</p> <p><input checked="" type="checkbox"/> Identify student.</p> <p>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."</p>
<p>Possible test question ambiguities and errors</p> <p>Call the Michigan Educator Hotline immediately after test.</p> 	<p>Direct student to give the best possible answer. Say a report will be submitted. If student expresses concern after test date, tell student to report test form, test section, content of question, and nature of error as soon as possible to: michiganadministratorsupport@collegeboard.org.</p> <p>Submit student's answer sheet on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> On page 3 section 8, Test Question Ambiguity Information, fill in the circle for the appropriate type of ambiguity.</p> <p>Indicate name and address of student who reported ambiguity or error, form, section, and test question number.</p>

Individual Irregularities	Procedure	Supervisor's Irregularity Report (SIR)
<p>Defective test book</p> <p>Call the Michigan Educator Hotline if you do not have a replacement book.</p> 	<p>Replace defective book with a book that has the same form code if possible. Direct student to use original answer sheet. Tell student that a report will be submitted. If defective test book causes a loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others.</p> <p>On test book cover, write "Defective," identify error, and give school code number. Return defective book and the SIR in the Gray Envelope. (For multiple books, send a sample and note how many were defective.) Place affected answer sheet(s) on top of others.</p> <p>Return defective MP3 Audio or ATC format, in the original packaging it was shipped in, with the answer sheets.</p>	<p><input checked="" type="checkbox"/> Identify student; describe defect; if time was not made up, indicate how much time was lost. Clip defective book to the Irregularity Report.</p> <p>On page 2 section 7, Issue Information, fill in the circle for "Defective Material Issue."</p>
<p>Defective answer sheet</p> <p>Call the Michigan Educator Hotline if you do not have a replacement answer sheet.</p> 	<p>Replace defective answer sheet. Direct student to print name on new answer sheet, then continue with next question. Tell student that a report will be submitted. If defective answer sheet causes loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others. Answers may not be transferred between answer sheets by student or school personnel after time is called for the section.</p> <p>Clip both answer sheets together; place on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Identify student; describe defect; if time was not made up, indicate how much time was lost.</p> <p>On page 2 section 7, Issue Information, fill in the circle for "Defective Material Issue."</p>
<p>Materials missing before testing</p>  <p>Call the Michigan Educator Hotline immediately.</p>	<p>Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the information on the test books do not correspond with the information on the Shipping Notice.</p>	<p><input checked="" type="checkbox"/> Identify students and explain circumstances.</p> <p>On page 2 section 6, Group Irregularities Information, fill in the circle for "Missing Materials."</p>

Test Day Instructions

Begin Here on Test Day

- ❗ If you are testing students with MP3 Audio Format, follow the instructions in the supplemental manual shipped with the tests (*PSAT 10 Supervisor Manual for MP3 Audio and ATC Formats*). For all other test-takers, continue below.

If you are testing students with accommodations, be sure to read the section “Nonstandard Testing Scripts” (page 28) before beginning testing. Before distributing test materials, post the following in a place visible to all students:

- today’s date ____ / ____ / ____
Month Day Year
- start time (to be filled in later)
- stop time (to be filled in later)
- break (to be filled in later)

Other Codes You May Need to Post

- optional code, if any (see “Optional Codes,” page 4)
- optional testing room code (see “New Testing Room Code,” page vi)
- six-digit AI code for students from other schools as part of an approved off-site testing arrangement.

Collecting Students’ Phones, Devices, and/or Backpacks

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

Seating Late Arrivals

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

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

Reading the Scripts

Read aloud all the directions in the orange-tinted boxes. Read slowly enough to give students time to fill in their responses. Pause wherever the dots (...) appear to allow students time to follow instructions. Instructions for the associate supervisors that should not be read aloud are listed outside the tinted boxes.

Distribute translated test directions and word-for-word bilingual glossaries now. Do not distribute any other test materials until instructed to do so in the scripts.

- ❗ **Do not deviate from these directions or answer any questions regarding the content of the test.**

When you are ready to begin, say:

Welcome to the PSAT 10 administration. Testing will begin in a few minutes. Please listen carefully to the regulations and instructions that I must read. Please hold any questions you may have until I prompt you to ask them. For today’s test, you may use only a Number 2 pencil to mark your answer sheet. Raise your hand if you do not have one. The only device or aid you may use is an acceptable calculator to answer math questions that allow calculator use. You may not share a calculator with another student at any time during the test administration or during breaks.

If you have extra Number 2 pencils, distribute them to students who need them.

Then say:

The PSAT 10 has policies that are designed to give each of you an equal opportunity to show your abilities. We will dismiss and cancel the scores of anyone who tries to gain an unfair advantage by:

- Giving or receiving help of any kind
- Looking through the test book before the start of the test
- Working on the wrong section or referring to a previous or future section of the test book or answer sheet
- Marking answers after time is called
- Sharing test questions with anyone during or after the test
- Attempting to remove test materials from the test room

- Using any unauthorized testing aids, including phones, during testing or breaks
- Attempting to take the test for someone else

You may also be dismissed for:

- Eating or drinking during testing unless approved as an accommodation
- Causing a disturbance of any kind
- Failing to follow testing procedures
- Leaving the building during the test or breaks

Are there any questions?...

Answer all students' questions.

Then say:

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

If you have not collected phone, devices, and/or backpacks, say:

At this time, if you still have a phone, watch alarm, smartwatch, handheld computer, or any other electronic device in your possession, you need to completely power it off and put it away until you leave the test room. Any electronic device that is not turned off and put away may have its contents inspected.

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

Then say:

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

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

Once desks are cleared of prohibited items, say:

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

If students will be using school-provided calculators, distribute them now. Walk around the room to make sure no one has the following prohibited aids on his or her desk.

- Cell phones or smartphones
- Audio players/recorders, tablets, laptops, notebooks, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Any devices, including smartwatches, that can be used to record, transmit, receive or play back audio, photographic, text, or video content
- Pens, highlighters, and mechanical or colored pencils
- Books, dictionaries, or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Notes, pamphlets, or papers of any kind, including scratch paper (does not include ELL translated test directions or word-for-word bilingual glossaries)
- Earplugs
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord (unless approved as an accommodation)

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

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

! If you have not yet conducted a preadministration session, conduct one now by turning to "Conducting the Session" on page 12.

If you have already conducted a preadministration session, continue with "Distributing Preadministration Answer Sheets."

Distributing Preadministration Answer Sheets

When students are ready, say:

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

Distribute the pre-labeled answer sheets that students filled in prior to test day. Make sure each student receives his or her own pregridded

answer sheet with matching pre-ID label. If there are students in the room who did not participate in the preadministration session, give them a blank answer sheet. They will need to fill out boxes 2–22 and 27 after testing has finished. The supervisor or school administrator will need to pre-identify these students and create labels from the Michigan BAA Secure Site to affix to their answer sheets.

Read the following script if anyone will be using a large-block answer sheet.

To students using a large-block answer sheet, say:

If you are using a large-block answer sheet, read the instructions on the front of the answer sheet about where and how to mark your answers. You will be marking “X” in relevant boxes rather than filling in circles, and the page numbers will be different from those that I announce.

Then say:

Please double-check to make sure your correct legal name and date of birth appears on the answer sheet. Raise your hand if you have the wrong answer sheet. If you have not filled out identifying information on pages 1 through 5, and page 8, complete box 1 on page 1 now. You will need to complete the remaining boxes after the test.

Distributing Test Books

Then say:

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

Remove the test books from the plastic bags and give one test book to each student. **Keep one answer sheet and one test book for use in giving instructions.** Make sure that no one opens a test book until told to do so. Allow enough time for students to read the information on the back cover.

When everyone is ready, say:

Print your name, school name, and AI code clearly on the back of your test book. . . .

Completing Test Book Information and the Certification Statement

All students must fill out boxes 23–25 and the Certification Statement on the answer sheet.

Choose the correct script below:

- If your school uses testing room codes, OR
- If your school does not use testing room codes.

If your school uses testing room codes, for box 23, say:

In box 23, write the testing room code _____, then fill in the circles.

If your school does NOT use testing room codes, for box 23, say:

Make no marks in box 23.

For boxes 24 and 25, say:

Find boxes 24 and 25 on your answer sheet. Turn over your test book to the back side. Copy the form code and Test ID exactly as they appear on the back of your test book into boxes 24 and 25 on your answer sheet. Look up when you are finished. . . .

For box 26, say:

Make no marks in box 26.

Certification Statement

Find the Certification Statement. Copy the requested statement and sign your full name as you would on an official document. Next to your signature, print your name and enter today’s date. The statement must be made in your own handwriting style, and it is required. The quality of your writing will not be evaluated, and it will not affect your score. . . .

By signing, you are agreeing to the following conditions: You will not 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 cancellation 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. Look up when you are finished. . . .

NOTE: Students may copy the statement in their own writing: cursive is not required.

Walk around the room to check that all students are writing the Certification Statement. If students are approved for an accommodation for a disability that prevents them from writing the statement, encourage them to sign their names. Also check to make sure students enter only the date the test is being administered.

Standard Testing Script

The following scripts are for use with standard timing.

NOTE: *If you are testing students with accommodations, turn to “Begin Nonstandard Testing Here” on page 31 to use the nonstandard scripts. If you are testing students with extended time on only portions of the test, you will be directed to return to this standard script for the appropriate sections of the test.*

After everyone has filled out the Certification Statement, say:

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

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

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

Throughout Testing, Follow These Procedures:

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

Time the section:

- Enter the start and stop times as you begin each section; post the times for students to see. Announce the remaining time at regular intervals, as noted in the scripts. This is particularly important if your room clock malfunctions. Students must be given the full time for each section as displayed in this manual.
- Refer to the timing chart on page 45 to ensure that you have correctly calculated the stop time.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with the proctor, if applicable.

Monitor test-takers:

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

After testing begins:

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

Section 1—Reading Test

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

After you answer all questions, say:

Do not open your test book until I tell you to. You will have 60 minutes to work on Section 1, the Reading Test.

You are not allowed to use a calculator on this section of the test. Please keep your calculator under your desk. Be sure to mark your answers correctly in the corresponding spaces in Section 1.

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

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

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

**STANDARD TIME****60 MINUTES****START TIME** _____ **STOP TIME** _____**During testing:**

- Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- Walk around the room to check that everyone is working on Section 1.
- If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Note this action on a Supervisor's Irregularity Report (SIR).

After 30 minutes, say:

You have 30 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.

Put your answer sheet inside your test book where you just completed working. Close your test book and leave it on your desk. Also leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable.

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

You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly 5 minutes.

For the break:

Allow a 5-minute rest break between Sections 1 and 2. If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of test-takers be allowed to leave the room.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the front of test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

At the end of the break, say:

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

Section 2—Writing and Language Test

ATC Timing for Section 2

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 Nonstandard Script 1, page 33, for Section 2, then turn to page 25 for Section 3.

When everyone is ready, say:

You will have 35 minutes to work on Section 2, the Writing and Language Test. If you finish before time is called, you may NOT turn to any other section.

You are not allowed to use a calculator on this section of the test. Please keep your calculator under your desk. Now turn to Section 2 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces in Section 2. Open your test book to Section 2, read the directions, and begin work.

**STANDARD TIME****35 MINUTES****START TIME** _____ **STOP TIME** _____**During testing:**

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 15 minutes, say:

You have 20 minutes remaining in this section.

After 30 minutes, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes, say:

Stop work and put your pencil down. . . . Keep your answer sheet, test book, any translated directions, and word-for-word bilingual glossaries flat on your desk.

For students with extended time on math only:

- For students approved for 100% extended time for math, switch to Script 1 (pages 34–36) and begin at “Break Before Section 3 for 1-Day Test-Takers.”
- For students approved for 50% extended time for math, switch to Script 2 (pages 38–40) and begin at “Break Before Section 3 for 1-Day Test-Takers.”

Section 3—Math Test— No Calculator

In very rare instances, you may be asked by the College Board to test a student in the standard room who is approved to use a four-function calculator on this section as an accommodation. In such cases, please add *“unless preapproved to use a calculator on this portion of the test by the College Board”* to the second sentence in the script below.

When everyone is ready, say:

You will have 25 minutes to work on Section 3, Math Test – No Calculator. Although this is a portion of the Math Test, you are NOT allowed to use a calculator on this section of the test. Please keep your calculator under your desk.

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

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

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



STANDARD TIME

25 MINUTES

START TIME _____ STOP TIME _____

During testing:

- Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- Check that calculators are not on students’ desks (unless approved for calculator use on this section as an accommodation).

After 20 minutes, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes, say:

Stop work and put your pencil down. . . .

Put your answer sheet inside your test book where you just completed working. Close your test book and leave it on your desk. Also leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable.

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

You may not use a phone. Any phones must remain out of sight under your desks. We will start testing again in exactly 5 minutes.

For the break:

Allow a 5-minute rest break between sections 3 and 4. If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of test-takers be allowed to leave the room.

During the break:

Walk around the room to check that all test books are closed and that all answer sheets are inside the front of test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

At the end of the break, say:

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

Section 4—Math Test – Calculator

When students are ready, say:

You will have 45 minutes to work on Section 4, the Math Test with Calculator. You may now place your calculator on your desk.

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

- Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator 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 see if your substitute is acceptable. If you do not have a backup, continue to test.

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

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

**STANDARD TIME****45 MINUTES****START TIME** _____ **STOP TIME** _____**During testing:**

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 20 minutes, say:

You have 25 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 so page 1 is facing on top. Close your test book as well and translated instructions and word-for-word bilingual glossaries. Keep your answer sheet separate from your test book.

Collect all test books individually from each student in the same order in which they were distributed. Place them where students cannot access them. If all the students in the room have completed boxes 2–22 and 27 on their answer sheets, proceed to “Dismissal.”

To students who need to complete boxes 2–22 and 27 on the answer sheet, say:

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

Turn to “Conducting the Session” in the Preadministration Instructions on page 12, and guide students through filling out boxes 2–22 and 27 on the answer sheet. When students are finished, continue with “Dismissal” on this page.

Dismissal

When all answer sheets are complete, say:

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

For each student, before moving on to the next person, do the following:

- ☐ Collect the student's answer sheet.
- ☐ Check to see that all the identifying information on the answer sheet is complete.
- ☐ Ensure that the letters in “NAME” (box 1) correspond to the filled circles in each column. If there is a discrepancy, ask the student to explain it, and document the discrepancy on an SIR.
- ☐ For students from other schools, check that box 21 is properly filled out with the student's AI code.
- ☐ Collect copies of translated directions and word-for-word bilingual glossaries, if applicable.

Before dismissing students:

- Keep students seated until you are sure you have each student's answer sheet and test book.
- Make sure answer sheets are not inserted in or between test books.
- Verify by count that you have a test book and answer sheet for each student.

IMPORTANT: *It is critical to check that names, grade levels, and test information have been filled in correctly to ensure accurate reporting.*

After all materials are accounted for, say:

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

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

After students leave the room:

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

Acceptable Calculators

Students should be familiar with the operation of their calculators and know when the calculator can be used effectively. All questions on the Math Test – Calculator can be solved without a calculator; however, using a calculator on some questions may be helpful to students.

On the Math Test – Calculator portion, all scientific calculators are permitted. A four-function calculator is acceptable but not recommended (percent and square-root functions are permitted).

Approved Graphing Calculators

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

*The use of the stylus is not permitted.

Nonstandard Testing Scripts

Testing Students Approved for Accommodations

Please read the instructions in this section carefully before test day and determine the specific scripts to use for the students assigned to your room.

On test day, if you are testing students using MP3 Audio format, follow the instructions under “Testing MP3 Audio Users” on the next page. For all other students with accommodations, turn to page 20 and follow the “Test Day Instructions” to prepare students for testing. You will be instructed when to return to the nonstandard testing scripts in this section.

Accommodated students who require testing with accommodations that do not require specific materials will test with the same orange test book as students in the standard room.

You must test students with SAAs separately from any other group of test-takers at your school. You will receive specific materials for students testing with SAAs, including test books that have a lime-green cover.

The NAR will list each student and his or her accommodation(s). Students who appear on the NAR are eligible to test within the 2-week window, between April 11 and April 25, 2017. Students approved for testing over 2 days must be tested on consecutive days. If they are absent on the second day of testing, they can simply resume on the next day they return to school.

Alternate Test Formats

Some students may be approved for alternate test formats, such as large print, braille, or MP3 Audio or Assistive Technology Compatible. Supplemental test materials may also be approved, such as braille math graphs and figures, and reader script.

Some students may use a reader or MP3 Audio format in conjunction with another test format. When questions in the Math sections refer to figures, students may refer to either the regular-type or large-type test or if approved, to the book of braille math graphs and figures. Students who use readers or audio files in conjunction with other formats will find that the two texts differ slightly because the script read by a reader or the one recorded on the audio file describes

the figures in greater detail than given in other formats.

Guide to the Nemeth Code and Braille

The *Guide to the Nemeth Code* lists the current version of Nemeth Code mathematical symbols with their meanings. Students taking the braille test, or using the supplemental book of braille math graphs and figures, may refer to the Guide during the test. The *Braille Reference Information* contains math reference material required for the braille test. Labels and numbers given with figures can be found in corresponding locations in both the regular-type and large-type tests. Each student who is approved for braille will be sent two braille test formats: One in English Braille American Edition (EBAE), and the other in Unified English Braille (UEB). (Please note that for both formats, the math sections will use the Nemeth Code). Speak to the student prior to test day to find out which braille form the student prefers to use. On test day, ensure that the appropriate format is being used.

To supplement each braille test, a regular-type test book is included for your use as a reference. A reader's script has also been sent in case the student asks to have a question read. Each student should have a copy of the *Guide to the Nemeth Code* and a braille math reference book.

NOTE: If a student records answers using a braille device, you must ensure that the answers are printed out and transcribed to a regular answer sheet before you return the test materials.

Readers

Follow these procedures with readers:

- Assign a separate reader for each student who needs one (readers may not be shared).
- Administer the test(s) with 50% extended time unless a student is already approved for 100% (or more) extended time.
- Distribute any supplemental materials to the reader: a script if the student requires dictation of test questions, a regular-type test book for student's and reader's use, and additional test materials for student use as approved by the College Board (for example, braille materials), along with SAAs.

Using the PSAT 10 Supervisor Manual for MP3 Audio and ATC Formats

If you are testing students with MP3 Audio or ATC formats, read the *PSAT 10 Supervisor Manual for MP3 Audio and ATC Formats* as soon as you receive it with the test materials.

Set Up Computers Before Test Day:

These formats require use of a computer with a USB port. Use the instructions in the *Supervisor Manual for MP3 Audio and ATC Formats* (supplemental manual) to help you set up and test the computers your students will be using. Perform this set up before test day to avoid delaying the start of testing.

Testing ATC Users:

Use the instructions for set up in the supplemental manual, then return to this manual for all other test day activities and scripts.

NOTE: The ATC format requires 100% extended time for Section 2 only. For all other sections, students will receive the timing they are approved for (standard, 50%, or 100%). Use the scripts as detailed under *Using These Scripts*, on this page, to test these students.

Testing MP3 Audio Users:

You will need to use the MP3 Audio instructions and scripts in the supplemental manual on test day. Keep this standard *Michigan PSAT 10 Supervisor Manual* on hand in case you need to refer to policies not covered in the supplemental manual. Also, if you have students who need to fill in boxes 1–18 on test day, use the instructions specific to Michigan testing under “Conducting the Session” on page 12 of this standard *Michigan PSAT 10 Supervisor Manual*.

IMPORTANT: The MP3 Audio format requires 100% extended time plus an additional 45 minutes in Section 2. Testing of these students will take place over two days.

Recording Responses

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

- dictating answers to be put on the machine-scannable answer sheet by a scribe.
- using a braille device (for example, Perkins Braille) and having answers transcribed by the supervisor after the test. (Return braille pages with answer sheets.)

- recording answers in the test book and having answers transferred to the machine-scannable answer sheet by the supervisor after the test.
- recording responses on an enlarged (large-block) answer sheet.

Differences in Breaks and Timing

Students who have different timing should be tested in separate rooms, to minimize distraction. For extended time testing, a stretch break is required in the middle of the longer sections as designated in the scripts. Give these test-takers a 5-minute stretch break, during which time they may not leave the room or discuss test questions. Have them place their testing materials in the middle of their desks. Electronics must remain out of sight under the desks.

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

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

Students who are approved for extended breaks should be given twice the time of the regularly scheduled breaks. They receive the same number of breaks as standard test takers.

Students who are approved for breaks as needed should be provided breaks as requested.

NOTE: Break time does not count as testing time.

Using These Scripts

The test scripts for the PSAT 10 are divided into three categories based on the type of accommodation a student is registered for. An overview of timing is given in the chart on the next page.

Standard Time for Accommodated Students

Use the Standard Testing Script (starting on page 23) for students who are approved for accommodations that do not require extended time on any part of the test, for example, breaks as needed or use of braille materials.

Script 1 – 100% Extended Time Script

Use Script 1 (starting on page 32) for students who are approved for 100% extended time for reading.

Script 2 – 50% Extended Time Script

Use Script 2 (starting on page 37) for students who are approved for 50% extended time for reading.

Script 3 – Standard Time with Extra Breaks

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

Combined Scripts for Math-only Extended Time

Begin with the Standard Testing Script (page 23) or Script 3 for extra breaks (page 40) for students who are approved for extended time on math only.

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

Scripts for MP3 Format

If testing students with the MP3 Format, use the scripts in the supplemental manual *PSAT 10 Supervisor Manual for MP3 Audio and ATC Formats*.

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

Overview of Nonstandard Timing and Breaks

		100% Extended Time	50% Extended Time	Standard Time (Nonstandard Room)	Standard Time with Extra Breaks	Math-only 100% Extended Time	Math-only 50% Extended Time
		Use Script 1 (p. 32)	Use Script 2 (p. 37)	Use Standard Testing Script (p. 23)	Use Script 3 (p. 40)	Use combined Standard Testing Script and Script 1	Use combined Standard Testing Script and Script 2
1	Reading Test	60 minutes	45 minutes	60 minutes	30 minutes	60 minutes	60 minutes
		5-minute break	5-minute break		5-minute break		
		60 minutes	45 minutes		30 minutes		
		5-minute break					
2	Writing and Language Test	70 minutes	53 minutes	35 minutes	35 minutes	35 minutes	35 minutes
		Day 1 testing ends	5-minute break		5-minute break		
3	Math Test – No Calculator	50 minutes	38 minutes	25 minutes	25 minutes	50 minutes	38 minutes
		5-minute break					
4	Math Test – Calculator	45 minutes	34 minutes	45 minutes	23 minutes	45 minutes	34 minutes
		5-minute break	5-minute break		5-minute break	5-minute break	5-minute break
		45 minutes	34 minutes		22 minutes	45 minutes	34 minutes

If you are testing students with MP3 Audio Format, follow the instructions in the supplemental manual shipped with the tests (PSAT 10 Supervisor Manual for MP3 Audio and ATC Formats).

Begin Nonstandard Testing Here

To remind students of procedure, say:

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

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

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

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

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

Answer all questions about procedures, then say:

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

If testing students with SAAs, say:

This room is for state-allowed accommodations. You will receive a score report, and your results will be reported to the state of Michigan and will be accessible by this school, but you will not receive reportable scores. You won't be able to send your scores to colleges, universities, or scholarship programs. Please raise your hand if you think you are in the wrong testing room.

Students who want to have reportable scores should be referred to the test center supervisor for possible room reassignment.

If a student is using a writer/scribe, say:

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

To students using ATC files, say:

During the test, you will be reading the same directions on the screen as other students who are reading in their test books. All the directions for timing and other procedures that I read apply to you. Are there any questions? . . .

To a writer/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.
- You should ask for the spelling of commonly misspelled words and homonyms.

If a student is using a reader (including a translator), say to the reader:

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. You can help a student who doesn't read braille to understand the labels and numbers that are in braille. Labels and numbers given with figures can be found in corresponding locations in the regular-type and large-type test books. Do you have any questions about procedures? . . .

To students using braille format, say:

The braille test is divided into several books, and I will give them to you one at a time. Reading and Writing sections are in regular grade 2 braille. 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 Math sections are in the 1972 revised Nemeth Code. The braille math reference book contains math formulas and directions.

If you are using a braille device to record your answers, on each page, type your full name and the number of the section on which you are working. Type the question number as well as your answer. Capitalizing is not necessary. Do you have any questions about procedures? . . .

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.

Throughout the Test, Follow These Procedures:

Time the section:

- Enter the start, stop, and additional break times as you begin each section; post the times for students to see.
- Announce the remaining time at regular intervals as noted in the scripts. This is particularly important if your room clock malfunctions.
- Before you call any remaining time or stop, check your watch against the time you have written down.
- Refer to the appropriate timing chart (beginning on page 45) to ensure that you have correctly calculated the stop time(s) for each group. Also record the timing for the extra breaks that extended time test-takers receive.

Monitor test-takers:

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



After testing begins:

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

Script 1: 100% Extended Time

The following script is for 100% extended time test-takers. If testing students with math-only extended time, use the appropriate standard time script for Sections 1 and 2 (page 23 or page 40), and return to this script when instructed.

Section 1 – Reading Test

	100% EXTENDED TIME	60 MINUTES
START TIME _____	STOP TIME _____	
5-MINUTE BREAK		
	100% EXTENDED TIME	60 MINUTES
START TIME _____	STOP TIME _____	

After you answer all questions, say:

Now, open your answer sheet to page 6. You are not allowed to use a calculator in this section of the test. Please place your calculator under your desk. Be sure to mark your answers correctly in the corresponding spaces in Section 1.

To 100% extended time test-takers, say:

You will have 2 hours to work on Section 1, Reading, and you will have a break after 60 minutes. Open your test book to Section 1, read the directions, and begin work.

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 30 minutes have elapsed, say:

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

After 55 minutes have elapsed, say:

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

After 60 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. Also leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable. You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

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

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

You have 30 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down. Put your answer sheet inside your test book where you just completed working. Close your test book and leave it on your desk. Also leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable.

For the break, say:

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

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

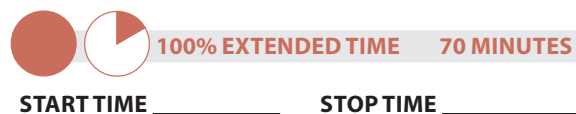
Section 2 — Writing and Language Test

When everyone is seated, say:

Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet, test book, any translated directions, and word-for-word bilingual glossaries flat on your desk.

If you finish before time is called, you may NOT turn to any other section. Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet.

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



To 100% extended time test-takers, say:

You will have 70 minutes to work on Section 2, Writing and Language. We will have a 5-minute break when the section is over. Now, open your test book in Section 2, read the directions, and begin work.

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 20 minutes have elapsed, say:

You have 50 minutes remaining in this section.

After 50 minutes have elapsed, say:

You have 20 minutes remaining in this section.

After 65 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 70 minutes have elapsed, say:

Stop work and put your pencil down. Place your answer sheet inside your test book where you just completed working and close your test book. Leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable.

- ❗ For students using ATC files with 50% extended time, switch to Script 2, page 38, to continue at “Break Before Section 3.”
- ❗ For students using ATC files with standard time, no extra breaks, switch to the Standard Scripts, page 25, to continue with Section 3.
- ❗ For students using ATC files with standard time and extra breaks, switch to Script 3, page 41, to continue at “Break Before Section 3.”
- ❗ For students who are approved for 100% extended time who are testing in one day, continue to **“Break Before Section 3 for 1-Day Test-Takers.”**

Two-Day Testing

For two-day testing, end testing for day 1 at this point.

For students who are finished with Day 1 testing, say:

This concludes day one of testing. I will now collect your test book, answer sheet, and any other testing materials. Please sit quietly until you are dismissed. No one may leave the room until I announce dismissal.

Collect test materials:

Collect all test materials, including scratch paper in the same order in which you distributed them. Ensure that the answer sheet and any test-related materials are kept inside each test book so that student materials remain together. Store materials securely until the second day of testing.

After all materials are accounted for, say:

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

Please gather your belongings and exit the room quietly.

Begin Day 2 testing:

Follow regular security procedures. Ensure that each student returns to the correct seat from Day 1.

When everyone is ready, say:

Now we will get ready to start the test. Please remove everything from your desk except your pencils, calculator, and any testing aids that you are approved to use as an accommodation. Please sit quietly while I distribute your test materials. When you receive them, check to make sure that your name appears on the back of your test cover. If you don't see your name, raise your hand.

Distribute test materials, taking care that each student receives the materials that belong to them. When you are certain everyone has their materials, proceed to Section 3 - Math Test - No Calculator.

Break Before Section 3 for 1-Day Test-Takers

For the break, say:

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

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

Section 3 — Math Test – No Calculator

NOTE: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator he or she uses is not a scientific or graphing calculator (percent and square root functions are permitted).

When all students are seated, say:

Take out your answer sheet and turn to Section 3. Do not begin work until I tell you to do so. Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. These Student-Produced answers can be shorter, but not longer, than four numerals.

Although Section 3 is a math test, you may NOT use your calculator unless you are approved to use a basic, four-function calculator as an accommodation. Please keep your calculator under your desk.

During testing, keep your answer sheet, test book, any translated directions, and word-for-word bilingual glossaries flat on your desk. Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet. If you finish before time is called, you may NOT turn to any other section.



100% EXTENDED TIME

50 MINUTES

START TIME _____ **STOP TIME** _____

To 100% extended time test-takers, say:

You will have 50 minutes to work on Section 3, the Math Test – No Calculator. We will have a 5-minute break after the section is over. Now, turn to Section 3 in your test book, read the directions, and begin work.

During testing:

- Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- Walk around the room to check that there are no calculators on the desks, unless a test-taker is approved to use a four-function calculator as an accommodation.

After 20 minutes have elapsed, say:

You have 30 minutes remaining in this section.

After 45 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes have elapsed, say:

Stop work and put your pencil down. Place your answer sheet inside your test book where you just completed working and close your test book. Leave translated

instructions and word-for-word bilingual glossaries on your desk, if applicable.

For the break, say:

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

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

Section 4—Math Test – Calculator

When everyone is ready, say:


You may have a calculator on your desk for this section. Please place your calculator in the center of your desk. . .

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

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

Now turn to Section 4 of your answer sheet. Keep your answer sheet, test book, any translated directions, and word-for-word bilingual glossaries flat on your desk. Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. Answers can be shorter, but not longer, than four numerals.


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



100% EXTENDED TIME
45 MINUTES

START TIME _____ STOP TIME _____

5-MINUTE BREAK



100% EXTENDED TIME
45 MINUTES

START TIME _____ STOP TIME _____

To 100% extended time test-takers, say:

You will have 1 hour 30 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 45 minutes. Now, open your test book to Section 4, read the directions, and begin work.

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 20 minutes have elapsed, say:

You have 70 minutes remaining in this section and 25 minutes until the break.

After 40 minutes have elapsed, say:

You have 50 minutes remaining in this section and 5 minutes until the break.

After 45 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. Also leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable. You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so. You have an additional 45 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

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

You have 25 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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



Stop work and put your pencil down. Close your test book and place it on top of your answer sheet. Leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable. I will now collect your test book. You will need to keep your answer sheet for the moment. Please sit quietly until I am finished collecting the test books.

Proceed to Dismissal, on page 44. Testing has concluded and you need to follow the instructions to collect answer sheets and test books and dismiss students.

Script 2: 50% Extended Time

The following script is for 50% extended time test-takers. If testing students with math-only extended time, begin with the appropriate standard time script (page 23 or page 40), and return to this script when instructed.

Section 1 – Reading Test

	50% EXTENDED TIME	45 MINUTES
START TIME _____	STOP TIME _____	
5-MINUTE BREAK		
	50% EXTENDED TIME	45 MINUTES
START TIME _____	STOP TIME _____	

When everyone is ready, say:

Open your answer sheet to Section 1. Do not begin work until I tell you to. You may not use a calculator on this section. Please keep your calculator under your desk.

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

To 50% extended time test-takers, say:

You will have 1 hour 30 minutes to work on Section 1, and you will have a break after 45 minutes. Open your test book to Section 1, read the directions, and begin work.

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 30 minutes have elapsed, say:

You have 60 minutes remaining in this section and 15 minutes until the break.

After 40 minutes have elapsed, say:

You have 50 minutes remaining in this section, and 5 minutes until the break.

After 45 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. Also leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable. You will now have a few minutes to stretch.

Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so. You have an additional 45 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

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

You have 15 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down. Put your answer sheet in the front of your test book. Close your test book and leave it on your desk. Also leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable.

For the break, say:

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

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

Section 2 — Writing and Language Test

ATC Timing for Section 2

To allow enough time to navigate Section 2, students using ATC files must be given 100% extended time on Section 2. For these students, turn back to Script 1, page 33, for Section 2, then return to this page for the Break Before Section 3.



50% EXTENDED TIME

53 MINUTES

START TIME _____ STOP TIME _____

When everyone is seated, say:

Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet, test book, any translated directions, and word-for-word bilingual glossaries flat on your desk.

If you finish before time is called, you may NOT turn to any other section. Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet.

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

To 50% extended time test-takers, say:

You will have 53 minutes to work on Section 2, Writing and Language. We will have a 5-minute break after the section is over. Now, open your test book to Section 2, read the directions, and begin work.

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 20 minutes have elapsed, say:

You have 33 minutes remaining in this section.

After 48 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 53 minutes have elapsed, say:

Stop work and put your pencil down. Place your answer sheet inside the front of your test book and close your test book. Leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable.

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. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

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

Section 3 — Math Test – No Calculator

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

When all students are seated, say:

Take out your answer sheet and turn to Section 3. Do not begin work until I tell you to do so. Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

Although Section 3 is a math test, you may NOT use your calculator unless you are approved to use a four-function calculator as an accommodation. Please keep your calculator under your desk.

During testing, keep your answer sheet, test book, any translated directions, and word-for-word bilingual glossaries flat on your desk. Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet. If you finish before time is called, you may NOT turn to any other section.

**50% EXTENDED TIME****38 MINUTES****START TIME** _____ **STOP TIME** _____**To 50% extended time test-takers, say:**

You will have 38 minutes to work on Section 3, the Math Test – No Calculator. We will have a 5-minute break after the section is over. Now, turn to Section 3 in your test book, read the directions, and begin work.

During testing:

- Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- Walk around the room to check that there are no calculators on the desks, unless a test-taker is approved to use a four-function calculator as an accommodation.

After 20 minutes have elapsed, say:

You have 18 minutes remaining in this section.

After 33 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 38 minutes have elapsed, say:

Stop work and put your pencil down. Place your answer sheet inside your test book where you just completed working and close your test book. Leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable.

For the break, say:

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

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

Section 4 – Math Test – Calculator

When everyone is ready, say:

You may have a calculator on your desk for this section. Please place your calculator in the center of your desk. . .

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

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

Now turn to Section 4 of your answer sheet. Keep your answer sheet, test book, any translated directions, and word-for-word bilingual glossaries flat on your desk. Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. Answers can be shorter, but not longer, than four numerals.

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

**50% EXTENDED TIME****34 MINUTES****START TIME** _____ **STOP TIME** _____**5-MINUTE BREAK****50% EXTENDED TIME****34 MINUTES****START TIME** _____ **STOP TIME** _____**To 50% extended time test-takers, say:**

You will have 68 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 34 minutes. Now, open your test book to Section 4, read the directions, and begin work.

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end

of this script to ensure that you have correctly calculated the stop time.

After 18 minutes have elapsed, say:

You have 50 minutes remaining in this section and 16 minutes until the break.

After 29 minutes have elapsed, say:

You have 39 minutes remaining in this section and 5 minutes until the break.

After 34 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. Also leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable. You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so. You have an additional 34 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

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

You have 19 minutes remaining in this section.

After 29 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down. Close your test book and place it on top of your answer sheet. Leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable. I will now collect your test book. You will need to keep your answer sheet for the moment. Please sit quietly until I am finished collecting the test books.

Proceed to “Dismissal” on page 44. Testing has concluded and you need to follow the instructions to collect answer sheets and test books and dismiss students.

Script 3: Standard Time with Extra Breaks

Use this script to test students who have been approved for extra breaks with standard timing on some or all sections of the test.

Section 1 – Reading Test



50% STANDARD TIME

30 MINUTES

START TIME _____

STOP TIME _____

5-MINUTE BREAK



50% STANDARD TIME

30 MINUTES

START TIME _____

STOP TIME _____

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

Open your answer sheet to Section 1. Do not begin work until I tell you to. You may not use a calculator on this section. Please keep your calculator under your desk.

If you finish before time is called, you may NOT turn to any other section. The standard time for Section 1, Reading, is 60 minutes. We will stop for a 5-minute break after 30 minutes. Now open your test book to Section 1, read the directions, and begin work.

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 15 minutes have elapsed, say:

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

After 25 minutes have elapsed, say:

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

After exactly 30 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. Also leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable. You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so. You have an additional 30 minutes to work on Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

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

You have 15 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down. Put your answer sheet in front of your test book and close your test book. Leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable.

For the break, say:

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

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

Section 2 — Writing and Language Test

ATCTiming for Section 2

To allow enough time to navigate Section 2, students using ATC files must be given 100% extended time on Section 2. For these students, switch to Script 1, page 33, for Section 2, then return to the next page for “Break Before Section 3.”



STANDARD TIME

35 MINUTES

START TIME _____

STOP TIME _____

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

You will have 35 minutes to work on Section 2, Writing and Language. We will have a 5-minute break after the section is over. Now, open your test book to Section 2, read the directions, and begin work.

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 20 minutes have elapsed, say:

You have 15 minutes remaining in this section.

After 30 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes have elapsed, say:

Stop work and put your pencil down. Place your answer sheet inside the front of your test book and close your test book. Leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable.

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. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

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

Section 3 — Math Test – No Calculator

If Testing Students with Extended Time for Math Only

For 100% extended time, turn to Script 1, Section 3 - Math Test - No Calculator," on page 34.

For 50% extended time, turn to Script 2, "Section 3 - Math Test - No Calculator," on page 38.

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

When all students are seated, say

Take out your answer sheet and turn to Section 3. Do not begin work until I tell you to do so. Be sure to mark your answers in the correct rows. For the grids labeled "Student-Produced Responses," follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

Although Section 3 is a math test, you may NOT use your calculator unless you are approved to use a basic, four-function calculator as an accommodation. Please keep your calculator under your desk.

During testing, keep your answer sheet, test book, any translated directions, and word-for-word bilingual glossaries flat on your desk. Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet. If you finish before time is called, you may NOT turn to any other section.



STANDARD TIME

25 MINUTES

START TIME _____

STOP TIME _____

To standard time test-takers, say:

You will have 25 minutes to work on Section 3, the Math Test – No Calculator. We will have a 5-minute break when the section is over. Now, turn to Section 3 in your test book, read the directions, and begin work.

During testing:

- Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- Walk around the room to check that there are no calculators on the desks, unless a test-taker is approved to use a four-function calculator as an accommodation.

After 10 minutes have elapsed, say:

You have 15 minutes remaining in this section.

After 20 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet inside the front of your test book and close your test book. Leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable.

For the break, say:

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

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

Section 4 — Math Test – Calculator

When everyone is ready, say:

You may have a calculator on your desk for this section. Please place your calculator in the center of your desk. . .

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

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

Now turn to Section 4 of your answer sheet. Keep your answer sheet, test book, any translated directions, and word-for-word bilingual glossaries flat on your desk. Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. Answers can be shorter, but not longer, than four numerals.

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



STANDARD TIME

23 MINUTES

START TIME _____ **STOP TIME** _____

5-MINUTE BREAK



STANDARD TIME

22 MINUTES

START TIME _____ **STOP TIME** _____

To standard time test-takers, say:

You will have 45 minutes to work on Section 4, the Math Test with Calculator. We will stop for a 5-minute break after 23 minutes. Now, open your test book to Section 4, read the directions, and begin work.

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 10 minutes have elapsed, say:

You have 35 minutes remaining in this section and 13 minutes until the break.

After 18 minutes have elapsed, say:

You have 27 minutes remaining in this section and 5 minutes until the break.

After 23 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. Also leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable. You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books. Also check that translated instructions and word-for-word bilingual glossaries (if any) remain on the desk.

Just before the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so. You have an additional 22 minutes to work on Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

After 10 minutes have elapsed (from the break), say:

You have 12 minutes remaining in this section.

After 17 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down. Close your test book and place it on top of your answer sheet. Leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable. I will now collect your test book. You will need to keep your answer sheet for the moment. Please sit quietly until I am finished collecting the test books.

Proceed to “Dismissal.” Testing has concluded and you need to follow the instructions to collect answer sheets and test books and dismiss students.

Dismissal

Collect all test books individually from each student in the same order in which they were distributed. Place them where students cannot access them. If all the students in the room have completed boxes 2–22 and 27 on their answer sheets, skip to the script “When all answer sheets are complete.”

To students who need to complete boxes 2–22 and 27 on the answer sheet, say:

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

Turn to “Conducting the Session” under the Preadministration Instructions on page 12, and guide students through filling out boxes 2–22 and 27 on the answer sheet. When they are finished, continue with the script.

When all answer sheets are complete, say:

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

For each student, before moving on to the next person, do the following:

- Collect the student’s answer sheet.
- Check to see that all the identifying information on the answer sheet is complete.
- Ensure that the letters in “NAME” (box 1) correspond to the filled circles in each column. If there is a discrepancy, ask the student to explain it, and document the discrepancy on an SIR.
- Collect any copies of translated directions and word-for-word bilingual glossaries, if applicable.

Before dismissing students:

- Keep students seated until you are sure you have collected all test materials (by count) and that you have an answer sheet for each student.
- Make sure answer sheets are not inserted in or between test books.
- Verify by count that you have a test book and answer sheet for each student.

! It is critical to check that names, grade levels, and test information have been filled in correctly to ensure accurate reporting and billing.

After all materials are accounted for, say:

Remember, you must not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text message, or the Internet. This test administration is now over. Thank you for your participation.

After students leave the room:

If you have any students approved to write their answers in the test book, do the following:

- Transcribe student answers to a machine-scannable answer sheet. Clip the answer sheet to the test book.
- On the test book, write the student’s name, school code number, and room number.
- On the front cover of the test book, write “Answers in book.”
- Include the test books with the used answer sheets.

Document any testing irregularities as completely as possible on a Supervisor’s Irregularity Report.

Section Timing Chart for the PSAT 10

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

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

100% Extended Time Section Timing Chart for the PSAT 10

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

STOPTIME 100% Extended Time

Start Time	For a 120-minute section (Section 1) 60 mins. - break - 60 mins.		For a 70-minute section (Section 2)	For a 50-minute section (Section 3)	For a 90-minute section (Section 4) 45 mins. - break - 45 mins.	
:00	:00	:00	:10	:50	:45	:45
:01	:01	:01	:11	:51	:46	:46
:02	:02	:02	:12	:52	:47	:47
:03	:03	:03	:13	:53	:48	:48
:04	:04	:04	:14	:54	:49	:49
:05	:05	:05	:15	:55	:50	:50
:06	:06	:06	:16	:56	:51	:51
:07	:07	:07	:17	:57	:52	:52
:08	:08	:08	:18	:58	:53	:53
:09	:09	:09	:19	:59	:54	:54
:10	:10	:10	:20	:00	:55	:55
:11	:11	:11	:21	:01	:56	:56
:12	:12	:12	:22	:02	:57	:57
:13	:13	:13	:23	:03	:58	:58
:14	:14	:14	:24	:04	:59	:59
:15	:15	:15	:25	:05	:00	:00
:16	:16	:16	:26	:06	:01	:01
:17	:17	:17	:27	:07	:02	:02
:18	:18	:18	:28	:08	:03	:03
:19	:19	:19	:29	:09	:04	:04
:20	:20	:20	:30	:10	:05	:05
:21	:21	:21	:31	:11	:06	:06
:22	:22	:22	:32	:12	:07	:07
:23	:23	:23	:33	:13	:08	:08
:24	:24	:24	:34	:14	:09	:09
:25	:25	:25	:35	:15	:10	:10
:26	:26	:26	:36	:16	:11	:11
:27	:27	:27	:37	:17	:12	:12
:28	:28	:28	:38	:18	:13	:13
:29	:29	:29	:39	:19	:14	:14
:30	:30	:30	:40	:20	:15	:15
:31	:31	:31	:41	:21	:16	:16
:32	:32	:32	:42	:22	:17	:17
:33	:33	:33	:43	:23	:18	:18
:34	:34	:34	:44	:24	:19	:19
:35	:35	:35	:45	:25	:20	:20
:36	:36	:36	:46	:26	:21	:21
:37	:37	:37	:47	:27	:22	:22
:38	:38	:38	:48	:28	:23	:23
:39	:39	:39	:49	:29	:24	:24
:40	:40	:40	:50	:30	:25	:25
:41	:41	:41	:51	:31	:26	:26
:42	:42	:42	:52	:32	:27	:27
:43	:43	:43	:53	:33	:28	:28
:44	:44	:44	:54	:34	:29	:29
:45	:45	:45	:55	:35	:30	:30
:46	:46	:46	:56	:36	:31	:31
:47	:47	:47	:57	:37	:32	:32
:48	:48	:48	:58	:38	:33	:33
:49	:49	:49	:59	:39	:34	:34
:50	:50	:50	:00	:40	:35	:35
:51	:51	:51	:01	:41	:36	:36
:52	:52	:52	:02	:42	:37	:37
:53	:53	:53	:03	:43	:38	:38
:54	:54	:54	:04	:44	:39	:39
:55	:55	:55	:05	:45	:40	:40
:56	:56	:56	:06	:46	:41	:41
:57	:57	:57	:07	:47	:42	:42
:58	:58	:58	:08	:48	:43	:43
:59	:59	:59	:09	:49	:44	:44

50% Extended Time Section Timing Chart for the PSAT 10

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

STOPTIME 50% ExtendedTime

Start Time	For a 90-minute section (Section 1) 45 mins. - break - 45 mins.		For a 53-minute section (Section 2)	For a 38-minute section (Section 3)	For a 68-minute section (Section 4) 34 mins. - break - 34 mins.	
:00	:45	:45	:53	:38	:34	:34
:01	:46	:46	:54	:39	:35	:35
:02	:47	:47	:55	:40	:36	:36
:03	:48	:48	:56	:41	:37	:37
:04	:49	:49	:57	:42	:38	:38
:05	:50	:50	:58	:43	:39	:39
:06	:51	:51	:59	:44	:40	:40
:07	:52	:52	:00	:45	:41	:41
:08	:53	:53	:01	:46	:42	:42
:09	:54	:54	:02	:47	:43	:43
:10	:55	:55	:03	:48	:44	:44
:11	:56	:56	:04	:49	:45	:45
:12	:57	:57	:05	:50	:46	:46
:13	:58	:58	:06	:51	:47	:47
:14	:59	:59	:07	:52	:48	:48
:15	:00	:00	:08	:53	:49	:49
:16	:01	:01	:09	:54	:50	:50
:17	:02	:02	:10	:55	:51	:51
:18	:03	:03	:11	:56	:52	:52
:19	:04	:04	:12	:57	:53	:53
:20	:05	:05	:13	:58	:54	:54
:21	:06	:06	:14	:59	:55	:55
:22	:07	:07	:15	:00	:56	:56
:23	:08	:08	:16	:01	:57	:57
:24	:09	:09	:17	:02	:58	:58
:25	:10	:10	:18	:03	:59	:59
:26	:11	:11	:19	:04	:00	:00
:27	:12	:12	:20	:05	:01	:01
:28	:13	:13	:21	:06	:02	:02
:29	:14	:14	:22	:07	:03	:03
:30	:15	:15	:23	:08	:04	:04
:31	:16	:16	:24	:09	:05	:05
:32	:17	:17	:25	:10	:06	:06
:33	:18	:18	:26	:11	:07	:07
:34	:19	:19	:27	:12	:08	:08
:35	:20	:20	:28	:13	:09	:09
:36	:21	:21	:29	:14	:10	:10
:37	:22	:22	:30	:15	:11	:11
:38	:23	:23	:31	:16	:12	:12
:39	:24	:24	:32	:17	:13	:13
:40	:25	:25	:33	:18	:14	:14
:41	:26	:26	:34	:19	:15	:15
:42	:27	:27	:35	:20	:16	:16
:43	:28	:28	:36	:21	:17	:17
:44	:29	:29	:37	:22	:18	:18
:45	:30	:30	:38	:23	:19	:19
:46	:31	:31	:39	:24	:20	:20
:47	:32	:32	:40	:25	:21	:21
:48	:33	:33	:41	:26	:22	:22
:49	:34	:34	:42	:27	:23	:23
:50	:35	:35	:43	:28	:24	:24
:51	:36	:36	:44	:29	:25	:25
:52	:37	:37	:45	:30	:26	:26
:53	:38	:38	:46	:31	:27	:27
:54	:39	:39	:47	:32	:28	:28
:55	:40	:40	:48	:33	:29	:29
:56	:41	:41	:49	:34	:30	:30
:57	:42	:42	:50	:35	:31	:31
:58	:43	:43	:51	:36	:32	:32
:59	:44	:44	:52	:37	:33	:33

Section Timing Chart for the PSAT 10, Standard Time with Extra Breaks

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

STOPTIME StandardTime

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

Completing the 2017 PSAT 10 Nonstandard Administration Report (NAR)

Your school's SSD Coordinator should have gone to SSD Online to create and print the NAR that lists the names and SSD Codes of your students who are approved for accommodations. If you have additional students who have been approved by the College Board and can test with the standard test book, your school's SSD Coordinator should create and print an additional NAR and attach it to the original report. Follow the instructions provided on the NAR for completing it. Please note that students cannot test with accommodations unless they are approved prior to test day. An answer sheet submitted with an eligibility request form will not be scored.

If your school's SSD Coordinator cannot print the up-to-date NAR from SSD Online, or you need to add students who test at, but do not attend, your school, you may use the blank form below. **Copy it as needed.**

PSAT™ 10

Services for Students with Disabilities (SSD) PSAT 10 Nonstandard Administration Report (NAR)

Please complete the supervisor and student information. Sign and return the NAR with the answer sheets for the students listed on this report in the envelope provided.

School Code: _____ School Name: _____

Supervisor's Name: _____ Title: _____

Telephone Number: _____ Fax Number: _____ Email Address: _____

Supervisor's Signature: _____

Student's Name: _____ Grade: _____

SSD Code: _____ Administration Date: ____/____/____

SAA or College Board Approved Accommodation(s) _____

Student's Name: _____ Grade: _____

SSD Code: _____ Administration Date: ____/____/____

SAA or College Board Approved Accommodation(s) _____

Student's Name: _____ Grade: _____

SSD Code: _____ Administration Date: ____/____/____

SAA or College Board Approved Accommodation(s) _____

After the Test

Returning Test Materials

Advanced arrangements will be made for you to have UPS pick up the return packages before the end of the test day or, at the latest, by the next school day after the test administration for each testing location. Unlike materials shipments which are sent to the AI, UPS pickups will take place from each testing location, including off-site locations. Each individual test center supervisor will receive an email with pickup details. If you did not receive this email, please contact the Michigan Educator Hotline (page ii). The AI will receive enough return materials, including boxes, labels, and envelopes, to distribute out to each of the off-site locations with the test materials. Keep materials secure until pickup. If this service is not available in your area, test center supervisors will receive an email with alternate directions for returning testing materials.

Failure to return answer sheets promptly may delay score reports for your students. The last day to return materials for scoring is April 28, 2017. School and district reporting may also be delayed. Be sure to check the packaging label to confirm you are sending the PSAT 10 material to the correct address.

❗ **Do not return photocopied answer sheets to College Board for scoring. Photocopied answer sheets may not be scored.**

Makeup Testing Material Request and Procedures

If you identify students possibly requiring a makeup, please keep unused test materials at your school for this administration. If you require additional materials on top of what you already have at your school, you will need to report your materials requirements online immediately following the administration, but no later than April 13. Test Supervisors will receive an email with instructions for completing the online makeup survey. Please note that if you do not respond to the survey, no additional materials will be sent for the makeup administration.

You should have received a second makeup materials kit with your primary test materials shipment. This makeup kit includes the necessary forms and return materials needed to administer the makeup test.

After test day, save any labels that you did not use, these may be used for the makeup administration. The school must generate a pre-identification label on site for any student without a label available. Schools will receive a set of blank labels as part of your test materials shipment. Labels must be affixed to the answer sheets. For any students who do not have labels, locally print them and ensure that the student is pre-ID'd in the BAA Secure Site before testing.

Checklists to Organize Your Materials

A. Check the answer sheets for proper labeling:

- ☐ Verify that all answer sheets have a student pre-ID label.
- ☐ Confirm that the label matches the student's name filled in on the answer sheet.

B. Count used answer sheets for standard and nonstandard test-takers.

You will need this information to fill in your Supervisor's Report Form (SRF) (see "C. Complete forms," on page 51).

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

- ☐ Used answer sheets for students from your school
- ☐ Used nonstandard answer sheets — (set aside these answer sheets to place in the white Nonstandard Administration Envelope)

TOTAL number of used answer sheets returned for scoring (to enter in box 9 of the SRF): _____

NOTE: Return all answer sheets that contain at least one gridded item level response. All answer sheets must have a pre-ID label applied in addition to the student gridded information. Securely store blank answer sheets for use during the makeup administration (April 25 or April 26).

C. Complete forms.

- ☐ **SRF:** Please complete the report entirely, including signature, with a No. 2 pencil. DO NOT USE INK.
 - ▶ A signature on the SRF certifies that your school administered the test properly.
 - ▶ In box 5, fill in your 6-digit College Board AI code carefully, as this will be used to match scores to your school. (Don't use any Michigan-assigned code.)
 - ▶ Scores will not be released to your school unless your SRF is completed, signed, and returned with answer sheets.
- ☐ **Nonstandard Administration Report (NAR)** created and printed by the SSD Coordinator through SSD Online (if applicable).
 - ▶ Complete the NAR.
 - ▶ Set aside answer sheets of students listed on it, including home-schooled students.
- ☐ **SIR(s)**, if any (to describe your handling of irregularities as noted in the Irregularity Chart on page 15).
 - ▶ Review and sign any SIRs submitted by your testing room staff.
 - ▶ Return SIRs in the gray envelope with the answer sheet shipment.

D. Pack the answer sheets and related materials in the provided pre-labeled courier envelope(s) or box(es), as follows.

See the "Returning Used Answer Sheets and Forms" diagram (page 53) for packing instructions. Please pack your answer sheets facing the same direction. Do not include filler or additional packing materials.

Top of stack:

- ☐ Supervisor's Report Form (SRF) (**must be completed in pencil and signed**)
- ☐ Gray envelope, if applicable, including:
 - ◆ Defective standard test books, if any
 - ◆ SIRs, if any

Middle of stack:

- ☐ White Nonstandard Administration Envelope, if any:
 - ◆ Annotated Nonstandard Administration Report (NAR)
 - ◆ Answer sheets (large-block) for students listed on the NAR
 - ◆ Answer sheets (machine-scannable) for students listed on the NAR
 - ◆ Test books for students approved to write answers in their books; clip to the machine-scannable answer sheet on which you transcribed the student's answers
 - ◆ Scratch paper, computer or braille pages; clip to corresponding answer sheets
 - ◆ Defective test books for students listed on the NAR; clip to corresponding answer sheets

Bottom of stack:

- ☐ Answer sheets (for standard administration) in the following order:
 - ◆ Answer sheets for students listed on the SIR
 - ◆ Standard answer sheets for students from YOUR school
 - ◆ Standard answer sheets for home-schooled students

E. Return answer sheets following these mailing directions:

- ☐ Insert all used answer sheets and related items into the pre-labeled courier box(es) provided. (See above.) You will receive two answer sheet return boxes as part of your test materials shipment. Please set aside one box to be used for the makeup administration.
- ☐ Fill in the information at the bottom of the courier label(s):
 - ◆ School name
 - ◆ School Code (6-digit AI Code)
 - ◆ Address
 - ◆ City/State/Zip
 - ◆ Number of boxes (e.g., box 1 of 2)

NOTE: You may have more than one answer sheet per test book, but it should be accounted for on the Supervisor's Irregularity Report.

F. Store test books as follows:

- ◆ Used test books should be locked in a secure location and returned to students with their score reports.
- ◆ Unused test books should remain at your school for students requiring a makeup administration.

G. Return materials from SSD testing window as follows:

- ☐ Use same steps as outlined in steps D and E above.
- ☐ Materials for students testing with accommodations are returned in the package with standard materials. You can return materials for these students after the April 11 and 12 administration, or at the end of the SSD testing window, packaged with the standard April 25 or 26 makeup materials.

H. Prepare for pickup as follows:

- ☐ Seal the cartons with the tape included with the test material shipment.
- ☐ You will need to return test materials separately for each assessment. Ensure that the correct color-coded label is affixed to the outside of the box; the color matches to the test type (SAT, PSAT 10 and PSAT 8/9).

- ☐ At all testing locations, including off-site testing locations, advanced arrangements will be made for you to have a custom courier pick up for the return packages the next two school days after the test administration. Keep materials secure until pickup. If this service is not available in your area, test center supervisors will receive an email with alternate directions for returning testing materials.

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

Important Notice About Shipping

Using the prelabeled courier envelope or box(es) provided with your PSAT 10 test materials is the only way to ensure that your answer sheets will be correctly returned and processed. Return materials to:

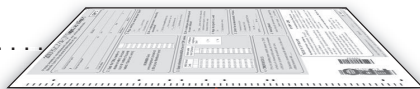
**PSAT 10
Pearson Processing Center
9200 Earhart Lane SW
Cedar Rapids, Iowa 52404**

RETURNING

Used Answer Sheets and Forms

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

4 Supervisor's Report Form



Gray Envelope

Include:

- ☐ Defective test books, if any
- ☐ SIR(s) if any

3 Gray Envelope

Include only materials listed to the right in this envelope. If you do not have any of these materials, do not return the Gray Envelope.



White Nonstandard Administration Envelope

Include:

- ☐ Annotated Nonstandard Administration Report (NAR)
- ☐ Large-block and machine-scannable answer sheets for students listed on the NAR
- ☐ Test books for students approved to write answers in their books; clip to the machine-scannable answer sheet where you transcribed the student's answers
- ☐ Scratch paper, computer or braille pages; clip to corresponding answer sheets
- ☐ Defective test books for students listed on the NAR; clip to corresponding answer sheets

2 White Nonstandard Administration Envelope

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



Answer sheets (for standard administration)
See box at right for details



Answer Sheets (for standard administration)

- ☐ For students listed on the SIR
- ☐ For standard test takers from your school, as well as home-schooled students

Note this tracking number for your records.

10 LBS 1 OF 1
DATE: 12/11/2

SHIP TO:
PEARSON EDUCATIONAL MEASUREMENT
319-941-4700
9200 EARHART LANE, SOUTHWEST
CEDAR RAPIDS IA 52404-9078

IA 524 0-10

UPS NEXT DAY AIR 1

TRACKING #: 1Z 068 650 25 9750 6929

REFERENCE # 1: 90272
REFERENCE # 2: 345601

UPS Return Label

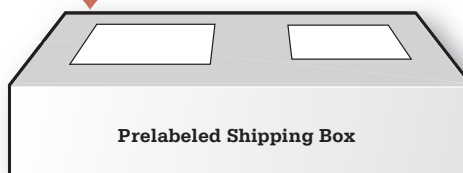
P10 Spring 2017

School Name: _____
School Number: _____
Address: _____
City/State/Zip: _____
Country: _____
Total Shipment to Pearson: _____

PEARSON
PROCESSING CENTER
9200 EARHART LANE SW
CEDAR RAPIDS, IA 52404

169-301-001 0042056994 ANS

Pearson Return Label




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

Print your school name, College Board school AI code, and full address.

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

Storing Test Books

 Immediately after the test administration (unless otherwise instructed):

- ❑ Check that all used test books have no answer sheets placed inside them. Contact the Michigan Educator Hotline immediately if you discover answer sheets that weren't returned for scoring.
- ❑ Organize used test books to facilitate return to students with their score reports.
- ❑ Keep unused test books for use during the makeup administration.
- ❑ Place all used and unused test books (including those used by students from other schools) in locked storage.
- ❑ Destroy all unused answer sheets after makeup administration testing has been completed.

Receiving Score Reports

Online Scores

You and your students will have access to scores online. Beyond the scores, teachers and students will have access to more comprehensive information to connect assessment results to instruction. For all tests in the SAT Suite of Assessments, middle and high schools will continue to receive item-by-item summaries in the Question Analysis Report, providing information about students' answers compared with the rest of the nation. Students will receive their percentile rank, comparing their performance to the performance of students across the country. In addition, students will have access to other helpful interpretative information about their performance. Providing both numerical and content-based interpretations of student performance not only better defines what students know and can do but also helps students and teachers identify the knowledge and skills to focus on next to increase achievement.

Paper Score Reports

One paper copy of each student's report will be mailed to the school principal. Access codes will be provided on the paper reports. Educators also will have an online dashboard to help them share scores with students, along with instructions and recommendations for doing so.

When you receive your score reports, remove test books from storage and distribute each test book to the student who used it, along with the student's score report. Send any test books used by students from other schools to their schools. You may also distribute any unused test books.

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

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

Please make sure that students fill out their answer sheets correctly and that the information on the Supervisor's Report 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/data, highlights proper and beneficial uses of test scores and cautions against uses that are inappropriate.

Protecting Student Privacy

The College Board makes every effort to protect a student's privacy. When a student takes a College Board assessment such as the PSAT 10 they have a choice to "opt in" to Student Search Service. If the student says yes, this enables the College Board to provide that student's basic information to eligible colleges and universities, scholarship programs, and certain higher education enrichment opportunities.

- While the College Board recommends that students take advantage of our free and low cost practice tools in order to help them do their best on test day, it is our strict policy NOT to sell student information to test preparation companies, nor are such companies affiliated with the College Board.
- To read our recommended precautions if your students receive unsolicited calls from persons identifying themselves as belonging to a test preparation company, see the *PSAT 10 Student Guide*.
- To learn more about our Student Search Service policy, go to student.collegeboard.org/student-search-service.

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

Students who choose to connect their Khan Academy and College Board accounts will benefit from additional personalization possible through the use of their actual PSAT 10 results, but this linking is entirely student-driven, can be severed at any time, and does not involve the transfer of any personally identifiable information.

School Field

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

IMPORTANT: The school code you grid on the Supervisor Report will be used for all students that grid “Yes” to question 21. Make sure you grid the correct code on the form. Mistakes may lead to score reporting delays.

- A. **Students testing in the schools they regularly attend**, fill in the “Yes” bubble on their answer sheet for this question. No further information is needed.
- B. **Homeschooled students** fill in the “No, I am homeschooled” bubble. No further information is needed.

21 SCHOOL

Your score report will be sent to the school you regularly attend.

Are you taking this test at the school you regularly attend?

☐ Yes
 ☐ No, I am homeschooled.

☐ No, the name, location, and code of the school I regularly attend is:

School Name _____

City _____ State _____

Country _____

School Code

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

PSAT[™] 10

- Use a No. 2 pencil only. Print the requested information in the boxes for each item.
- Fill in the matching circle below what you write in each box. Erase errors completely.

PLACE PRE-ID LABEL HERE

Center the label in this shaded box. Please refer to the registration version of the *Supervisor Manual* and/or *Supplemental Instructions* for more information.



For Official Use Only |

0	1	2	3	4	5	6
0	1	2	3	4	5	6
0	1	2	3	4	5	6

790657

[illegible]

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

- If your address contains a fraction (e.g., $5\frac{1}{2}$), write it like this:

5		1	/	2
---	--	---	---	---

.

[illegible]

Indicate which math courses you have taken or plan to take and the grade in which you took them or plan to take them. Also indicate whether you have taken an honors, Advanced Placement® (AP®), or dual enrollment course.

COURSES	None	Before 9th Grade	9th	10th	11th	12th	Honors	AP	Dual Enrollment
Pre-Algebra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Integrated Math Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Algebra I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Geometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Algebra II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Trigonometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Pre-Calculus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Calculus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Math Course(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>

Indicate which English/language arts courses you have taken or plan to take and the grade in which you took them or plan to take them. Also indicate whether you have taken an honors, Advanced Placement (AP), or dual enrollment course.

[illegible]

Indicate which science courses you have taken or plan to take in the grade(s) you took or plan to take them. Also indicate whether you have taken an honors, AP, or IB course (circle one).

[illegible]

Indicate which social studies courses you have taken or plan to take and the grade in which you took them or plan to take them. Also indicate whether you took them in honors, Advanced Placement (AP), or dual enrollment course.

COURSES		Before 9th Grade	9th	10th	11th	12th	Honors	AP	Dual Enrollment
U.S. History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
U.S. Government or Civics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
World History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sociology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Other Social Studies Course(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>

[illegible]

SERIAL #

QUESTIONS TO HELP THE COLLEGE BOARD HELP YOU																																																																																													
<p>Your answers to the following questions will help the College Board ensure that tests and services are fair and useful to all students. Your responses may be used for research purposes and may be shared with your high school, school district, and state. If you are participating in Student Search Service®, your information may also be shared with colleges, scholarship programs, and other educational organizations.</p>																																																																																													
8 STUDENT SEARCH SERVICE®		9 RACIAL/ETHNIC GROUP																																																																																											
<p>Some colleges, scholarship programs, and nonprofit education organizations may request information you supply to us in order to inform you of educational opportunities and financial aid.</p> <p>Would you like us to supply your information for these purposes?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>If you do not answer and previously opted in to participate in this service, we will continue providing your information.</p>		<p>Please answer both questions about Hispanic origin and about race. For the following questions about your identity, Hispanic origins are not races. (You may mark all that apply.)</p> <p>9a. Are you of Hispanic, Latino, or Spanish origin?</p> <p><input type="radio"/> No, not of Hispanic, Latino, or Spanish origin</p> <p><input type="radio"/> Yes, Cuban</p> <p><input type="radio"/> Yes, Mexican</p> <p><input type="radio"/> Yes, Puerto Rican</p> <p><input type="radio"/> Yes, another Hispanic, Latino, or Spanish origin</p> <p>9b. What is your race?</p> <p><input type="radio"/> American Indian or Alaska Native</p> <p><input type="radio"/> Asian (including Indian subcontinent and Philippines origin)</p> <p><input type="radio"/> Black or African American (including Africa and Afro-Caribbean origin)</p> <p><input type="radio"/> Native Hawaiian or other Pacific Islander</p> <p><input type="radio"/> White (including Middle Eastern or North African)</p>																																																																																											
10 LANGUAGE BACKGROUND		11 RELIGION	12 COLLEGE MAJOR																																																																																										
<p>10a. What language did you learn to speak first? (Mark only one.)</p> <p><input type="radio"/> English only</p> <p><input type="radio"/> English and another language</p> <p><input type="radio"/> Another language</p> <p>10b. What language do you know best? (Mark only one.)</p> <p><input type="radio"/> English only</p> <p><input type="radio"/> English and another language about the same</p> <p><input type="radio"/> Another language</p>		<p>Select a code as instructed in the test instructions.</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table>	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	<p>12. What is your college major? (Mark only one.)</p> <p><input type="radio"/> A (77–79)</p> <p><input type="radio"/> B (80–82)</p> <p><input type="radio"/> C (73–76)</p> <p><input type="radio"/> D (65–66)</p> <p><input type="radio"/> E or F (below 65)</p>
1	2	3	4	5	6	7	8	9																																																																																					
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14 PARENT'S HIGHEST LEVEL OF EDUCATION		15 MILITARY RELATION																																																																																											
<p>Tell us the highest level of education of your parent/guardian. If you have two parents/guardians, indicate the level of education for your other parent/guardian in the second column.</p> <p><input type="radio"/> Mother or female guardian</p> <p><input type="radio"/> Father or male guardian</p> <p><input type="radio"/> Grade school</p> <p><input type="radio"/> Some high school</p> <p><input type="radio"/> High school diploma or equivalent</p> <p><input type="radio"/> Vocational or trade school</p> <p><input type="radio"/> Some college</p> <p><input type="radio"/> Associate or two-year degree</p> <p><input type="radio"/> Bachelor's or four-year degree</p> <p><input type="radio"/> Some graduate or professional school</p> <p><input type="radio"/> Graduate or professional degree</p>		<p>Mark all that apply.</p> <p><input type="radio"/> I have a parent/guardian who is on Active Duty in the U.S. Military</p> <p><input type="radio"/> I have a parent/guardian who is in the National Guard or the Reserves</p> <p><input type="radio"/> Neither of my parents/guardians have a current military connection</p>																																																																																											

16 DATE OF BIRTH		
Month	Day	Year
Jan <input type="radio"/>		
Feb <input type="radio"/>	<input type="radio"/> 0 <input type="radio"/> 0	19 <input type="radio"/> 0 <input type="radio"/> 0
Mar <input type="radio"/>	<input type="radio"/> 1 <input type="radio"/> 1	20 <input type="radio"/> 1 <input type="radio"/> 1
Apr <input type="radio"/>	<input type="radio"/> 2 <input type="radio"/> 2	<input type="radio"/> 2 <input type="radio"/> 2
May <input type="radio"/>	<input type="radio"/> 3 <input type="radio"/> 3	<input type="radio"/> 3 <input type="radio"/> 3
Jun <input type="radio"/>	<input type="radio"/> 4	<input type="radio"/> 4 <input type="radio"/> 4
Jul <input type="radio"/>	<input type="radio"/> 5	<input type="radio"/> 5 <input type="radio"/> 5
Aug <input type="radio"/>	<input type="radio"/> 6	<input type="radio"/> 6 <input type="radio"/> 6
Sep <input type="radio"/>	<input type="radio"/> 7	<input type="radio"/> 7 <input type="radio"/> 7
Oct <input type="radio"/>	<input type="radio"/> 8	<input type="radio"/> 8 <input type="radio"/> 8
Nov <input type="radio"/>	<input type="radio"/> 9	<input type="radio"/> 9 <input type="radio"/> 9
Dec <input type="radio"/>		

17 SEX

☐ Female

☐ Male

18 GRADE LEVEL

☐ 12th grade

☐ 11th grade

☐ 10th grade

☐ 9th grade

☐ 8th grade

☐ Not yet in 8th grade

☐ Other

[illegible]

Important: Fill in items 24, 25, and 26 exactly as shown on the test book.

24 FORM CODE

Copy and grid as on
back of test book.

(A)	(A)	(A)	(A)	(0)	(0)
(B)	(B)	(B)	(B)	(1)	(1)
(C)	(C)	(C)	(C)	(2)	(2)
(D)	(D)	(D)	(D)	(3)	(3)
(E)	(E)	(E)	(E)	(4)	(4)
(F)	(F)	(F)	(F)	(5)	(5)
(G)	(G)	(G)	(G)	(6)	(6)
(H)	(H)	(H)	(H)	(7)	(7)
				(8)	(8)
				(9)	(9)

[illegible]

21 SCHOOL

Your score report will be sent to the school you regularly attend.

Are you taking this test at the school you regularly attend?

☐ Yes ☐ No, I am homeschooled.
☐ No, the name, location, and code of the school I regularly attended are:

School Name _____
City _____
Country _____

School Code									
()	()	()	()	()	()	()	()	()	()
(1)	(0)	(1)	(1)	(1)	(2)	(3)	(3)	(4)	(5)
(6)	(7)	(8)	(8)	(8)	(9)	(9)	(9)	(9)	(9)

Room									
(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
(1)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
(6)	(6)	(7)	(7)	(7)	(8)	(8)	(8)	(9)	(9)

25 TEST ID	
Copy from back of test book	

CERTIFICATION STATEMENT

Copy the statement below and officially sign your name (and by signing, you agree to the provisions indicated in the statement).

I hereby agree to the terms set forth in the guidelines and regulations and certify that I am the person whose name, address, and signature appear on this answer sheet.

Student Signature

Student Printed Name

Date _____

By signing above, you agree 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 cancellation 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.

SECTION 1

1	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)
6	(A)	(B)	(C)	(D)
7	(A)	(B)	(C)	(D)
8	(A)	(B)	(C)	(D)
9	(A)	(B)	(C)	(D)
10	(A)	(B)	(C)	(D)
11	(A)	(B)	(C)	(D)
12	(A)	(B)	(C)	(D)

13 (A) (B) (C) (D)
14 (A) (B) (C) (D)
15 (A) (B) (C) (D)
16 (A) (B) (C) (D)
17 (A) (B) (C) (D)
18 (A) (B) (C) (D)
19 (A) (B) (C) (D)
20 (A) (B) (C) (D)
21 (A) (B) (C) (D)
22 (A) (B) (C) (D)
23 (A) (B) (C) (D)
24 (A) (B) (C) (D)

25	(A)	(B)	(C)	(D)
26	(A)	(B)	(C)	(D)
27	(A)	(B)	(C)	(D)
28	(A)	(B)	(C)	(D)
29	(A)	(B)	(C)	(D)
30	(A)	(B)	(C)	(D)
31	(A)	(B)	(C)	(D)
32	(A)	(B)	(C)	(D)
33	(A)	(B)	(C)	(D)
34	(A)	(B)	(C)	(D)
35	(A)	(B)	(C)	(D)
36	(A)	(B)	(C)	(D)

37 (A) (B) (C) (D)
38 (A) (B) (C) (D)
39 (A) (B) (C) (D)
40 (A) (B) (C) (D)
41 (A) (B) (C) (D)
42 (A) (B) (C) (D)
43 (A) (B) (C) (D)
44 (A) (B) (C) (D)
45 (A) (B) (C) (D)
46 (A) (B) (C) (D)

No Calculator Allowed



SECTION 2

25 (A) (B) (C) (D)
26 (A) (B) (C) (D)
27 (A) (B) (C) (D)
28 (A) (B) (C) (D)
29 (A) (B) (C) (D)
30 (A) (B) (C) (D)
31 (A) (B) (C) (D)
32 (A) (B) (C) (D)
33 (A) (B) (C) (D)

35 (A) (B) (C) (D)
36 (A) (B) (C) (D)
37 (A) (B) (C) (D)
38 (A) (B) (C) (D)
39 (A) (B) (C) (D)
40 (A) (B) (C) (D)
41 (A) (B) (C) (D)
42 (A) (B) (C) (D)
43 (A) (B) (C) (D)
44 (A) (B) (C) (D)

No Calculator Allowed



Quality Assurance Mark

SECTION 3

4

5 (A) (B) (C) (D)
6 (A) (B) (C) (D)
7 (A) (B) (C) (D)

8 (A) (B) (C) (D)
9 (A) (B) (C) (D)
10 (A) (B) (C) (D)

11 (A) (B) (C) (D)
12 (A) (B) (C) (D)
13 (A) (B) (C) (D)

No Calculator Allowed



Grid answers for the remainder of Section 3 below, as directed in your test book.

ONLY ANSWERS THAT ARE GRIDDED WILL BE SCORED. YOU WILL NOT RECEIVE CREDIT FOR ANYTHING WRITTEN IN THE BOXES.

14				
	●	/	/	●
	●	●	●	●
		0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

15				
	●	●	●	●
	○	○	○	○
	①	①	①	①
	②	②	②	②
	③	③	③	③
	④	④	④	④
	⑤	⑤	⑤	⑤
	⑥	⑥	⑥	⑥
	⑦	⑦	⑦	⑦
	⑧	⑧	⑧	⑧
	⑨	⑨	⑨	⑨

16				
	●	/	/	●
	●	●	●	●
		0	0	0
	1	1	1	1
	2	2	2	2
	3	3	3	3
	4	4	4	4
	5	5	5	5
	6	6	6	6
	7	7	7	7
	8	8	8	8
	9	9	9	9

17				
	●	●	●	●
	●	●	●	●
	0	0	0	0
	1	1	1	1
	2	2	2	2
	3	3	3	3
	4	4	4	4
	5	5	5	5
	6	6	6	6
	7	7	7	7
	8	8	8	8
	9	9	9	9

No Calculator Allowed

[illegible]

SERIAL #


Reminder: If you erase, do so completely.

Page 7

COMPLETE MARK  EXAMPLES OF INCOMPLETE MARKS        

You must use a No. 2 pencil and marks must be complete. Do not use a mechanical pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score.

SECTION 4	EXAMPLES OF INCOMPLETE MARKS			
	1 (A) (B) (C) (D)	8 (A) (B) (C) (D)	15 (A) (B) (C) (D)	22 (A) (B) (C) (D)
2 (A) (B) (C) (D)	9 (A) (B) (C) (D)	16 (A) (B) (C) (D)	23 (A) (B) (C) (D)	
3 (A) (B) (C) (D)	10 (A) (B) (C) (D)	17 (A) (B) (C) (D)	24 (A) (B) (C) (D)	
4 (A) (B) (C) (D)	11 (A) (B) (C) (D)	18 (A) (B) (C) (D)	25 (A) (B) (C) (D)	
5 (A) (B) (C) (D)	12 (A) (B) (C) (D)	19 (A) (B) (C) (D)	26 (A) (B) (C) (D)	
6 (A) (B) (C) (D)	13 (A) (B) (C) (D)	20 (A) (B) (C) (D)	27 (A) (B) (C) (D)	
7 (A) (B) (C) (D)	14 (A) (B) (C) (D)	21 (A) (B) (C) (D)		

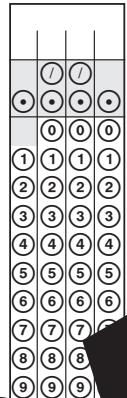



Calculator Allowed 


CAUTION

Grid answers for the remainder of Section 4 below, as directed in your test book.

Student-Produced Responses

ONLY ANSWERS THAT ARE GRIDDED WILL BE SCORED. YOU WILL NOT RECEIVE CREDIT FOR ANYTHING WRITTEN IN THE BOX.

	28	29	30	31
Quality Assurance Mark				

Calculator Allowed 

SPECIAL QUESTIONS

1	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
2	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
3	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
4	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
5	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
6	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
7	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
8	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)

EMAIL ADDRESS Include all letters, numbers, and symbols.

This email address is (fill in one):

☐ Mine

☐ **A parent's/guardian's**

By providing your email address, you are granting the College Board permission to contact you via email. Your email address will be added to your Student Search Service record if you opted into this service. Parent and guardian email addresses will be only used by the College Board.

Some commonly used email endings are available on the right. If one matches your address, use it as a shortcut. The entire string of characters PLUS any ending you select must show your complete email address.

Example: For “student01@gmail.com” you would enter

s	t	u	d	e	n	t	0	1
---	---	---	---	---	---	---	---	---

 and select “@gmail.com.”

Common Email Endings

Choose only one, if applicable

00 @gmail.com

o o @yahoo.com

o o @hotmail.com

@ aol.com

@msn.com

@comcast.net

do.com

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olo.net

 .us

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

Notes

Notes

Distribution of PSAT 10 Materials

Associate Supervisor Name _____ School Name _____ Room Code _____ School AI Code _____

Type of seating chart: Single chart _____ OR Section _____ of _____ sections in large testing room.

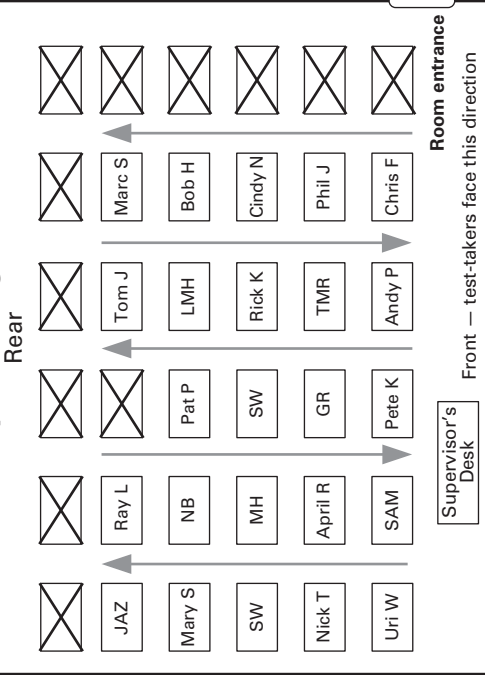
Seating Chart

- 1. For large rooms, use a separate form for each area of the room and indicate where areas about each other.
- 2. Indicate the position of the supervisor’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 test-taker is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which the test-taker was moved and complete a *Supervisor’s Irregularity Report* explaining the reason for the change.

PSAT 10 Coordinator

- » On the first seating chart, record your Answer Sheet tracking information in the space provided.
- » Keep all seating charts for at least six months.

Sample Seating Chart



Print the name and title of the person completing this seating chart below:

Name: _____

Title: _____

Date: _____

Rear

Supervisor's Desk

Front — test-takers face this direction

Answer Sheet Tracking Numbers
