

Spring 2017

Michigan

PSAT™ 8/9

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**

The PSAT™ 8/9

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

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

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Introduction

The Michigan Department of Education is offering PSAT 8/9 to all 9th 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 this manual to draw your attention to specific information and action items:

 Urgent

 Contact by phone

 Security requirement

NOTE: *This manual includes scripts and instructions for administering the PSAT 8/9 with accommodations. See page 28.*

Check Materials Immediately

Your school will receive at least two shipments, a pre-ID label shipment and a test materials shipment, approximately 3 weeks prior to test day.

In the pre-ID label shipment, the test supervisor will receive the following:

- A cover letter with instructions for using the Pre-ID labels.
- Pre-ID labels for students pre-ID'd to take the PSAT 8/9
- PSAT 8/9 answer sheets

In the test materials shipment, the test supervisor will receive the following:

- Shipping Notice
- Test books in packages of 5 or 25
- Supervisor Manuals* (at least one for every 25 test books)
- Supervisor's Kit:
 - ◆ PSAT 8/9 Instructions for Receiving and Returning Test Materials
 - ◆ PSAT 8/9 Supervisor's Report Form (SRF)
 - ◆ Nonstandard Administration Envelope for return of answer sheets for students tested with accommodations

- ◆ PSAT 8/9 Supervisor's Irregularity Report (SIR) form (bundle of 5)
- ◆ PSAT 8/9 Gray Return Envelope
- ◆ Roll of packing tape

- An additional Supervisor's Kit for use on the makeup date
- Pre-labeled courier answer sheet return boxes and loose UPS test book return labels (TB Returns). Labels may shift to the bottom of the box during shipment.

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

- Nonstandard test books and materials for students testing with alternate test formats.
- If applicable, *PSAT 8/9 Supervisor Manual(s)* for *MP3 Audio and ATC Formats*

Keeping the test books in their shrinkwrapping:

1. Verify that you have received the correct count of test books.
2. Check that the test books all say "PSAT 8/9" 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).
4. Confirm that you have received any specialized materials such as braille, MP3 Audio formats, and Reader Scripts.

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

The 2017 PSAT 8/9

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

- 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.

Changes to the PSAT 8/9 Administration for 2016–2017

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

1. The answer sheet has changed slightly. There are additional fields and questions for students.
2. Students who test with accommodations that do not require specific materials will test with the same maroon test book as students testing without accommodations.
3. Supervisors are encouraged to assign a 2-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 page 4 for more details.
4. The methods by which school codes and homeschool codes are captured has changed. See page 6 for more details.

Facts About the Test

The assessment comprises several parts that always follow the same order (noted in the chart on the next page). 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 15 minutes of scheduled breaks. We occasionally pretest new questions to determine if they should be included in a future PSAT 8/9 test form. These questions may appear in any of the test sections, and testing time includes an extra 20 minutes so test-takers have time to answer them. These questions will not be included in computing test-takers' scores.

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 10 for further instructions).

Schools can choose to test 9th 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 8/9 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, and 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 who miss the test date can test any day during the nonstandard 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	55	42 5-minute break 41	55 5-minute break 55
5-minute break			
Writing and Language Test	30	45 5-minute break	60 5-minute break*
Math Test – No Calculator	20	30	40
5-minute break			
Math Test – Calculator	40	30 5-minute break 30	40 5-minute break 40
5-minute break			
Section 5 (may be reading, writing and language, or math questions)	20	30	40

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. See the nonstandard test scripts on page 28 for more details.

If you are testing students with MP3 audio format, they will test with 100% extended time, plus an additional 45 minutes for Section 2. Testing can take place over 2 days using the scripts in the *PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats* (shipped with the tests).

Pre-ID Labels

Labels for all Michigan-provided assessments will be shipped to your school for all pre-ID'd students. Labels will arrive sorted alphabetically by last name and organized by assessment. One set of labels will be provided for PSAT 8/9 test-takers.

NOTE: Labels for students with accommodations and for off-site testing 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 8/9 labels on PSAT 8/9 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 and a label must be printed at the school for the student.

Preparing for the Test

A Message for Supervisors

This manual is for the use of the person supervising the administration of the PSAT 8/9. Please set aside time before the test day to read this manual carefully so that all procedures will be familiar and easy to follow when you administer the test. Consider providing advance copies of sections in this manual that contain specific information about test day procedures, including test administration scripts, to staff who will be assisting on test day. These include: “Preadministration Instructions” pages 10–12 if you plan to have students fill out personal information on the answer sheet before test day, “On Test Day” pages 13–17, “Test Day Instructions” with the Standard Testing Script, pages 19–27, and “Nonstandard Testing Script” pages 28–46 if you will be testing students with accommodations.


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 to have them fill out informational boxes 1–18 on their answer sheets. This will make it easier to avoid rescheduling lunch and will improve the test-taking experience for your students and staff. (See “Preadministration Instructions,” page 10.)

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. See page vi for instructions on how to receive the Pre-ID label materials. Once the test 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 8/9 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 there is a discrepancy** between the number of students pre-ID'd for your school and the number of answer sheets and test books you received.
- 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. Reseal the boxes, sign your name across the tape, and place all test materials in locked storage** in an area at your school where only you and designated staff have access. No one is to open the shrinkwrapped test books until test day when you distribute them to associate supervisors.
- 7. Keep the empty, prelabeled answer sheet return box(es) and the test-book label(s) included in your test shipment, along with the used cartons from your shipment.** You'll use one to return answer sheets and test books after the test. Test book return labels are loose UPS labels included in the test materials box. They may shift to the bottom of the box during shipment.
- You'll receive two answer sheet return boxes and two test book return labels with your test materials. Please take one set and set aside for 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 in such a way that no student has access to test books except while taking the test. See “After the Test” (page 51) for instructions on for how to handle test books after the test.

Selecting Assistants

Most schools will need additional staff to assist the supervisor. Select one associate supervisor for each test room. For each room, add room proctors if needed: for 35–50 students, add one proctor; for every additional 50 students, add an additional proctor. 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 8/9 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 must be district employees and may be current teachers, counselors, administrators, or other educators who are familiar with test administration. Each associate supervisor must complete the following activities:

- read this manual ahead of time to be thoroughly familiar with test procedures
- assume responsibility for test materials in an assigned room
- administer the test according to the manual's directions
- collect and account for test materials before dismissing students
- return test materials to the supervisor after students are dismissed

Trained proctors may be assigned to assist associate supervisors in administering the tests. A proctor is 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 the test administration at all times. It is recommended that a proctor be assigned for any group over a typical classroom size of 25 students. Proctors do not administer the test but may do any of the following:

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

Visitors other than authorized ETS, 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 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 gaining an unfair advantage over other students. Review the regulations in this manual and communicate any local arrangements and procedures for test day. Highlight the points that follow.

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

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

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

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 8/9 Supervisor's Irregularity Report (SIR). See "Reporting Irregularities" on page 13 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 when a calculator is allowed.

All questions can be solved without a calculator, but a scientific or graphing calculator is recommended. See "Acceptable Calculators," page 18, 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 (one inch or more) or raised displays, seat them apart from other test-takers. Students may not share calculators. Students whom your school has approved 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, cell phones, smartwatches, or smartphones
- models that can access the Internet or have wireless, Bluetooth, cellular, audio/video, recording and playing, camera, or any other smartphone-type feature
- models that have a typewriter-like keypad, pen-input, or stylus
- models that use electrical outlets, make noise, or have paper tape

Prohibited devices and aids — During the test (including breaks), staff must ensure that students have nothing on their desks but a test book, an answer sheet, No. 2 pencils with erasers, and (when permitted) an acceptable calculator. See page 20 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 the use of prohibited devices.

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

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

Test day problems — Staff should know procedures for handling irregularities. They should notify the supervisor as soon as possible of any irregularities that occur and submit a Supervisor's Irregularity Report (SIR) if directed to do so in the irregularity chart (pages 14–17).

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 18 on their answer sheets. Supervisors should work with staff to identify how score reports will be returned and assign the codes accordingly. If codes are not used, the paper score reports will be returned sorted by grade level and then alphabetically by student last name. The optional code will appear on the paper student reports but it will not appear on online score reports. Be sure to provide directions for answer sheet box 18 to associate supervisors to read to students.

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

Testing room codes — Use of testing room codes is highly recommended for schools that will administer the test in multiple testing rooms. The testing room code can help organize your test day experience and allow speedier resolution for inquiries into any reported group disturbances for your school.

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

If your school decides to use testing room codes and a group irregularity occurs, a roster of impacted students must also appear on the SIR, otherwise scores may be held for the entire school until inquiries into the irregularity have been resolved by ETS. (See page 13 for more information on handling irregularities and best practices for using the testing room code.)

Important fields for tracking answer sheets — On test day, students need to record the Form Code and Test ID in boxes 20 and 21 of the answer sheet. In addition, they need to copy the test book serial number, located on the front cover of the test book, into box 22 of the answer sheet. These fields are required for accurate scoring. Both the Form Code (20) and the Test ID (21) are illustrated on the back of the test book. Students should copy the characters and (for 20) the filled circles exactly as shown.

Testing home-schooled students — Notify home-schooled students that they are required to present an acceptable photo ID to be admitted to the testing area.

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

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.

Test books are shrinkwrapped. 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.

PSAT 8/9 test books are serialized. In order to ensure accurate test materials tracking, test material security, and adherence to test administration policies, AI test center supervisors must note the off-site location and the beginning and ending serial numbers of the multiple choice test books you are distributing to each location. Record the off-site location name, and test book serial numbers for each location and keep on file for six months. The off-site test center supervisor will be responsible for verifying the serial numbers on the materials received at their location as well as noting the assigned room for each associate supervisor and the beginning and ending serial numbers of the multiple choice test books they are distributing on the Seating Chart (on the back of this manual).

Information for Test-Takers

Go over these important policies with students at orientation.

Taking the test — Students may not share test questions with anyone during or after the test. They may not work on any section other than the one currently being timed, and they may not look ahead or back in the test book. When time ends, students may not continue working.

Students may not go to their lockers or leave the building during breaks. Students must take the entire test, as skipping a section will adversely affect their scores and may cause scores to be delayed. Students should be made aware that their test includes a fifth section that takes an additional 20 minutes. Inform them that all sections, including Section 5, can contain both scored and unscored questions, and they should do their best to answer every question on the test.

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

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

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

Remind students of what to bring on test day:

- two No. 2 pencils
- an acceptable calculator (see page 18)

Testing Home-Schooled Students

If you have home-schooled students, please:

- Make sure you have sufficient answer sheets and test books for that test day, as no other test may be used.
- 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.
- Home-schooled students will not need to provide school code number on their answer sheets. See “School Field” on page 55 for details.
- Complete Section 5 of the Supervisor’s Report Form. Return answer sheets and test books for all students tested.

Scheduling the Test

You should allow at least 3 hours 30 minutes for test-related activities for standard timing. Plan for more time if testing students with extended time.

The test takes 2 hours 45 minutes, includes 15 minutes of breaks, and requires time before the test to seat students, distribute test materials, and have students complete identifying information on their answer sheets. After the test, staff will need about five minutes to individually collect answer sheets and test books before dismissing students.

All students tested on-site must take the test at the same time. (Exceptions may be made for testing students with disabilities. See “Providing Accommodations for the PSAT 8/9” on page 8 for more details.)

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

Preadministration Session (Recommended)


It is highly recommended that your school reduce total administration time on test day by having students complete some of the identifying information on pages 1–5 of their answer sheets before the test date. (See the Preadministration Instructions on page 10.)

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 2-day testing, testing for day 1 should stop after Section 2 (Writing and Language test), as noted on page 23. Collect all test materials and answer sheets and store them in a secure, locked location until you resume testing.

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

As you plan which rooms you will use for testing, assign each room a unique two-digit testing room code. Provide this code to the associate supervisor or SSD Coordinator who will be administering the test in that room.

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, such as 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 applicable), and the optional code (if applicable). Make a list of the testing rooms with corresponding testing room codes and the associate supervisors who will be administering the test for your records. This list may be used to resolve inquiries concerning test day irregularities and help ensure timely release of score reports for your school.

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

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

A supervisor or an associate supervisor must be present in each room to read aloud instructions from this manual. Do not use a public address system to administer the test in more than one room simultaneously. In large testing

rooms, if students might have difficulty hearing instructions, you may use a microphone or public address system.

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

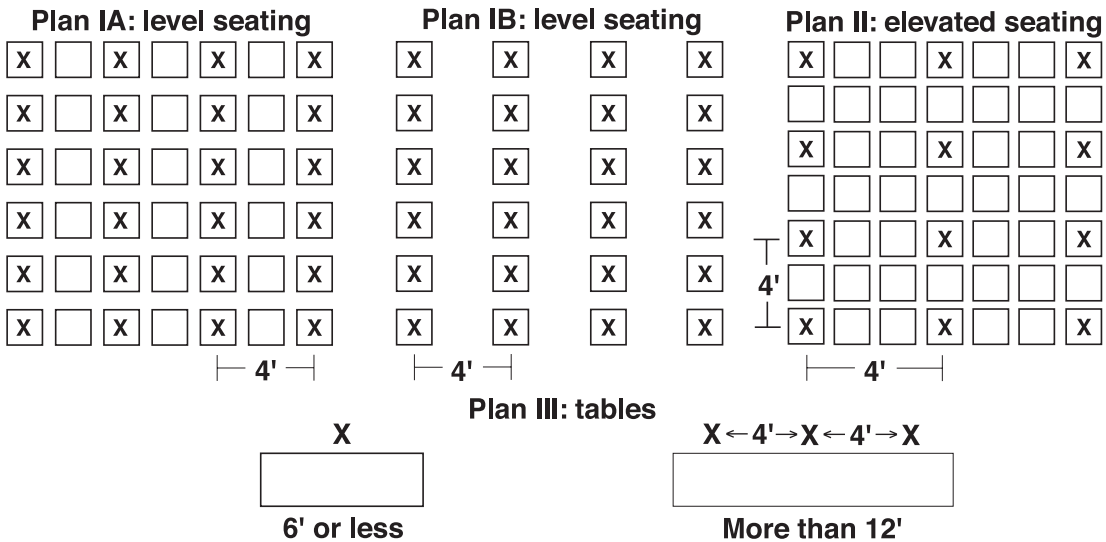
Preparing Seating Plans

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.

NOTE: Notate the tracking numbers for your answer sheet returns for your records on the box labeled "Answer Sheet Tracking Numbers."

Samples of Approved Seating Plans:



Providing Accommodations for the PSAT 8/9

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.

For English Language Learners who require translated test directions or use of a bilingual word-for-word non-electronic translation glossary, these supports do 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.

When applying for accommodations for PSAT 8/9, 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 just listed, 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 College Board accommodations and 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 8/9 for 9th graders in order to ensure that the appropriate materials will be provided on test day. SAAs are available only for the Michigan-provided administration. Students testing with SAAs will use lime green test books.

Nonstandard Test Materials

All students who take the PSAT 8/9, including students testing with accommodations, use the maroon-covered test books. The alternate test format type will be noted on the cover for these students. The only exception is for students who are testing with SAAs, who will test with a lime-green test book.

If students at your school are approved for nonstandard test formats (such as large-type, braille, and Assistive Technology Compatible [ATC]), these test formats will be shipped to the PSAT 8/9 Coordinator and may be shipped separately. Confirm that all materials have arrived. Students who have been approved to use one of these formats should be tested within the two week SSD testing window.

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

Students testing with MP3 Audio format should test with 100% extended time, and an additional 45 minutes for Section 2 (Writing and Language). The school may decide to test these students over two days. Students testing with the ATC format will test with standard time, unless approved

for more, for Reading and Math, but with 100% extended time for Section 2 (Writing and Language). Students testing with a reader should test with 50% extended time.

Students who require MP3 Audio or ATC formats should be tested in a separate room. Use the *PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats* shipped with the tests to manage set up and for additional scripts that apply to these test-takers. Both formats are provided on USB flash drives. Encourage students to practice using the technology by using the PSAT 10 practice files available for these formats at collegereadiness.collegeboard.org/psat-nmsqt-psat-10/practice/full-length-practice-tests.

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.

Room Assignments

Students who are approved for accommodations that change timing or that require a separate setting (e.g., extended time, extra breaks, small group, reader, scribe) should test separately from other students. Be sure to assign a room and associate supervisor for this purpose.

Some accommodations do not include extended time, but still require a separate room. Some examples are a smaller testing environment with fewer distractions, extended breaks, or use of a four-function calculator on the Math Test – No Calculator section. These students will be tested with standard timing. To minimize distraction, students should be seated in a separate room from others who are receiving extended time. See page 28 for more detailed information regarding administering the PSAT 8/9 with accommodations.

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.

There are some accommodations that don't affect the timing or administration of the test that can be given in the standard room. These include preferential seating, wheelchair access, use of a large-block answer sheet, permission for food or medication; use of 14-point large print, a magnifier, sign language interpreter for oral instructions, auditory amplification or FM system, a colored overlay; and approval to record answers in the test book.

Section Timing

Students who are approved for extended time are provided a specified amount of time for each section. Give students their full amount of extended time on each section, even if they stop work before time is called. Students who are approved for extended time should also test with extra breaks. **Refer to page 30 for more information about testing with extended time.**

Preadministration Instructions

Once schools receive their preadministration materials, schools have the option for all students, including students testing with accommodations, to fill in boxes 1–18 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. You may decide to conduct the session 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 building. Be sure to provide large-block answer sheets to students approved to use them.
2. Answer sheets are shipped to you with the Pre-ID labels. Affix the pre-ID labels to the answer sheets and organize the answer sheets so that you can ensure that students receive their own answer sheets on test day. We recommend that you assign each student to a test room and note the test room number (or other room identifier) on a container. Once students have completed the identifying information on their answer sheets, store the answer sheets securely in the appropriate containers for their assigned test rooms.
3. Inform students that they will need No. 2 pencils with erasers, and a note of their address, for the preadministration session. Also make sure you have a supply of No. 2 pencils on hand for the preadministration session.
4. Before distributing answer sheets, post optional codes, if used (see page 4). The testing room code and certification statement will be filled out by students on test day.

Conducting the Session

Using the scripts in the maroon tinted boxes, ask each student to fill in personal information in boxes 1–18. Read aloud all the directions in the scripts. Read slowly enough to give students time to fill in their identifying information. Pause wherever four dots appear (. . . .) to allow students time to follow instructions. Instructions that are separated from the scripts by a horizontal line are for you and your assistants and should not be read aloud.

- Students must fill in the appropriate circles for their name, address, and other personal information.
- Students should skip boxes 19–22 and the signature section because these sections will be completed on test day.
- Distribute the answer sheets, taking care to give each student his or her 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.

For all students, say:

Today you will be filling out your identifying information on the PSAT 8/9 answer sheet. As we proceed, look up when you finish each part of the answer sheet. 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.

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.

For box 1, say:

Begin by reading the directions in the box above box 1. Print your last name, first name, and middle initial, if you have one, exactly as they appear on your label. . . .

Fill in the corresponding circles. Make sure each mark is dark and completely fills the circle. Look up when you are finished. . . . Are there any questions?

For boxes 2–5, to all students, say:

Open your answer sheet to page 2. In boxes 2 through 5, be careful to fill in the address circles correctly. In box 2, enter your street number. Include your apartment number in box 2, if you have one. If necessary, use the address abbreviations at the bottom of the page. Indicate a space in your address by leaving a blank box and filling in the corresponding circle. If your address has a slash mark or hyphen, fill in the corresponding slash mark or hyphen circle. If your entire address doesn't fit, fill in as much of it as possible. Be sure to complete your five-digit ZIP 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 7 and 8, to all students, say:

Now turn to page 3. 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?

Move on to box 8 on the next page. Give your best estimate if you do not know your exact grade average.

For boxes 9 and 10, say:

Boxes 9 and 10 help ensure that tests are fair for all students, and to conduct research. Responses to the Language questions in 10a and 10b will be used for research only and will not be included on score reports. If you identify with multiple racial or ethnic groups, you may mark all choices that apply to you in box 9. Look up when you are finished. . . .

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

For box 11, say:

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

For boxes 12–14, say:

Move on to box 12. When completing box 12, "Date of Birth," fill in the appropriate circle for the correct month. Also enter your day and year of birth. Fill in a leading zero for your day of birth if applicable. Then fill in the appropriate circles for female or male in box 13 and your current grade level in box 14. Look up when you are finished. . . .

For box 15, say:

In box 15, enter your Michigan Unique Identification Code (UIC) number located in the upper left-hand corner of your label, starting with the first column to the left. Look up when you are finished. . . .

Are there any questions? . . .

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 16, say:

Box 16 asks for your Mobile Number. By providing your mobile number, you agree to receive text messages from the College Board about the PSAT 8/9; to participate in research surveys; and/or to receive free information on college planning services. The College Board will not share your mobile number with other organizations. 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.

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 17, say:

In box 17, fill in the circle to indicate whether or not you are taking this test in the school you regularly attend. If this *is* the school you regularly attend, fill in the circle that says "Yes." If you are home-schooled, fill in the circle that says "No, I am home-schooled" and do not enter any other information in box 17. 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 code of your school below.

See "School Field" on page 55 if you need additional information on box 17.

Choose the correct action below:

- If your school does NOT use optional codes, read the script, 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 18, "Optional Code."

If your school uses optional codes, read the directions you have prepared (see 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 box 18 blank.

! If you are conducting this preadministration session **ON** test day and are ready to move ahead with testing, go to “Distributing Test Books” on page 21.

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

For boxes 19–22, say:

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

Collecting and Storing Answer Sheets Until Test Day

When all students are finished, say:

Thank you for your cooperation. We will now collect your answer sheet from you.

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

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

On Test Day

Maintaining Security

General Test Area Monitoring

Make sure the following 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 to keep the test materials, such as a locked cabinet, closet, or vault. All test materials should remain secured until test day. Immediately inform the Michigan Educator Hotline if you have not received or cannot locate your test materials by the Monday prior to the week of your testing. On test day, check the tests carefully for tampering. Once they are distributed to associate supervisors and authorized staff, the tests must remain under their surveillance at all times.


Reporting Irregularities

If an irregularity occurs, follow the resolution path detailed in the Irregularity Chart (page 14). If the associate supervisor is alone in the room, the irregularity should be noted briefly until a proctor or supervisor can monitor the room so a detailed report of the incident can be written.

- Review the following chart so you and your staff will know how to handle such situations for individuals and groups of students. Where you see a check mark in the chart, a Supervisor's Irregularity Report (SIR) should be submitted.

- Schools should self-report irregularities that they think significantly affected their test administration on the SIR. The SIR is a scannable form that must be filled out with a No. 2 pencil or a pen with black or blue ink. Make no notes or stray marks on the form and neatly print all information and fill the circles completely.
- The testing room code should be marked in section 10 of the SIR for any group irregularities that occur, along with the names of the students affected by the irregularity. If multiple testing rooms experience group irregularities, a separate SIR should be submitted for each room. If a group irregularity affected an entire school, the testing room code does not need to be provided. Supervisors should advise each associate supervisor of their testing room code before test day. Keep a list of the rooms and the assigned associate supervisors to help you quickly locate the right personnel to answer any queries from ETS related to group irregularities, and help ensure that scores are released in a timely manner (see "Testing Room Codes," page 4 for more details).
- ETS, on behalf of the PSAT 8/9 Program, will review all reports of irregularities and any test score earned under questionable circumstances. In the event you receive a call from ETS, please respond in a timely fashion in order to ensure ontime score report delivery. Delays in responding could delay your score reports. Once answer sheets have been submitted for scoring, ETS reserves the right not to score the answer sheet of a student who engaged in misconduct or was involved in a testing irregularity.

Irregularity Chart

Group Irregularities	Procedure	Supervisor's Irregularity Report (SIR)
Mistiming of Sections		
Undertiming	<p>Permit students to make up time on an undertimed section before allowing a break or dismissing them, so they do not have an opportunity to discuss the test before resuming work on the affected section. Allow the full number of minutes on all other sections.</p> <p>If you cannot permit students to make up time on the undertimed section, allow the full number of minutes on all other sections. Tell students that a report will be submitted.</p> <p>Submit affected answer sheets on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Note the sections(s) affected and timing discrepancy.</p> <p>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.</p>
Overtiming	<p>Give the full number of minutes on all the other sections. Tell students that a report will be submitted.</p> <p>Submit affected answer sheets on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Note the sections(s) affected and timing discrepancy.</p> <p>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.</p>
Environment		
Disturbance	<p>Reduce or eliminate source of disturbance (loud noise, excessive heat/cold, disruptive behavior, etc.). Tell students that a report will be submitted. Continue testing.</p> <p>Submit affected answer sheets on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Note the source, length, and impact of the disturbance.</p> <p>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>
Interruption	<p>Provide clear instructions for safety of students if fire alarm, power failure, etc., occurs. Note the time and take action to be sure no one has access to test materials while students are out of the room. Direct students not to discuss the test and monitor the group the entire time. Students should resume testing in the section they were completing before the interruption occurred. Subtract the time they were given before the interruption and allow the remainder for students to complete the section. Tell students that a report will be submitted.</p> <p>Submit affected answer sheets on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Note the source, length, and impact of the disturbance.</p> <p>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>
Test Cancellation	<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
 <p>Call the Michigan Educator Hotline</p>		

Individual Irregularities	Procedure	Irregularity Report
Test-taker issues		
Late arrival	See "Test Day Instructions" page 19.	<input checked="" type="checkbox"/> Identify student On page 2 section 7, Check-in Issue, fill in the circle for "Student arrived late."
Giving and/or receiving information	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. Submit student's answer sheet on top of other answer sheets.	<input checked="" type="checkbox"/> Identify students (the student providing the information and the student receiving the information) and explain circumstances. On page 2 section 7, Test Admin Issue, fill in the circle for "Student gave or received help."
Prohibited aid (see page 20) or calculator use when not permitted	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 20 either during the test or during breaks. (For example: cell phones, smartwatches, MP3 players, and iPods.) Submit student's answer sheet on top of other answer sheets.	<input checked="" type="checkbox"/> Identify student. On page 2 section 7, Test Admin Issue, fill in the circle for "Student used an unauthorized aid."
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 was 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. 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

Individual Irregularities**Procedure****Irregularity Report**

Accommodations given that were not approved



Call the Michigan Educator Hotline immediately for instructions.

Continue testing while you contact the SSD office for instructions.

Submit student's answer sheet on top of other answer sheets.

- Identify student, and note accommodation given and actions taken.

Bubble page 2 section 7, Test Center Staff Issue, fill in the circle for – “Staff gave incorrect, unapproved or no accommodations.”

Approved accommodations not given

Advise the student that they have not received accommodations for which they were approved.

If student does not want answer sheet scored, tell student a report will be submitted. Submit student's answer sheet on top of other answer sheets.

- Identify student, and note actions taken.

Bubble page 2 section 7, Test Center Staff Issue, fill in the circle for – “Staff gave incorrect, unapproved or no accommodations.”

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.

If student does not want the answer sheet scored, tell student a report will be submitted. Submit student's answer sheet on top of other answer sheets.

- Identify student, test section, last question number completed, and reason for leaving.

On page 2 section 7, Test Admin Issue, fill in the circle for “Student left early/left without permission.”

Disruptive behavior

Remove disruptive student from testing room. Submit student's answer sheet on top of other answer sheets.

- Identify student, length of time, and affected sections.

On page 2 section 7, Test Admin Issue, fill in the circle for “Student disrupted test.”

Illness

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.

Submit student's answer sheet on top of other answer sheets.

- Identify student, length of absence, affected section(s), and questions.

Bubble page 2 section 7, Test Admin Issue “Student became ill.”

Student does not complete boxes 20–22 on the answer sheet

Locate student's test book using the seating chart and direct student to fill in the information from the back of the book for boxes 20 (Form Code) and 21 (Test ID), and from the front of the test book for box 22 (Serial Number).

OR

If the irregularity is found after students have been dismissed, note on the SIR and return the answer sheet with other answer sheets.

Not applicable

- Identify student.

On page 2 section 7, Other Issue, fill in the circle for “Other” and enter “Answer sheet returned without Form Code, Test ID.”

Test Materials	Procedure	Irregularity Report
<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, fill in the circle for “Defective Material Issue.”</p>
<p>Defective answer sheet</p>  <p>Call the Michigan Educator Hotline office if you do not have a replacement answer sheet.</p>	<p>Replace defective answer sheet. Direct student to print name on new answer sheet, then continue with next question. Tell student that a report will be submitted. If defective answer sheet causes loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others. Answers may not be transferred between answer sheets by student or school personnel after time is called for the section.</p> <p>Clip both answer sheets together; place on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Identify student; describe defect; if time was not made up, indicate how much time was lost.</p> <p>On page 2 section 7, fill in the circle for “Defective Material Issue.”</p>
<p>Possible test question ambiguities and errors</p>  <p>Call the Michigan Educator Hotline office immediately after test.</p>	<p>Direct student to give the best possible answer. Say a report will be submitted. If student expresses concern after test date, tell student to report test form, test section, content of question, and nature of error as soon as possible to: michiganadministratorsupport@collegeboard.org.</p> <p>Submit student’s answer sheet on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Indicate name and address of student who reported ambiguity or error, form, section, and test question number.</p> <p>On page 3 section 8, fill in the appropriate circle under – “Test Question Ambiguity Information.”</p>
<p>Missing test book</p>  <p>Call the Michigan Educator Hotline office immediately.</p>	<p>If test books are missing from your shipment or appear to be tampered with, immediately report this. If a test book is missing from a testing room, follow the procedures on page 4 of this manual.</p> <p>Call immediately if materials cannot be located.</p>	<p><input checked="" type="checkbox"/> Explain actions taken in details.</p> <p>On page 2 section 6, “Group Irregularities Information,” fill in the circle for “Missing materials.”</p>

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 FX-6000 series FX-6200 series FX-6300 series FX-6500 series FX-7000 series FX-7300 series FX-7400 series FX-7500 series FX-7700 series FX-7800 series FX-8000 series FX-8500 series FX-8700 series FX-8800 series FX-9700 series FX-9750 series FX-9860 series	CFX-9800 series CFX-9850 series CFX-9950 series CFX-9970 series FX 1.0 series Algebra FX 2.0 series FX-CG-10 (PRIZM) FX-CG-20 FX-CG-500* Graph25 series Graph35 series Graph75 series Graph95 series Graph100 series	Hewlett-Packard HP-9G HP-28 series HP-38G HP-39 series HP-40 series HP-48 series HP-49 series HP-50 series HP Prime Radio Shack EC-4033 EC-4034 EC-4037	Sharp EL-5200 EL-9200 series EL-9300 series EL-9600 series* EL-9900 series Other Datexx DS-883 Micronta Smart ²	Texas Instruments TI-73 TI-80 TI-81 TI-82 TI-83 TI-83 Plus TI-83 Plus Silver TI-84 Plus TI-84 Plus CE TI-84 Plus Silver TI-84 Plus C Silver TI-85 TI-86 TI-89 TI-89 Titanium TI-Nspire TI-Nspire CX TI-Nspire CM-C TI-Nspire CAS TI-Nspire CX CAS TI-Nspire CM-C CAS TI-Nspire CX-C CAS
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*The use of the stylus is not permitted.

Test Day Instructions

If you are testing students with accommodations, be sure to read the section “Nonstandard Testing Scripts” to prepare for testing these students.

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 8/9 Supervisor Manual for MP3 Audio and ATC Formats*). For all other test-takers, continue below.

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

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

- your school’s six-digit AI code _____
- your school’s address
- today’s date $\frac{\quad}{\text{Month}} / \frac{\quad}{\text{Day}} / \frac{\quad}{\text{Year}}$
- 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)
- six-digit school AI codes for students from other schools as part of an approved off-site testing arrangement
- testing room code (see “Testing Room Codes,” page 4)

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.

Collecting Students’ Phones, Devices, and/or Backpacks

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

Reading the Scripts

Read aloud all the directions in the maroon tinted boxes. Read slowly enough to give students time to fill in their responses. Pause wherever four dots (. . . .) appear to allow students time to follow instructions. Instructions outside the shaded boxes are for you and your assistants and should not be read aloud.

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

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

If you have extra No. 2 pencils, distribute them to students who need them.

Then say:

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

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

You may also be dismissed for:

- Eating or drinking during testing (unless an approved 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. Any electronic device that is not turned off and put away may have its contents inspected.

If you did NOT collect phones, devices, and/or backpacks, read the following script.

Then 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. Look up when you have powered down and put away any of these devices if you have them.

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

When everyone is ready, say:

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

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

Once desks are cleared of prohibited items, say:

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

If students will be using school-provided calculators, distribute them now.

Checking for Prohibited Aids

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

- Cell phones or smartphones
- Audio players/recorders, tablets, laptops, notebooks, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Any devices, including smartwatches, that can be used to record, transmit, receive or play back audio, photographic, text, or video content
- Pens, highlighters, and mechanical or colored pencils
- Books, dictionaries, or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Notes, pamphlets, or papers of any kind, including scratch paper (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 10.**

If you have already conducted a preadministration session, continue below.

Distributing Preadministration Answer Sheets

When 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. If there are students in the room who did not participate in the preadministration session, give them a blank answer sheet. They will need to fill out boxes 2–18 after testing has finished. 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.

Then say:

Please make sure your correct legal name and date of birth appear on your answer sheet. Raise your hand if you have the wrong answer sheet. If you did not fill out any information on your answer sheet before today, please complete box 1 now. You will need to complete the remaining boxes after the test.

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.

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 and direct them to complete box 1. After testing, be sure to locally print and affix a new pre-ID label.

Distributing Test Books

When everyone is ready, say:

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

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

When everyone is ready, say:

Print your name and other requested information clearly on the back of your test book. . . . Look up when you are finished. . . .

Completing Test Information and the Signature Area

Choose the correct script below:

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

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

Turn to page 5 of your answer sheet. In box 19, write in the testing room code _____, then fill in the circles.

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

Turn to page 5 of your answer sheet. Make no marks in box 19.

For boxes 20–21, say:

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

For box 22, say:

Turn your test book back to the front, and find the serial number in the upper right corner. In box 22, print the serial number, then fill in the corresponding circles. Look up when you are finished. . . .

For the signature area, say:

All students must complete the next portion of the answer sheet. At the bottom of page 5, please find the area labeled “Date and sign on test day.” Read the statements at the top and bottom of this area, then fill in today’s date and sign your full name as you would on an official document. Under your signature, print your name.

By signing, you agree not to share any specific test question with anyone by any form of communication, including, but not limited to: email, text messages, or use of the Internet. Doing so can result in score cancellation and other possible sanctions. Look up when you are finished. . . .

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

Standard Testing Script

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

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

NOTE: *Turn to page 31, “Begin Nonstandard Testing Here,” if you are testing students with nonstandard timing/breaks or formats such as braille, or readers. If you are testing students with extended time on only portions of the test, you will be directed to return to this standard script for the appropriate sections of the test.*

When everyone is ready, say:

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

During the test, keep your answer sheet, 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 and five minutes before the end of every section, 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 27 to ensure that you have correctly calculated the stop time.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with a proctor, if available.

Monitor test-takers:

- Walk around the room to check that everyone is working on the correct section.
- Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart on page 15.
- 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 fully per the instructions on page 13 at a later time.

After testing begins:

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

Section 1 – Reading Test

After you answer all questions, say:

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

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

During the test, keep your answer sheet, 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 in the correctly numbered spaces in Section 1. Open your test book to Section 1, read the directions, and begin work.



STANDARD TIME

55 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 PSAT 8/9 Supervisor's Irregularity Report (SIR).

After 30 minutes have elapsed, say:

You have 25 minutes remaining in this section.

After 50 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 55 minutes, say:

Stop work and put your pencil down.

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

- 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 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

Assistive Technology Compatible (ATC) Timing for Section 2

To allow enough time to navigate Section 2, students with standard timing who are using ATC formats must be given 100% extended time on Section 2. For these students, turn to Nonstandard Script 1, page 32, for Section 2, then return to page 24 in this script for Section 3.

When everyone is ready, say:

You will have 30 minutes to work on Section 2, Writing and Language. If you finish before time is called, you may NOT turn to any other section.

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

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



STANDARD TIME

30 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 2. 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 the SIR.

After 15 minutes have elapsed, say:

You have 15 minutes remaining in this section.

After 25 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 30 minutes, say:

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

If Testing Students with Extended Time for Math Only

- For students approved for 100% Extended Time in Math only, turn to “Break Before Section 3 for 1-Day Test-Takers” under Script 1, page 34.
- For students approved for 50% Extended Time in Math only, turn to “Break Before Section 3 for 1-Day Test-Takers” under Script 2, page 39.

Section 3—Math Test – No Calculator**When everyone is ready, say:**

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

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

If you finish before time is called, you may NOT turn to any other section. Now open your test book to Section 3, read the directions, and begin work.



STANDARD TIME

20 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 15 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 20 minutes, say:

Stop work and put your pencil down. . . .

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

- 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 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 everyone is ready, say:

You will have 40 minutes to work on Section 4, Math Test – 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, keep it on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

Then say:

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

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



STANDARD TIME

40 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 have elapsed, say:

You have 20 minutes remaining in this section.

After 35 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 40 minutes, say:

Stop work and put your pencil down. . . .

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

For the break:

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

During the break:

- Walk around the room to check that all test books are closed and answer sheets are inside the front of test books. 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 5—Variable Section

NOTE: All students in your school whose test books have Math in Section 5 will have the same rule for calculator use; they all will either have a Math Test – Calculator or a Math Test – No Calculator.

When everyone is ready, say:

You will have 20 minutes to work on Section 5. Your test book may have Reading, Writing and Language, or Math questions in this section.

Turn to page 7, Section 5 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces. For math questions 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.

Now, please open your test book to Section 5, and look at the top of the test page. If the title of your Section is “Math Test — Calculator,” you may keep your calculator on your desk. For any other test, you must place your calculator under your desk now. . . .

If you are using the 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 finish before time is called, you may NOT turn to any other section. Now, read the directions for Section 5 and begin work.



STANDARD TIME

20 MINUTES

START TIME _____ STOP TIME _____

During testing:

- Walk around the room to check that students who are using calculators have the calculator permitted icon at the top of their test book pages.
- 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 five minutes remaining in this section.

After exactly 20 minutes, 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. Please sit quietly.

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

After testing:

- If all students in the room have completed boxes 2–18 on their answer sheets, proceed to "Dismissal."

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

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

Turn to "Conducting the Session" in the Preadministration Instructions on page 10, and guide students through filling out boxes 2–18 on the answer sheet. When they are finished, proceed to "Dismissal," in the next column.

Dismissal

When all answer sheets are complete, say:

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

Before dismissing students:

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

Please ensure that items 1–22 and the signature area on the first five pages of the answer sheet are filled out completely.

After all materials are accounted for, say:

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

After Students Leave the Room:

- If you have any students approved to write their answers in the test book, do the following:
 - ◆ Transcribe student answers to a machine-scannable answer sheet. Clip the answer sheet to the test book.
 - ◆ On the test book, write the student's name, school AI code, and room number or name.
 - ◆ On the front cover of the test book, write "Answers in book."
 - ◆ Include the test books with the used answer sheets.
- Describe any irregularities on a PSAT 8/9 Supervisor's Irregularity Report (SIR).

Section Timing Chart for PSAT 8/9 – Standard Administration

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

STOPTIME Standard Time					
Start Time	For a 55-minute section (Section 1)	For a 30-minute section (Section 2)	For a 20-minute section (Section 3)	For a 40-minute section (Section 4)	For a 20-minute section (Section 5)
:00	:55	:30	:20	:40	:20
:01	:56	:31	:21	:41	:21
:02	:57	:32	:22	:42	:22
:03	:58	:33	:23	:43	:23
:04	:59	:34	:24	:44	:24
:05	:00	:35	:25	:45	:25
:06	:01	:36	:26	:46	:26
:07	:02	:37	:27	:47	:27
:08	:03	:38	:28	:48	:28
:09	:04	:39	:29	:49	:29
:10	:05	:40	:30	:50	:30
:11	:06	:41	:31	:51	:31
:12	:07	:42	:32	:52	:32
:13	:08	:43	:33	:53	:33
:14	:09	:44	:34	:54	:34
:15	:10	:45	:35	:55	:35
:16	:11	:46	:36	:56	:36
:17	:12	:47	:37	:57	:37
:18	:13	:48	:38	:58	:38
:19	:14	:49	:39	:59	:39
:20	:15	:50	:40	:00	:40
:21	:16	:51	:41	:01	:41
:22	:17	:52	:42	:02	:42
:23	:18	:53	:43	:03	:43
:24	:19	:54	:44	:04	:44
:25	:20	:55	:45	:05	:45
:26	:21	:56	:46	:06	:46
:27	:22	:57	:47	:07	:47
:28	:23	:58	:48	:08	:48
:29	:24	:59	:49	:09	:49
:30	:25	:00	:50	:10	:50
:31	:26	:01	:51	:11	:51
:32	:27	:02	:52	:12	:52
:33	:28	:03	:53	:13	:53
:34	:29	:04	:54	:14	:54
:35	:30	:05	:55	:15	:55
:36	:31	:06	:56	:16	:56
:37	:32	:07	:57	:17	:57
:38	:33	:08	:58	:18	:58
:39	:34	:09	:59	:19	:59
:40	:35	:10	:00	:20	:00
:41	:36	:11	:01	:21	:01
:42	:37	:12	:02	:22	:02
:43	:38	:13	:03	:23	:03
:44	:39	:14	:04	:24	:04
:45	:40	:15	:05	:25	:05
:46	:41	:16	:06	:26	:06
:47	:42	:17	:07	:27	:07
:48	:43	:18	:08	:28	:08
:49	:44	:19	:09	:29	:09
:50	:45	:20	:10	:30	:10
:51	:46	:21	:11	:31	:11
:52	:47	:22	:12	:32	:12
:53	:48	:23	:13	:33	:13
:54	:49	:24	:14	:34	:14
:55	:50	:25	:15	:35	:15
:56	:51	:26	:16	:36	:16
:57	:52	:27	:17	:37	:17
:58	:53	:28	:18	:38	:18
:59	:54	:29	:19	:39	:19

Nonstandard Testing Scripts

Testing Students Approved for Accommodations

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

Students who test with accommodations that do not require specific materials, such as braille or large print, will test with the same maroon test book as students testing without accommodations.

On test day, if you are testing students using MP3 Audio format, follow the instructions “Testing MP3 Audio users” on the next page. For all other students with accommodations, turn to page 19 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.

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

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.

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 that 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.

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.

Reader’s Script and Audio Formats

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

Whenever possible, students should use earphones when testing with an audio format (MP3 Audio or Assistive Technology Compatible form). If earphones are not available, the student should be tested in a separate room.

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

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

Using the *PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats*

If you are testing students with MP3 Audio or ATC formats, read the *PSAT 8/9 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 the following 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 8/9 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 8 of this standard *Michigan PSAT 8/9 Supervisor Manual*.

IMPORTANT: *The MP3 Audio format requires 100% extended time plus an additional 45 minutes in Section 2. Testing of these students may 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 transcriber.
- using a braille device (for example, Perkins Brailler) and having answers transcribed by the supervisor after the test. (Return braille pages with answer sheets.)
- recording answers on an enlarged (large-block) answer sheet.
- recording answers in the test book and having answers transferred to the machine-scannable answer sheet by the supervisor after the test.

Differences in Breaks and Timing

Students who 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. 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.

Extended time test-takers will receive extra breaks between every section of the test.

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.

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

NOTE: *Break time does not count as testing time.*

Breaking for Lunch or Two-Day Testing

If an accommodation necessitates breaking for lunch or for the day, wait until students have completed a section before stopping testing. Collect all test materials and answer sheets and store them in a secure, locked location until you resume testing.

Using These Scripts

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

Standard Time for Accommodated Students

Use the Standard Testing Script (starting on page 22) 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 the entire Script 1 (starting on page 32) for students who are approved for 100% extended time for reading.

Script 2 – 50% Extended Time Script

Use the entire Script 2 (starting on page 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 42) 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 22) or Script 3 for extra breaks (page 42) for students who are approved for extended time on Math only.

- For students approved for 100% extended time for math, switch to Script 1 (pages 34–36) for Sections 3 and 4.
- For students approved for 50% extended time for math, switch to Script 3 (pages 43–45) for Sections 3 and 4.

Scripts for MP3 Audio Format

If testing students with the MP3 Audio format, use the scripts in the supplemental manual *PSAT 8/9 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 Extended Timing and Extra 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. 22)	Use Script 3 (p. 42)	Use combined Standard Testing Script and Script 1	Use combined Standard Testing Script and Script 2	
1	Reading Test	55 minutes	42 minutes	55 minutes	28 minutes	55 minutes	55 minutes	
		5-minute break	5-minute break		5-minute break			
		55 minutes	41 minutes		27 minutes			
		5-minute break						
2	Writing and Language Test	60 minutes	45 minutes	30 minutes	30 minutes	30 minutes	30 minutes	
		Day 1 testing ends	5-minute break		5-minute break	5-minute break	5-minute break	
3	Math Test – No Calculator	40 minutes	30 minutes	20 minutes	20 minutes	40 minutes	30 minutes	
		5-minute break						
4	Math Test – Calculator	40 minutes	30 minutes	40 minutes	20 minutes	40 minutes	30 minutes	
		5-minute break	5-minute break		5-minute break	5-minute break	5-minute break	
		40 minutes	30 minutes		20 minutes	40 minutes	30 minutes	
5	Variable	5-minute break						
		40 minutes	30 minutes	20 minutes	20 minutes	40 minutes	30 minutes	

If you are testing students with MP3 Audio Format, follow the instructions in the supplemental manual shipped with the tests (*PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats*).

Begin Nonstandard Testing Here

To remind all students of procedures, say:

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

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

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

During testing, keep your answer sheet, 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. If you finish before time is called, you may NOT turn to any other section.

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

Answer all questions about procedure, then say:

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

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 scholarship programs. Please raise your hand if you think you are in the wrong testing room.

Students who want to have scores reportable to scholarship programs 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 writer 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 that 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.
- Verify the time with the proctor, if applicable. (If you have several groups with different timing, you may ask the proctor to help you track the timing.)

Monitor test-takers:



- Walk around the room to check that everyone is working on the correct section.
- Please be alert and vigilant throughout the test. Do not read, grade papers, work on a computer, talk on a phone, or do any other task unrelated to the test administration.
- Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart on page 15.
- 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 to record where each test book is distributed.
- If a book appears to be missing, follow procedures in “Accounting for test materials” on page 3. Answer all questions about procedure.

Script 1: 100% Extended Time

The following script is for 100% extended time test-takers. If you are testing students with math-only extended time, begin with the appropriate standard time script (page 22 or page 42), and return to this script when instructed.

	100% EXTENDED TIME	55 MINUTES
START TIME _____		STOP TIME _____
5-MINUTE BREAK		
	100% EXTENDED TIME	55 MINUTES
START TIME _____		STOP TIME _____

Section 1 — Reading Test

After you answer all questions, say:

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

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

You have 1 hour and 50 minutes to work on Section 1, Reading, and you will have a break after 55 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 and 20 minutes remaining in this section, and 25 minutes until the break.

After 50 minutes have elapsed, say:

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

After 55 minutes have elapsed, say:

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

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

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the front of the test books. 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 55 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

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

You have 30 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

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

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

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the front of the test books. 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**To all students, say:**

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

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

	100% EXTENDED TIME	60 MINUTES
START TIME _____		STOP TIME _____

To 100% extended time test-takers, say:

You have 60 minutes to work on Section 2, Writing and Language. We will have a break after the section ends. 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 25 minutes have elapsed, say:

You have 35 minutes remaining in this section.

After 55 minutes have elapsed, say:

You have 5 minutes left in this section.

After exactly 60 minutes have elapsed, say:

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

- ❗ For students using ATC format with 50% extended time, switch to Script 2, page 39, to continue at “Break Before Section 3.”
- ❗ For students using ATC format with standard time, no extra breaks, switch to the Standard Scripts, page 23, to continue with Section 3.
- ❗ For students using ATC format with standard time and extra breaks, switch to Script 3, page 43, 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

Announce the break by saying:

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:

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

When all students are seated, say:

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

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


During testing, keep your answer sheet, 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.

To all students, say:

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



100% EXTENDED TIME 40 MINUTES

START TIME _____ **STOP TIME** _____

To 100% extended time test-takers, say:

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

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 15 minutes have elapsed, say:

You have 25 minutes remaining in this section.

After 35 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 40 minutes have elapsed, say:

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

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 front of 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 students are ready, say:

Now turn to page 7 of your answer sheet. Do not begin work until tell you to do so. Keep your answer sheet, test book, any translated directions, and word-for-word bilingual glossaries flat on your desk.

To all test-takers, say:

You may now place your calculator on your desk. When using a calculator, follow these guidelines:

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

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. Be sure to mark your answers in the correct rows.

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

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



100% EXTENDED TIME 40 MINUTES

START TIME _____ **STOP TIME** _____

5-MINUTE BREAK



100% EXTENDED TIME 40 MINUTES

START TIME _____ **STOP TIME** _____

To 100% extended time test-takers, say:

You have 1 hour and 20 minutes to work on Section 4, Math Test – Calculator, and you will have a break after 40 minutes. Now, open your test book to Section 4, read the directions, and begin work.

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

After 35 minutes have elapsed, say:

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

After 40 minutes have elapsed, say:

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

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

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

You have 20 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down. . . .

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

- 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 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 5 – Variable Section

NOTE: All students in your school whose test books have math questions in Section 5 will have the same rule for calculator use; they all will either have a Math Test — Calculator or a Math Test – No Calculator.

When everyone is ready, say:

You will have 40 minutes to work on Section 5. Your test book may have Reading, Writing and Language, or Math questions in this section.

Turn to page 7, Section 5 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces. For math questions 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.

Now, please open your test book to Section 5, and look at the top of the test page. If the title of your Section is “Math Test — Calculator,” you may keep your calculator on your desk. For any other test, you must place your calculator under your desk now. . . .

If you are using the 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 finish before time is called, you may NOT turn to any other section. Now, read the directions for Section 5 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 on page 48 to ensure that you have correctly calculated the stop time.
- Walk around the room to check that students who are using calculators have the calculator permitted icon at the top of their test book pages.

After 20 minutes, say:

You have 20 minutes remaining in this section.

After 35 minutes, say:

You have 5 minutes remaining in this section.

After exactly 40 minutes, say:

Stop work and put your pencil down. . . . Close your 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. Please sit quietly.

Proceed to “Dismissal” on page 46. Testing has concluded and you need to follow the instructions to collect answer sheets and test books and dismiss test takers.

Script 2: 50% Extended Time

The following script is for 50% extended time test-takers. If you are testing students with math-only extended time, begin with the standard script on page 22, or for standard timing with extra breaks, use Script 3 on page 42.

Section 1 — Reading Test

After you answer all questions, say:

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



5-MINUTE BREAK



To 50% extended time test-takers, say:

You have 1 hour and 23 minutes to work on Section 1, Reading, and you will have a break after 42 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 22 minutes have elapsed, say:

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

After 37 minutes have elapsed, say:

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

After 42 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. 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 41 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

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

You have 20 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

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

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

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the front of the test books. 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 formats must be given 100% extended time on Section 2. For these students, turn back to Script 1, page 33, for Section 2, then turn to “Break Before Section 3” on page 39.

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

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

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



50% EXTENDED TIME

45 MINUTES

START TIME _____ STOP TIME _____

To 50% extended time test-takers, say:

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

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 25 minutes have elapsed, say:

You have 20 minutes remaining in this section.

After 40 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 45 minutes have elapsed, say:

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

Break Before Section 3

Announce the break by saying:

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:

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

To all students, say:

Although Section 3 is a Math Test, you may NOT use your calculator unless you are approved to use one. 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.

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

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

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



50% EXTENDED TIME

30 MINUTES

START TIME _____

STOP TIME _____

To 50% extended time test-takers, say:

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

During testing:

- 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 15 minutes have elapsed, say:

You have 15 minutes remaining in this section.

After 25 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 30 minutes have elapsed, say:

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

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 front of 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 students are ready, say:**

Now turn to page 7 of your answer sheet. Do not begin work until tell you to do so. Keep your answer sheet, test book, any translated directions, and word-for-word bilingual glossaries flat on your desk.

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, keep it on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

During testing, keep your answer sheet, 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.

Then say:

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

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

**50% EXTENDED TIME****30 MINUTES****START TIME** _____ **STOP TIME** _____**5-MINUTE BREAK****50% EXTENDED TIME****30 MINUTES****START TIME** _____ **STOP TIME** _____**To 50% extended time test-takers, say:**

You have 1 hour to work on Section 4, Math Test – Calculator, and you will have a break after 30 minutes.

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

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 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. 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:

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

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

You have 15 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down. . . .

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

For the break:

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

During the break:

- Walk around the room to check that all test books are closed and answer sheets are inside the front of test books. 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 5 — Variable Section

NOTE: All students in your school whose test books have math questions in Section 5 will have the same rule for calculator use; they all will either have a *Math Test — Calculator* or a *Math Test — No Calculator*.

When everyone is ready, say:

You will have 30 minutes to work on Section 5. Your test book may have Reading, Writing and Language, or Math questions in this section.

Turn to page 7, Section 5 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces. For math questions 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.

Now, please open your test book to Section 5, and look at the top of the test page. If the title of your Section is “Math Test — Calculator,” you may keep your calculator on your desk. For any other test, you must place your calculator under your desk now. . . .

If you are using the 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 finish before time is called, you may NOT turn to any other section. Now, read the directions for Section 5 and begin work.

**50% EXTENDED TIME****30 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 on page 48 to ensure that you have correctly calculated the stop time.
- Walk around the room to check that students who are using calculators have the calculator permitted icon at the top of their test book pages.

After 15 minutes, say:

You have 15 minutes remaining in this section.

After 25 minutes, say:

You have 5 minutes remaining in this section.

After exactly 30 minutes, say:

Stop work and put your pencil down. . . .Close your 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. Please sit quietly.

Proceed to “Dismissal” on page 46.

Testing has concluded and you need to follow the instructions to collect answer sheets and test books and dismiss test takers.

Script 3: Standard Timing 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

After you answer all questions, say:

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

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



STANDARD TIME 28 MINUTES

START TIME _____ **STOP TIME** _____

5-MINUTE BREAK



STANDARD TIME 27 MINUTES

START TIME _____ **STOP TIME** _____

To standard time test-takers, say:

You have 55 minutes to work on Section 1, Reading, and you will have a 5-minute break after 28 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 23 minutes have elapsed, say:

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

After 28 minutes have elapsed, say:

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

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

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

You have 5 minutes remaining in this section.

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

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

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 turn to page 43 and resume at “Break Before Section 3.”

To all students, say:

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

To all students, say:

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

During testing, keep your answer sheet, 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

30 MINUTES

START TIME _____ STOP TIME _____

To standard time test-takers, say:

You have 30 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 15 minutes have elapsed, say:

You have 15 minutes remaining in this section.

After 25 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 30 minutes, say:

Stop work and put your pencil down. 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 out of sight under your desk. 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.

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 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 39.

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

To all students, say:

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

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

During testing, keep your answer sheet, 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

20 MINUTES

START TIME _____ STOP TIME _____

To standard time test-takers, say:

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

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

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 15 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 20 minutes, say:

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

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 front of 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 students are ready, say:

Now turn to page 7 of your answer sheet. Do not begin work until tell you to do so. Keep your answer sheet, test book, any translated directions, and word-for-word bilingual glossaries flat on your desk.



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, keep it on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

During testing, keep your answer sheet, 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.

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.

	STANDARD TIME	20 MINUTES
START TIME _____		STOP TIME _____
<hr/>		
	STANDARD TIME	20 MINUTES
START TIME _____		STOP TIME _____

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

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

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

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 on page 49 to ensure that you have correctly calculated the stop time.

After 15 minutes have elapsed, say:

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

After 20 minutes have elapsed, say:

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

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

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down. . . .

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

For the break:

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

During the break:

- Walk around the room to check that all test books are closed and answer sheets are inside the front of test books. 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 5 – Variable Section

NOTE: All students in your school whose test books have math questions in Section 5 will have the same rule for calculator use; they all will either have a *Math Test – Calculator* or a *Math Test – No Calculator*.

When everyone is ready, say:

You will have 20 minutes to work on Section 5. Your test book may have Reading, Writing and Language, or Math questions in this section.

Turn to page 7, Section 5 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces. For math questions 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.

Now, please open your test book to Section 5, and look at the top of the test page. If the title of your Section is “Math Test — Calculator,” you may keep your calculator on your desk. For any other test, you must place your calculator under your desk now. . . .

If you are using the 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 finish before time is called, you may NOT turn to any other section. Now, read the directions for Section 5 and begin work.



STANDARD TIME
20 MINUTES

START TIME _____
STOP TIME _____

During testing:

- Walk around the room to check that students who are using calculators have the calculator permitted icon at the top of their test book pages.
- 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 5 minutes remaining in this section.

After exactly 20 minutes, 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. Please sit quietly.

Proceed to “Dismissal” below.

Dismissal

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

If all students in the room have completed boxes 2–18 on their answer sheets, skip to the script “When all answer sheets are complete.”

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

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

Turn to “Conducting the Session” on page 10, and guide students through filling out boxes 2–18 on the answer sheet. When they are finished, continue with the script below.

When all answer sheets are complete, say:

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

Before dismissing students:

- Collect an answer sheet from each student. Collect copies of translated test directions and word-for-word glossaries, if applicable.
- Keep students seated until you are sure you have each student’s answer sheet and test book.
- 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 17 is properly filled out with the student’s school code.
- Make sure answer sheets are not inserted in or between test books.
- Verify by count that you have a test book and answer sheet for each student.
- Verify that you have collected the test books assigned to your room.

After all materials are accounted for, say:

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

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

After students leave the room:

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

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

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

STOPTIME Nonstandard Time

Start Time	For a 110-minute section (Section 1) 55 mins. – break – 55 mins.		For a 60-minute section (Section 2)	For a 40-minute section (Section 3)	For a 80-minute section (Section 4) 40 mins. – break – 40 mins.		For a 40-minute section (Section 5)
:00	:55	:55	:00	:40	:40	:40	:40
:01	:56	:56	:01	:41	:41	:41	:41
:02	:57	:57	:02	:42	:42	:42	:42
:03	:58	:58	:03	:43	:43	:43	:43
:04	:59	:59	:04	:44	:44	:44	:44
:05	:00	:00	:05	:45	:45	:45	:45
:06	:01	:01	:06	:46	:46	:46	:46
:07	:02	:02	:07	:47	:47	:47	:47
:08	:03	:03	:08	:48	:48	:48	:48
:09	:04	:04	:09	:49	:49	:49	:49
:10	:05	:05	:10	:50	:50	:50	:50
:11	:06	:06	:11	:51	:51	:51	:51
:12	:07	:07	:12	:52	:52	:52	:52
:13	:08	:08	:13	:53	:53	:53	:53
:14	:09	:09	:14	:54	:54	:54	:54
:15	:10	:10	:15	:55	:55	:55	:55
:16	:11	:11	:16	:56	:56	:56	:56
:17	:12	:12	:17	:57	:57	:57	:57
:18	:13	:13	:18	:58	:58	:58	:58
:19	:14	:14	:19	:59	:59	:59	:59
:20	:15	:15	:20	:00	:00	:00	:00
:21	:16	:16	:21	:01	:01	:01	:01
:22	:17	:17	:22	:02	:02	:02	:02
:23	:18	:18	:23	:03	:03	:03	:03
:24	:19	:19	:24	:04	:04	:04	:04
:25	:20	:20	:25	:05	:05	:05	:05
:26	:21	:21	:26	:06	:06	:06	:06
:27	:22	:22	:27	:07	:07	:07	:07
:28	:23	:23	:28	:08	:08	:08	:08
:29	:24	:24	:29	:09	:09	:09	:09
:30	:25	:25	:30	:10	:10	:10	:10
:31	:26	:26	:31	:11	:11	:11	:11
:32	:27	:27	:32	:12	:12	:12	:12
:33	:28	:28	:33	:13	:13	:13	:13
:34	:29	:29	:34	:14	:14	:14	:14
:35	:30	:30	:35	:15	:15	:15	:15
:36	:31	:31	:36	:16	:16	:16	:16
:37	:32	:32	:37	:17	:17	:17	:17
:38	:33	:33	:38	:18	:18	:18	:18
:39	:34	:34	:39	:19	:19	:19	:19
:40	:35	:35	:40	:20	:20	:20	:20
:41	:36	:36	:41	:21	:21	:21	:21
:42	:37	:37	:42	:22	:22	:22	:22
:43	:38	:38	:43	:23	:23	:23	:23
:44	:39	:39	:44	:24	:24	:24	:24
:45	:40	:40	:45	:25	:25	:25	:25
:46	:41	:41	:46	:26	:26	:26	:26
:47	:42	:42	:47	:27	:27	:27	:27
:48	:43	:43	:48	:28	:28	:28	:28
:49	:44	:44	:49	:29	:29	:29	:29
:50	:45	:45	:50	:30	:30	:30	:30
:51	:46	:46	:51	:31	:31	:31	:31
:52	:47	:47	:52	:32	:32	:32	:32
:53	:48	:48	:53	:33	:33	:33	:33
:54	:49	:49	:54	:34	:34	:34	:34
:55	:50	:50	:55	:35	:35	:35	:35
:56	:51	:51	:56	:36	:36	:36	:36
:57	:52	:52	:57	:37	:37	:37	:37
:58	:53	:53	:58	:38	:38	:38	:38
:59	:54	:54	:59	:39	:39	:39	:39

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

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

STOPTIME 50% Extended Time

Start Time	For a 83-minute section (Section 1) 42 mins. – break – 41 mins.		For a 45-minute section (Section 2)	For a 30-minute section (Section 3)	For a 60-minute section (Section 4) 30 mins. – break – 30 mins.		For a 30-minute section (Section 5)
:00	:42	:41	:45	:30	:30	:30	:30
:01	:43	:42	:46	:31	:31	:31	:31
:02	:44	:43	:47	:32	:32	:32	:32
:03	:45	:44	:48	:33	:33	:33	:33
:04	:46	:45	:49	:34	:34	:34	:34
:05	:47	:46	:50	:35	:35	:35	:35
:06	:48	:47	:51	:36	:36	:36	:36
:07	:49	:48	:52	:37	:37	:37	:37
:08	:50	:49	:53	:38	:38	:38	:38
:09	:51	:50	:54	:39	:39	:39	:39
:10	:52	:51	:55	:40	:40	:40	:40
:11	:53	:52	:56	:41	:41	:41	:41
:12	:54	:53	:57	:42	:42	:42	:42
:13	:55	:54	:58	:43	:43	:43	:43
:14	:56	:55	:59	:44	:44	:44	:44
:15	:57	:56	:00	:45	:45	:45	:45
:16	:58	:57	:01	:46	:46	:46	:46
:17	:59	:58	:02	:47	:47	:47	:47
:18	:00	:59	:03	:48	:48	:48	:48
:19	:01	:00	:04	:49	:49	:49	:49
:20	:02	:01	:05	:50	:50	:50	:50
:21	:03	:02	:06	:51	:51	:51	:51
:22	:04	:03	:07	:52	:52	:52	:52
:23	:05	:04	:08	:53	:53	:53	:53
:24	:06	:05	:09	:54	:54	:54	:54
:25	:07	:06	:10	:55	:55	:55	:55
:26	:08	:07	:11	:56	:56	:56	:56
:27	:09	:08	:12	:57	:57	:57	:57
:28	:10	:09	:13	:58	:58	:58	:58
:29	:11	:10	:14	:59	:59	:59	:59
:30	:12	:11	:15	:00	:00	:00	:00
:31	:13	:12	:16	:01	:01	:01	:01
:32	:14	:13	:17	:02	:02	:02	:02
:33	:15	:14	:18	:03	:03	:03	:03
:34	:16	:15	:19	:04	:04	:04	:04
:35	:17	:16	:20	:05	:05	:05	:05
:36	:18	:17	:21	:06	:06	:06	:06
:37	:19	:18	:22	:07	:07	:07	:07
:38	:20	:19	:23	:08	:08	:08	:08
:39	:21	:20	:24	:09	:09	:09	:09
:40	:22	:21	:25	:10	:10	:10	:10
:41	:23	:22	:26	:11	:11	:11	:11
:42	:24	:23	:27	:12	:12	:12	:12
:43	:25	:24	:28	:13	:13	:13	:13
:44	:26	:25	:29	:14	:14	:14	:14
:45	:27	:26	:30	:15	:15	:15	:15
:46	:28	:27	:31	:16	:16	:16	:16
:47	:29	:28	:32	:17	:17	:17	:17
:48	:30	:29	:33	:18	:18	:18	:18
:49	:31	:30	:34	:19	:19	:19	:19
:50	:32	:31	:35	:20	:20	:20	:20
:51	:33	:32	:36	:21	:21	:21	:21
:52	:34	:33	:37	:22	:22	:22	:22
:53	:35	:34	:38	:23	:23	:23	:23
:54	:36	:35	:39	:24	:24	:24	:24
:55	:37	:36	:40	:25	:25	:25	:25
:56	:38	:37	:41	:26	:26	:26	:26
:57	:39	:38	:42	:27	:27	:27	:27
:58	:40	:39	:43	:28	:28	:28	:28
:59	:41	:40	:44	:29	:29	:29	:29

Standard Timing Chart with Extra Breaks for PSAT 8/9

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

STOPTIME Standard Time

Start Time	For a 55-minute section (Section 1) 28 mins. – break – 27 mins.		For a 30-minute section (Section 2)	For a 20-minute section (Section 3)	For a 40-minute section (Section 4) 20 mins. – break – 20 mins.		For a 20-minute section (Section 5)
:00	:28	:27	:30	:20	:20	:20	:20
:01	:29	:28	:31	:21	:21	:21	:21
:02	:30	:29	:32	:22	:22	:22	:22
:03	:31	:30	:33	:23	:23	:23	:23
:04	:32	:31	:34	:24	:24	:24	:24
:05	:33	:32	:35	:25	:25	:25	:25
:06	:34	:33	:36	:26	:26	:26	:26
:07	:35	:34	:37	:27	:27	:27	:27
:08	:36	:35	:38	:28	:28	:28	:28
:09	:37	:36	:39	:29	:29	:29	:29
:10	:38	:37	:40	:30	:30	:30	:30
:11	:39	:38	:41	:31	:31	:31	:31
:12	:40	:39	:42	:32	:32	:32	:32
:13	:41	:40	:43	:33	:33	:33	:33
:14	:42	:41	:44	:34	:34	:34	:34
:15	:43	:42	:45	:35	:35	:35	:35
:16	:44	:43	:46	:36	:36	:36	:36
:17	:45	:44	:47	:37	:37	:37	:37
:18	:46	:45	:48	:38	:38	:38	:38
:19	:47	:46	:49	:39	:39	:39	:39
:20	:48	:47	:50	:40	:40	:40	:40
:21	:49	:48	:51	:41	:41	:41	:41
:22	:50	:49	:52	:42	:42	:42	:42
:23	:51	:50	:53	:43	:43	:43	:43
:24	:52	:51	:54	:44	:44	:44	:44
:25	:53	:52	:55	:45	:45	:45	:45
:26	:54	:53	:56	:46	:46	:46	:46
:27	:55	:54	:57	:47	:47	:47	:47
:28	:56	:55	:58	:48	:48	:48	:48
:29	:57	:56	:59	:49	:49	:49	:49
:30	:58	:57	:00	:50	:50	:50	:50
:31	:59	:58	:01	:51	:51	:51	:51
:32	:00	:59	:02	:52	:52	:52	:52
:33	:01	:00	:03	:53	:53	:53	:53
:34	:02	:01	:04	:54	:54	:54	:54
:35	:03	:02	:05	:55	:55	:55	:55
:36	:04	:03	:06	:56	:56	:56	:56
:37	:05	:04	:07	:57	:57	:57	:57
:38	:06	:05	:08	:58	:58	:58	:58
:39	:07	:06	:09	:59	:59	:59	:59
:40	:08	:07	:10	:00	:00	:00	:00
:41	:09	:08	:11	:01	:01	:01	:01
:42	:10	:09	:12	:02	:02	:02	:02
:43	:11	:10	:13	:03	:03	:03	:03
:44	:12	:11	:14	:04	:04	:04	:04
:45	:13	:12	:15	:05	:05	:05	:05
:46	:14	:13	:16	:06	:06	:06	:06
:47	:15	:14	:17	:07	:07	:07	:07
:48	:16	:15	:18	:08	:08	:08	:08
:49	:17	:16	:19	:09	:09	:09	:09
:50	:18	:17	:20	:10	:10	:10	:10
:51	:19	:18	:21	:11	:11	:11	:11
:52	:20	:19	:22	:12	:12	:12	:12
:53	:21	:20	:23	:13	:13	:13	:13
:54	:22	:21	:24	:14	:14	:14	:14
:55	:23	:22	:25	:15	:15	:15	:15
:56	:24	:23	:26	:16	:16	:16	:16
:57	:25	:24	:27	:17	:17	:17	:17
:58	:26	:25	:28	:18	:18	:18	:18
:59	:27	:26	:29	:19	:19	:19	:19

After the Test

Return Materials Immediately

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. 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 and test books promptly may delay score reports for your school and your students. Follow the instructions in this section and in the diagram.

If you administered multiple assessments at the same time (e.g., PSAT 10 and PSAT 8/9), return the material for each individual assessment separately as instructed. Be sure to check the packaging label to confirm you are sending the PSAT 8/9 material to the correct address.

For students testing in the 2-week SSD testing window, materials should be returned following the administration on April 11 or 12, or with makeup materials at the end of the testing window. If you don't have students participating in the makeup administration, SSD materials should be returned using the second set of return materials, after all students have completed testing, but no later than April 28.

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. Securely store these materials, including blank answer sheets, for use during the makeup administration (April 25 or April 26).

If you require additional materials on top of what you already have at your school, you will need to report your materials requirements immediately following the primary 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 BAA Secure Site before testing.

Checklist 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 for PSAT 8/9 Test Supervisors (SRF). Include in your count:

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

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

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

C. Complete forms.

- SRF:** Please complete this report entirely, including signature, with a No. 2 pencil. **DO NOT USE INK.**
 - ◆ A signature on the SRF certifies that your school administered the test properly.
 - ◆ In field 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 building code.) Scores will not be released to your school unless your SRF is completed, signed, and returned with answer sheets.
- SIRs** (if necessary, to describe your handling of irregularities in the Irregularity Chart on page 14):
 - ◆ Review and sign any SIRs submitted by your testing room staff.
 - ◆ Return SIRs in the gray envelope with the answer sheet shipment.

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

NOTE: *Your test materials shipment included two pre-labeled courier boxes. Please set aside the second box, which will be used for returning makeup materials and nonstandard materials for students testing during the accommodated testing window from your school.*

Top of answer sheet return box:

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

- ◆ Defective test books for students testing with accommodations; clip to corresponding answer sheets.

Bottom of answer sheet return box:

- Answer sheets for standard administration in the following order:
 - ◆ For standard test-takers listed on the SIR
 - ◆ For standard test-takers, including home-schooled students

.....

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

.....

- Students permitted to write their answers in the test book or using a braille device must have their answers transcribed by a staff member to a machine-scannable answer sheet. Clip the answer sheet to the test book.
- All students whose answer sheets are returned in the White Nonstandard Administration Envelope will be considered to have used accommodations.

- E. Return answer sheets** following these mailing directions:

- Insert all used answer sheets and related items into the pre-labeled courier box(es) provided.
- Fill in the information at the bottom of the courier label(s):
 - ◆ School name
 - ◆ School AI Code (6-digit AI Code)
 - ◆ Address
 - ◆ City/State/Zip
 - ◆ Number of boxes (e.g., box 1 of 2)

F. Return Test Books

- Count the used test books. The number of used test books should match the number of used answer sheets.
- Insert all used test books into the cartons that they were originally shipped in.
- Seal the cartons with the tape included with the test material shipment.
- You will receive a loose UPS test book return label (TB Returns) in every box containing test materials. Use as many as you need to return your materials. Please note that the labels tend to shift to the bottom of the box during shipment.

RETURNING

Used Answer Sheets and Forms

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

4 Supervisor's Report Form

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

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

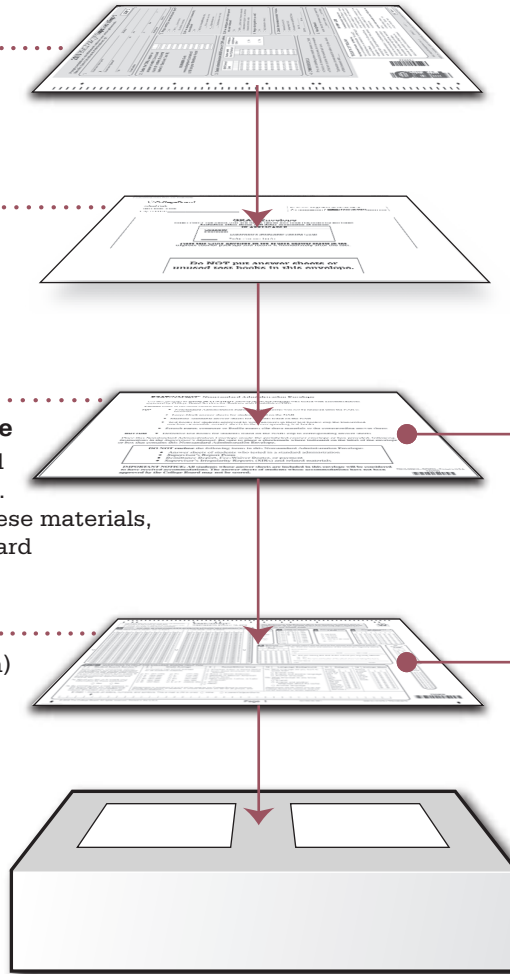
1 Answer Sheets
(for standard administration)
See box at right for details.

White Nonstandard Envelope Include:

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

Answer Sheets (for standard administration)

- For standard test-takers listed on the SIR.
- For standard test-takers, including home-schooled students.

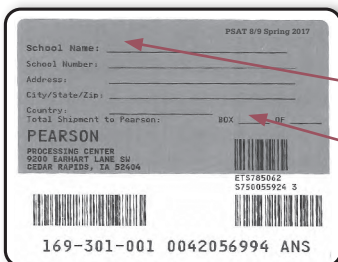


Pre-labeled Shipping Box



UPS Return Label

Note this tracking number for your records.



Pearson Return Label

- Use the pre-labeled 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.
- On the preapplied Pearson Return Label, complete your College Board school name, school AI code, and full address.
- Print this box number and total number of boxes being sent (e.g., Box 1 of 2).

G. Return materials from SSD Window Testing:

- For students who completed testing on test day (April 11 or April 12), use same steps as outlined in steps D through F on page 52, placing boxes of used MP3 Audio or ATC formats on top of the test books in the cartons.
- For students completing testing during the nonstandard testing window, return their materials in the package with your school's PSAT 8/9 makeup test materials after the administration on April 25 or April 26, but no later than April 28, 2017.

H. Prepare for pickup as follows:

- Keep materials secure until pickup. (See page 51 for information about materials pickup.)
- Set aside a UPS test book return label and box to return makeup materials from your school.
- 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.
- Do not use first-class mail or any other nontraceable method.**

Important Notice About Shipping

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

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

Receiving Score Reports**Online Score Reports**

Score reports will be made available to students and educators through the College Board Online Score Portal. Educators will receive access ahead of those students who have set up online accounts with the College Board. Beyond the scores, teachers and students (over the age of 13) will have access to more comprehensive information to connect assessment results to instruction. For all tests in the SAT Suite of Assessments, middle and high schools will continue to receive item-by-item summaries in the Question Analysis Report, providing information about students' answers compared with the rest of the nation.

Students will have access to helpful 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.

Score Report Timing

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

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

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

Protecting Student Privacy

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

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

School Field

The School field on the answer sheet has been updated this year. The changes are reflected in the scripting provided for test day. This overview will give you and your associate supervisors additional background on how the field should be filled out by students who attend your school 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 SRF will be used for all students who grid "Yes" to question 17. 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.

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

HOME ADDRESS

To show a space, leave a blank box and fill in a blank circle.

See address abbreviations below, if needed.

If your address contains a fraction (e.g., 5 1/2), write it like this: 5 1/2.

2 STREET ADDRESS (include apartment number, if applicable)

3 CITY

4 STATE

5 U.S. TERR.

ZIP OR POSTAL CODE

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

SAMPLE

6 COUNTRY CODE

Complete if your address is outside of the U.S. states and territories listed in Section 4.

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

STREET ADDRESS ABBREVIATIONS

- | | | | |
|------------|------|-------------|-----|
| Apartment | APT | Northwest | NW |
| Avenue | AVE | Parkway | PKY |
| Boulevard | BLVD | Place | PL |
| Circle | CIR | Post Office | PO |
| Court | CT | Road | RD |
| Drive | DR | Route | RT |
| East | E | Second | 2ND |
| Expressway | EXPY | South | S |
| First | 1ST | Southeast | SE |
| Fort | FT | Southwest | SW |
| Fourth | 4TH | Square | SQ |
| Heights | HTS | Street | ST |
| Highway | HWY | Terrace | TER |
| Mountain | MT | Third | 3RD |
| North | N | West | W |
| Northeast | NE | | |

7 COURSE TAKING QUESTIONS

7a. MATH

Indicate which math courses you have taken or plan to take and the grade in which you took them or plan to take them.

COURSES	None	8th Grade & before	9th	10th Grade & after
Pre-Algebra	<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"/>
Algebra I	<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"/>
Algebra II	<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"/>

7b. ENGLISH/LANGUAGE ARTS

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 Advanced Placement® (AP®) course.

COURSES	None	8th Grade & before	9th	10th Grade & after	AP
English/Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English as a Second Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other English Course(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7c. SCIENCE

Indicate which science 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 Advanced Placement® (AP) course.

COURSES	None	8th Grade & before	9th	10th Grade & after	AP
Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earth Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Science Course(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7d. SOCIAL STUDIES

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 have taken an Advanced Placement (AP) course.

COURSES	None	8th Grade & before	9th	10th Grade & after	AP
U.S. History	<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"/>
Other Social Studies Course(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE DO NOT WRITE IN THIS AREA



SERIAL #

QUESTIONS TO HELP THE COLLEGE BOARD HELP YOU

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.

8 GRADE AVERAGE

Cumulative school average for all academic subjects. (Mark only one.)

- A+ (97–100) C+ (77–79)
- A (93–96) C (73–76)
- A- (90–92) C- (70–72)
- B+ (87–89) D+ (67–69)
- B (83–86) D (65–66)
- B- (80–82) E or F (below 65)

9 RACIAL/ETHNIC GROUP

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>9a. Are you of Hispanic, Latino, or Spanish origin?</p> <ul style="list-style-type: none"> <input type="radio"/> No, not of Hispanic, Latino, or Spanish origin <input type="radio"/> Yes, Cuban <input type="radio"/> Yes, Mexican <input type="radio"/> Yes, Puerto Rican <input type="radio"/> Yes, another Hispanic, Latino, or Spanish origin | <p>9b. What is your race?</p> <ul style="list-style-type: none"> <input type="radio"/> American Indian or Alaska Native <input type="radio"/> Asian (including Indian subcontinent and Philippines origin) <input type="radio"/> Black or African American (including Africa and Afro-Caribbean origin) <input type="radio"/> Native Hawaiian or other Pacific Islander <input type="radio"/> White (including Middle Eastern origin) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

10 LANGUAGE BACKGROUND

10a. What language did you learn to speak first? (Mark only one.)

- English only
- English and another language
- Another language

10b. What language do you know best? (Mark only one.)

- English only
- English and another language about the same
- Another language

11 MILITARY RELATION

Mark all that apply.

- I have a parent/guardian who is on Active Duty in the U.S. Military
- I have a parent/guardian who is in the National Guard or the Reserve
- Neither of my parents/guardians have a military connection

SAMPLE

Reminder: If you erase, do so completely.

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 1

1 (A) (B) (C) (D)	13 (A) (B) (C) (D)	25 (A) (B) (C) (D)	37 (A) (B) (C) (D)
2 (A) (B) (C) (D)	14 (A) (B) (C) (D)	26 (A) (B) (C) (D)	38 (A) (B) (C) (D)
3 (A) (B) (C) (D)	15 (A) (B) (C) (D)	27 (A) (B) (C) (D)	39 (A) (B) (C) (D)
4 (A) (B) (C) (D)	16 (A) (B) (C) (D)	28 (A) (B) (C) (D)	40 (A) (B) (C) (D)
5 (A) (B) (C) (D)	17 (A) (B) (C) (D)	29 (A) (B) (C) (D)	41 (A) (B) (C) (D)
6 (A) (B) (C) (D)	18 (A) (B) (C) (D)	30 (A) (B) (C) (D)	42 (A) (B) (C) (D)
7 (A) (B) (C) (D)	19 (A) (B) (C) (D)	31 (A) (B) (C) (D)	
8 (A) (B) (C) (D)	20 (A) (B) (C) (D)	32 (A) (B) (C) (D)	
9 (A) (B) (C) (D)	21 (A) (B) (C) (D)	33 (A) (B) (C) (D)	
10 (A) (B) (C) (D)	22 (A) (B) (C) (D)	34 (A) (B) (C) (D)	
11 (A) (B) (C) (D)	23 (A) (B) (C) (D)	35 (A) (B) (C) (D)	
12 (A) (B) (C) (D)	24 (A) (B) (C) (D)	36 (A) (B) (C) (D)	

No Calculator Allowed

SECTION 2

1 (A) (B) (C) (D)	12 (A) (B) (C) (D)	23 (A) (B) (C) (D)	34 (A) (B) (C) (D)
2 (A) (B) (C) (D)	13 (A) (B) (C) (D)	24 (A) (B) (C) (D)	35 (A) (B) (C) (D)
3 (A) (B) (C) (D)	14 (A) (B) (C) (D)	25 (A) (B) (C) (D)	36 (A) (B) (C) (D)
4 (A) (B) (C) (D)	15 (A) (B) (C) (D)	26 (A) (B) (C) (D)	37 (A) (B) (C) (D)
5 (A) (B) (C) (D)	16 (A) (B) (C) (D)	27 (A) (B) (C) (D)	38 (A) (B) (C) (D)
6 (A) (B) (C) (D)	17 (A) (B) (C) (D)	28 (A) (B) (C) (D)	39 (A) (B) (C) (D)
7 (A) (B) (C) (D)	18 (A) (B) (C) (D)	29 (A) (B) (C) (D)	40 (A) (B) (C) (D)
8 (A) (B) (C) (D)	19 (A) (B) (C) (D)	30 (A) (B) (C) (D)	
9 (A) (B) (C) (D)	20 (A) (B) (C) (D)	31 (A) (B) (C) (D)	
10 (A) (B) (C) (D)	21 (A) (B) (C) (D)	32 (A) (B) (C) (D)	
11 (A) (B) (C) (D)	22 (A) (B) (C) (D)	33 (A) (B) (C) (D)	

No Calculator Allowed

Quality Assurance Mark

SECTION 3

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

No Calculator Allowed

CAUTION Grid answers for the remainder of Section 3 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 BOXES.

11		12		13	
----	--	----	--	----	--

No Calculator Allowed

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

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)

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 BOXES.

22

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

23

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

24

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

25

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

Calculator Allowed



SECTION 5

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)

CAUTION

Grid answers for the remainder of Section 5 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 BOXES.

10

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

11

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

12

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

Notes

Notes

Distribution of PSAT 8/9 Materials

Associate Supervisor Name _____ Room No. _____ School AI Code _____

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

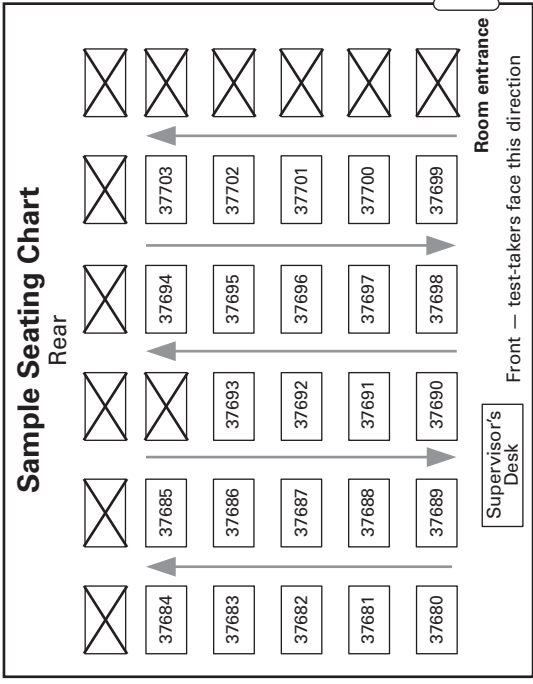
Seating Chart

Use the diagram below to indicate how test books were distributed in your testing room. Proctors assisting the supervisor may complete the seating chart(s).

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 test book serial number 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 8/9 Coordinator

» On the first seating chart, record your Answer Sheet tracking information in the space provided.



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

Name: _____

Title: _____

Date: _____

Rear

Front — test-takers face this direction

Supervisor's Desk

Answer Sheet Tracking Numbers

