

Spring 2018

PSAT™ 10

Supervisor Manual

Look inside for:



SECURITY REQUIREMENTS



STANDARD AND ACCOMMODATED
TEST SCRIPTS



TESTING ROOM PROCEDURES



INSTRUCTIONS FOR
RETURNING MATERIALS

About the College Board

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

For further information, visit collegeboard.org.

Contact Us

PSAT 10 Support (Educators Only)

MICHIGAN SUPPORT LINE: 866-870-3127 (option 1)

When you call Michigan Support, first select option 1, then use the appropriate prompt:

- General College Board assessments and policies (press 1)
- Test material questions or issues (press 2)
- Services for Students with Disabilities (SSD) office (press 3)
- For questions about procedures, reporting of testing irregularities, security questions, or to reach the Office of Testing Integrity (OTI) (press 4)

EMAIL: michiganadministratorsupport@collegeboard.org

WEB: collegeboard.org/michigan

MICHIGAN DEPARTMENT OF EDUCATION: 877-560-8378

- Select the correct option for questions about Secure Site, eligibility to test, and accountability
- For assessment questions,
EMAIL: mde-oeaa@michigan.gov
- For accountability questions,
EMAIL: mde-accountability@michigan.gov

Contact Information for Students and Parents

PSAT CUSTOMER SERVICE: 866-433-7728

EMAIL: psathelp@info.collegeboard.org

Test Question Ambiguity/Error

EMAIL: psatquestion@collegeboard.org

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PART 1: For Supervisors

This manual is split into two parts. **Part 1: For Supervisors** covers everything supervisors need to do before, during, and after the test administration. **Part 2: For Associate Supervisors and Proctors** includes standard and accommodated test day scripts, instructions for test administration, and guidelines for dealing with irregularities on test day.

Introduction

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

Using This Manual

This manual is your guide for supervising the administration of the PSAT™ 10 at your school and for creating the best possible environment for your students on test day.

Each section of Part 1 is organized with **tasks** (what you need to do) and **key information** (what you need to know).

Part 1 for Supervisors

Before the Test

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

During the Test

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

Part 1 covers the supervisor's responsibilities for managing the activities on test day. Associate supervisors will need to review the details covered in Part 2 for administering the test.

After the Test

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

Part 2 for Testing Staff

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

Appendix Resources

The following resources are provided in the Appendix of this manual:

- Overview of Accommodated Timing and Breaks
- PSAT 10 Script 1 Section Timing Chart for Standard Timing
- PSAT 10 Script 2 Section Timing Chart for 100% Extended Time
- PSAT 10 Script 3 Section Timing Chart for 50% Extended Time
- PSAT 10 Script 4 Section Timing Chart for Standard Time with Extra Breaks
- PSAT 10 Script 5 Section Timing Chart for MP3 Audio Format
- Acceptable Calculators
- Sample Master Student List
- Returning Used Answer Sheets and Forms
- Sample Seating Plans
- Irregularity Chart
- Glossary of Terms
- PSAT 10 Seating Chart

Typographical Icons

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



Contact by phone



Procedures or information for providing accommodations to students with disabilities



Security requirement

New for Spring 2018

Important Changes

1. To reduce preparation time, the answer sheet has been reduced to 4 pages, with a shorter personal information section. You'll get a *Student Answer Sheet Instructions* booklet with each answer sheet for students to use in completing some questions (such as college majors).
2. Supervisors are strongly encouraged to assign a 3-digit testing room code to each testing room. If an irregularity occurs, this code will allow you to quickly identify the site of a reported irregularity and locate the related answer sheets. This helps ensure timely release of scores for your school. See "Assign a Testing Room Code to Each Testing Room" for more details.

Test Dates

Schools can choose to test 10th graders on April 10 or April 11, 2018. All students must be tested on the same day, for both the primary and makeup dates, unless a student is testing in the accommodated window.

Students eligible to test in the accommodated window, as identified on the Nonstandard Administration Report (NAR), can complete testing between April 10 and April 24, 2018. For accommodations that don't require multiple days, student testing must be completed on one of the days in the window. Students who test over two days must test on consecutive days. However, if a student is absent on the second day of testing, they can simply resume testing on the next day they return to school. Their testing must begin by April 23 in order for testing to be completed by April 24.

Makeup Test Dates

Students testing without accommodations who miss the primary test date must take the makeup on April 24 or 25. There is no specific makeup date for students testing with accommodations; they can test anytime in the window.

Afternoon Testing

The PSAT 10 lasts approximately 3 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 the Michigan-provided PSAT 10. For standard testing, the tests must be administered in one sitting and be completed before the end of the school day. If administering in the afternoon, be sure to start early enough in the day so that students can complete the test before dismissal.

Testing Basics

As one of the assessments in the College Board's SAT Suite of Assessments, the PSAT 10 measures the skills and knowledge that current research shows are essential for college and career readiness and success. The PSAT 10 covers the same content areas as the PSAT/NMSQT®. Both the PSAT/NMSQT and PSAT 10 serve as a check-in on student progress to help pinpoint areas for development.

About the PSAT 10

On the assessment, students will encounter:

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

Standardized Testing

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

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

Test Sections and Timing

The PSAT 10 is composed of several tests that follow the same order in every test book.

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

TIME ALLOTTED:

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

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

TIME ALLOTTED:

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

Accommodated Testing Overview

The College Board is dedicated to ensuring that students with disabilities receive appropriate accommodations on its tests, such as braille, large print, and extended time. Using the College Board's SSD Online system, SSD coordinators can manage student requests and approvals for accommodations. Once approved, students remain approved for College Board accommodations until one year after high school graduation. See "Prepare to Test with Accommodations" for more information.

Terminology

Key Terms

The following terms are used frequently in this manual. See the Appendix for a complete "Glossary of Terms."

Accommodated testing window: Designated period beginning on the primary test date during which students with accommodations are eligible to test.

AI code: A six-digit code that identifies an attending institution. Each attending institution has a unique AI code. This code is sometimes referred to as a CEEB code or a school code.

Associate supervisor: Staff member responsible for conducting a secure and fair test administration and for reading the scripts aloud to students. Accountable for and monitors everyone and all testing materials in the testing room.

College Board–approved accommodation: A modification of a test or its administration that allows access for a person with a disability. Must be preapproved by the College Board. Can include

extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, and extended or more frequent breaks.

ELL: English language learner.

ETS: Educational Testing Service. ETS, on behalf of the College Board, supports various aspects of test administration.

Invalidated score: A score that has been removed from, or never posted to, a student's record or designated as nonreportable by ETS or the College Board for testing irregularities, misconduct, or score invalidity. See "Irregularity." Invalidated scores will be shared with your state or district for accountability purposes.

Irregularity: A problem, disruption, or unacceptable behavior during a test administration, including a security incident, misconduct, test question error or ambiguity, or other incident or disturbance. An irregularity may result in a delayed test score or an invalidated test score for the student who caused the irregularity or, less frequently, for an entire testing room or school.

Master Student List: The list of students taking the test, developed by the PSAT 10 supervisor for a test administration at a particular school.

Michigan Student Data System (MSDS): Where changes to a student's name, date of birth, or gender can be updated if found to be incorrect on the student's pre-ID label.

Nonstandard Administration Report (NAR): A list of all students approved for accommodations. Includes detailed information about the accommodations the students are approved for.

OEAA: Office of Educational Assessment and Accountability

Pre-ID label: Label provided for each student who is preidentified in the Secure Site. The pre-ID label is applied to the answer sheet before the test. Students without a label must be pre-ID'd and a label printed locally.

Proctor (hall proctor or room proctor): Staff member who assists the supervisor and associate supervisor in setting up the testing area, monitoring testing, and patrolling the hallways during testing.

Room roster: The list of students assigned by the supervisor to a testing room. Distributed to the associate supervisor for the room to let them know which students they're testing.

Secure Site: A web-based application used for Michigan state assessments and accountability.

Services for Students with Disabilities (SSD)

office: College Board department that supports accommodation requests and accommodated testing.

SSD coordinator: School staff member who works with students to apply for College Board–approved accommodations through the SSD Online portal, accesses and prints the NAR, and assists the supervisor in determining testing rooms and staff needed for administering the test with accommodations.

State-allowed accommodation (SAA): An accommodation approved by the school that does not result in a college- or scholarship-reportable score and is only applicable to state-provided PSAT 10 testing.

Supervisor’s Irregularity Report (SIR): Scannable form used to document any irregularities that occur, including security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or student complaints.

Test supervisor: The staff member responsible for managing the test site and testing staff and for ensuring all test materials are handled securely. The person assuming this role is expected to be at the school to supervise all activities related to testing, including accommodated testing.

Staff Roles and Responsibilities

PSAT 10 Supervisor

As the supervisor of record, you manage the test site and staff, and you ensure that all testing materials are received, handled, and stored securely. You are expected to be at the school to supervise all activities related to testing, including accommodated testing.

Training is provided for all PSAT 10 supervisors. Be sure to complete it well before test day.

SSD Coordinator

The SSD coordinator works with students to apply for College Board–approved accommodations through the SSD online portal. In addition, the SSD coordinator works with the supervisor to order materials and administer accommodated testing. As part of the testing staff, the SSD coordinator accesses and prints the Nonstandard Administration Report (NAR) and assists the PSAT 10 supervisor in determining testing rooms and staff needed for administering the test with accommodations. All testing materials, including accommodated materials, are shipped to the supervisor; however, the SSD coordinator can assist in ensuring the secure storage and timely return of materials for scoring.

Associate Supervisor

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

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

Hall or Room Proctors

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

Proctors may be members of the school’s staff or other adults who have been trained to help you and the associate supervisors.

PSAT 10 Test Materials

PSAT 10 Materials Table

Your school will receive a number of shipments related to your test administration. Review this table to plan for receiving and checking materials. Following the table you'll find information about the various forms and publications you'll be using for administering the PSAT 10.

Note that scannable forms should not be photocopied because photocopies won't scan properly. Other forms can be copied if needed.

STAFF MATERIALS - MANUAL AND INSTRUCTIONS

Material	What It Is	How It's Used	Which Shipment(s) [copies]
PSAT 10 Supervisor Manual	Detailed instructions and policies for planning the setup and management of the PSAT 10 administration, holding a preadministration session, and administering the PSAT 10 with and without accommodations. Includes facility and staffing requirements, materials handling, management of test day activities, as well as preadministration and test day scripts.	Used by supervisor to plan for and manage the test administration. Used by associate supervisor to hold the preadministration session and to administer the test in their standard or accommodated testing room.	<ul style="list-style-type: none"> Supervisor Planning Kit [10] Preadministration Shipment [based on student count]
Supervisor Testing Materials Kit	An envelope sent with the test shipments containing manuals, forms, and return envelopes.	Used by the supervisor and associate supervisor to administer the test on the primary test date and to report on the administration.	<ul style="list-style-type: none"> Test Shipment [1]
Supervisor Testing Materials Kit for Makeup Testing	An envelope sent with the test shipments containing manuals, forms, and return envelopes needed to conduct makeup testing.	Used by the supervisor and associate supervisor to administer the test on the makeup test date and to report on the makeup administration.	<ul style="list-style-type: none"> Test Shipment [1]
Spring 2018 Testing Materials Diagram	A graphic view of test materials, manuals, and answer sheets for the different College Board assessments that schools may be administering in the spring.	Used by supervisors to quickly identify which materials go with each assessment and where to find more information about them.	<ul style="list-style-type: none"> Supervisor Testing Materials Kit in the Test Shipment [1]

STAFF MATERIALS—REPORTS AND FORMS

Material	What It Is	How It's Used	Which Shipment(s) [copies]
PSAT 10 Supervisor's Irregularity Report (SIR)	Scannable form for reporting irregularities such as security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, and student complaints.	Used by the testing staff to report any incident that might affect scores or result in a misadministration. The supervisor must countersign all SIRs.	<ul style="list-style-type: none"> Supervisor Planning Kit [1] Supervisor Testing Materials Kit in the Test Shipment [5] Supervisor Testing Materials Kit for Makeup Testing in the Test Shipment [5]

Material	What It Is	How It's Used	Which Shipment(s) [copies]
PSAT 10 Supervisor's Report Form (SRF)	Scannable form for reconciling the used answer sheets being returned for scoring.	Used by the supervisor to report the number of used answer sheets and other materials being returned for scoring. Enclosed with the return shipment of answer sheets and forms.	<ul style="list-style-type: none"> Supervisor Testing Materials Kit in the Test Shipment [2] Supervisor Testing Materials Kit for Makeup Testing in the Test Shipment [1]

STAFF MATERIALS—ENVELOPES AND LABELS

Material	What It Is	How It's Used	Which Shipment(s) [copies]
Answer Sheet Return Materials	Preaddressed (labeled) carton(s) or UPS Express Pak(s) to return used answer sheets for scoring.	Used by supervisors to return answer sheets and reports immediately after testing is completed.	<ul style="list-style-type: none"> Test Shipment [3 or more]
Material Return Envelopes	<ul style="list-style-type: none"> Gray envelope for reports, forms, and any defective standard materials. White Accommodated Testing Envelope, if any, for returning the NAR, answer sheets, and other score-related materials for accommodated students, as well as any defective accommodated test books. 	Used by the supervisor to return reports and forms needed for scoring. All answer sheets for students listed on the NAR must be returned in the Accommodated Testing Envelope.	<ul style="list-style-type: none"> Supervisor Testing Materials Kit in the Test Shipment [2 each] Supervisor Testing Materials Kit for Makeup Testing in the Test Shipment [1 each]

STUDENT MATERIALS

Material	What It Is	How It's Used	Which Shipment(s) [copies]
Pre-ID Labels	Preidentification labels printed with student information both spelled out and included in barcode form.	Applied to the answer sheet by the supervisor to ensure accurate data for each student.	<ul style="list-style-type: none"> Preadministration Shipment [1 per student]
PSAT 10 Answer Sheet—Standard	Scannable form for recording answers to personal and test questions, in bundles of 25. Title of test is in upper left corner.	Used by students to record answers to preadministration questions and test questions.	<ul style="list-style-type: none"> Preadministration Shipment Test Shipment
PSAT 10 Answer Sheet—Large Block	Large print scannable form for recording answers to personal and test questions. Title of test is centered on front page.	Used by students approved to use one to record answers to preadministration questions and test questions.	<ul style="list-style-type: none"> Preadministration Shipment Accommodated Test Shipment
PSAT 10 Student Answer Sheet Instructions	Booklet of instructions for completing information on the answer sheet related to identification, interests, and college plans. May be bundled with answer sheets or loose.	Used by students to interpret preadministration questions and code their choices on the answer sheet.	<ul style="list-style-type: none"> Preadministration Shipment [1 per answer sheet] Test Shipment [1 per answer sheet]
PSAT 10 Student Answer Sheet Instructions — Large Print	Booklet of large-print instructions for completing information on the answer sheet related to identification, interests, and college plans.	Used by students who need large print to interpret preadministration questions and code their choices on the answer sheet.	<ul style="list-style-type: none"> Preadministration Shipment [based on approved student count] Accommodated Test Shipment [based on approved student count]

Material	What It Is	How It's Used	Which Shipment(s) [copies]
PSAT 10 Student Guide	A booklet explaining the assessment, including test directions, sample test questions, test-taking tips, and policies governing the test and the use of student information.	Distributed to students by staff before the preadministration session. Used by students to prepare for the test. Explains expectations and how student privacy is protected.	<ul style="list-style-type: none"> ▪ Preadministration Shipment [1 per student]
PSAT 10 Test Books	Test books for the PSAT 10.	Distributed to students by the associate supervisor and used to take the test. May be used for scratch work by the student (but not to record answers unless approved as an accommodation).	<ul style="list-style-type: none"> ▪ Test Shipment [based on count of students using standard books]
PSAT 10 Alternate Test Formats	Specific formats of the test as needed for approved accommodations (for example, large-type test book, MP3 audio format, or braille). See “Accommodated Materials” table later in this manual for more information.	Distributed to the specific student listed on the NAR by the associate supervisor and used to take the test with specific accommodations.	<ul style="list-style-type: none"> ▪ Accommodated Test Shipment [based on students who need specific formats]

Manual and Scripts

This *PSAT 10 Supervisor Manual* gives complete instructions for preparing your school for testing. It includes preadministration scripts for guiding students to complete their personal information on the answer sheets and scripts for administering the test. Because of the variety of timing requirements for various accommodations, Part 2 gives several different test administration scripts.

Test Books and Answer Sheet

The PSAT 10 test books have covers with dark orange accents. The book cover displays the test name and important notes for the student. Standard answer sheets have a matching orange color. You may also have some large-block answer sheets with an orange title. These have dark gray type and answer squares in place of bubbles.

Alternate Test Formats

All students, including those who are testing with accommodations, will use the standard test books unless approved for another format. Students eligible to test with alternate test formats will use test formats that have covers with dark orange accents.

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

Both dark orange and lime green alternate test formats may include test books in regular or large print, braille materials and supplements, or formats on USB flash drives. See “Testing Materials Distribution Chart” for a list of available formats.

Rosters

You’ll need to develop a Master Student List of test takers for the PSAT 10; recommendations for compiling this Master Student List are given in “Before Test Day Tasks and Information” later in this manual. Each associate supervisor will need a room roster, a list of students testing in that room.

Nonstandard Administration Report (NAR)

Your SSD coordinator has access to the Nonstandard Administration Report (NAR), which lists students approved for accommodations. (Be aware that it does NOT include the testing group and script information that appears on the SAT School Day NAR.) Several days before test day, print copies of the NAR and distribute them to associate supervisors so they can plan to use the appropriate scripts on test day.

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

Forms and Reporting

You and your staff need to be familiar with the reports and forms used in the testing room.

Seating Chart

Associate supervisors should use the seating chart on the back of this manual to record the seating in their rooms for future reference.

PSAT 10 Supervisor's Irregularity Report

You will receive a number of blank PSAT 10 Supervisor Irregularity Report (SIR) forms to use in the event of an irregularity. You will distribute at least one blank SIR to each associate supervisor to use in the testing room.

Without information, we can't resolve issues that arise. Please ensure all associate supervisors are familiar

with the SIR form. All SIRs submitted are thoroughly reviewed. Refer to the Irregularity Chart in the Appendix for instructions on when to fill out an SIR.

Testing Materials Distribution Chart

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

For accommodations not listed in the table, work with your SSD coordinator or contact the SSD office. Also note that students may be approved for more than one accommodation.

GUIDE FOR TESTING WITH ACCOMMODATIONS

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

Supervisor's Checklist

Use this checklist to make sure you've accomplished all the tasks covered in this manual. It provides references on where to find more information in this manual or online.

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

THREE TO FOUR WEEKS BEFORE THE TEST DATE

Activity	Where to Learn More
<input type="checkbox"/> Complete the online supervisor training. (We'll email you instructions for accessing it.)	collegeboard.org/ptat
<input type="checkbox"/> Distribute <i>PSAT 10 Student Guides</i> and encourage students to visit psat.org/practice to get ready for test day.	Prepare Your Students
<input type="checkbox"/> Identify your students who are testing and create a Master Student List.	Build Your Master Student List for Testing
<input type="checkbox"/> Have the SSD coordinator access the NAR for the list of students who are approved to test with accommodations.	Accessing the NAR to Determine Room Needs for Accommodated Students collegeboard.org/ssdonline
<input type="checkbox"/> Designate a secure area for receiving, checking, and securely storing your test materials.	Plan Your Space
<input type="checkbox"/> Check test materials within 24 hours of receipt.	Prepare Your Materials
<input type="checkbox"/> Estimate how many standard and accommodated rooms you'll need based on the number of students testing. Identify which rooms in your facility can be used for testing.	Plan Your Space
<input type="checkbox"/> Make a list of available staff and what role they should fill. Use the number of testing rooms and their capacity to determine testing room assignments. Include any needed support staff for accommodated testing.	Plan Your Staff
<input type="checkbox"/> Create room rosters by assigning students to testing rooms. Also assign testing room codes, and note these on the room rosters.	Build Your Room Rosters
<input type="checkbox"/> Arrange to minimize distractions: no fire drills or other disruptive events should be scheduled for test day. Bells and announcements should be silenced while testing is in progress.	Manage Test Day Impacts
<input type="checkbox"/> <ul style="list-style-type: none"> Reschedule lunch for all participating students, if necessary. (You won't be able to break for lunch during testing.) Plan activities for students who won't be testing, such as field trips, practice testing, alternative school schedule, etc. Notify your school population of modifications to the normal school day. 	Manage Test Day Impacts
<input type="checkbox"/> Plan your preadministration session.	Prepare Your Preadministration Session

TWO WEEKS BEFORE THE TEST DATE

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

ONE WEEK BEFORE THE TEST DATE

Activity	Where to Learn More
<input type="checkbox"/> Have your SSD coordinator review and print your NAR to make sure you have accounted for all students approved to test with accommodations.	SSD Online collegeboard.org/ssdonline
<input type="checkbox"/> Revise standard and accommodated room rosters if needed.	Build Your Room Rosters
<input type="checkbox"/> Determine test dates for students testing with accommodations (if different from standard) and notify staff and students.	Plan Accommodated Testing Window Schedule
<input type="checkbox"/> Identify students who will need ELL supports and print necessary translated test directions.	Prepare to Test Students with English Language Learner Supports
<input type="checkbox"/> If students are using student-provided glossaries, collect them and confirm they don't include any improper writing or pages. You will redistribute to students on test day.	Prepare to Test Students with English Language Learner Supports
<input type="checkbox"/> Notify students of when and where to report on test day.	Prepare Your Students
<input type="checkbox"/> Post testing room assignments.	Post Testing Room Assignments
<input type="checkbox"/> Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students
<input type="checkbox"/> Conduct your preadministration session if you haven't already.	Conduct the Preadministration Session
<input type="checkbox"/> Review assignments with staff.	Share Role and Room Assignments
<input type="checkbox"/> Hold a brief assembly with students who are testing to prepare them for test day.	Prepare Your Students
<input type="checkbox"/> Review facility preparation with custodial staff.	Manage Test Day Impacts

ON OR BEFORE TEST DAY

Activity	Where to Learn More
<input type="checkbox"/> Prepare test room packets for associate supervisors.	Prepare Your Materials
<input type="checkbox"/> Make sure computers are provided in testing rooms for those students approved to use them. Have staff test the equipment and any MP3 audio or ATC flash drives before test day.	Prepare to Test with Accommodations

ON TEST DAY

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

AFTER TESTING IS COMPLETED

Activity	Where to Learn More
<input type="checkbox"/> Collect materials from associate supervisors.	Collect Testing Materials
<input type="checkbox"/> Request additional materials for makeup testing if needed.	Collect Testing Materials
<input type="checkbox"/> Prepare materials for return.	Prepare Materials for Return
<input type="checkbox"/> Make copies of key forms and store securely.	Prepare Materials for Return
<input type="checkbox"/> Return test materials.	Return Test Materials

Before Test Day Tasks and Information

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

Prepare Yourself

TASKS

- Read this entire manual.
- Complete online supervisor training if you haven't already.
- Plan to meet with your SSD coordinator to ensure you have plans in place for testing students with accommodations.
- Review the contents of the Supervisor Planning Kit and distribute manuals to associate supervisors for their review.
- Begin the Supervisor's Checklist.

Build Your Master Student List for Testing

Identifying your students who are testing is an important first step in preparing for test day. You're creating this list of test takers to determine how many testing rooms and staff you'll need for administering the test. Once created, you'll use your Master Student List to create room rosters to distribute to each associate supervisor showing the students who will test in their room. You'll also use the room rosters to inform students of when and where they'll test.

TASKS

Compile a List of Students

You'll need to determine the total number of test takers—including any homeschooled students who will be testing at your school—before you can plan your test rooms and staffing. You'll also need to

know which students have been approved for which accommodations.

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

Create a Master Student List, which will include all students eligible for testing—standard and accommodated. A sample Master Student List with suggested headings is included in the Appendix.

1. Pull the list of eligible students from your school student information system, or you can run a Pre-ID Student Report from the Secure Site. Refer to [Michigan.gov/securesitetraining](https://michigan.gov/securesitetraining) for assistance on generating this list. Ensure that all eligible students have been pre-ID'd. If a student was not pre-ID'd by February 13, 2018, or enrolled after February 13, 2018, pre-ID them in the Secure Site as soon as possible. All students **MUST** be pre-ID'd in the Secure Site before testing. Closer to test day, you may need to add any newly eligible students, including students who have recently transferred to your school.
2. You may be asked to test homeschooled students. Make sure these students are pre-ID'd in the Secure Site and accounted for as part of the Master Student List.
3. Provide the SSD coordinator with your Master Student List and ask them to confirm which students will be testing with approved accommodations. Add to the Master Student List which students will be testing with accommodations.

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

Plan Your Space

Now that you know how many students you're testing and whether they test with accommodations, you're ready to plan what rooms are needed.

TASKS

Designate a Secure Area for Materials

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

Evaluate Rooms for Testing

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

Identify the Number of Rooms You Need for Testing

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

KEY INFORMATION

Facility Requirements

To prepare for test day, you will need:

- Bells and announcements to be silenced on test day.
- A place to securely receive and store testing materials.
- An area for students to assemble before testing.
- Rooms for testing standard and accommodated students.
- A late-arrivals room for students who arrive late.

Testing Room Requirements

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

- Rooms must be located away from noisy areas and distracting activities.
- Rooms should be near restrooms.
- Rooms must have:
 - ♦ A working clock, visible to students
 - ♦ Proper lighting
 - ♦ Proper ventilation
 - ♦ Proper seating, with adequate writing surface, that enables students to be seated 4 feet apart, facing the same direction (see "Seating Requirements")
 - ♦ No materials related to test content on display (these can be removed or covered)

Room Selection Tips

- Rooms should be located in 1 section of the school. With rooms that are close together, each hall proctor can cover up to 5 rooms.
- We recommend that you avoid using science rooms, computer labs, or rooms with specialized equipment, unless they're required for accommodated testing. These rooms may be uncomfortable for students or not have enough writing space.

Seating Requirements

The following are seating requirements for all testing rooms:

- Chairs must have backs.
- Seats must face the same direction.
- Chairs must be placed directly behind those in the preceding row.
- Each student must be separated by a minimum of 4 feet from right to left (measure from center of desk).
- Staff access to every student must be unimpeded.
- Only 1 student can be seated at a table measuring 6 feet in length or less.
- At tables longer than 6 feet, students must be seated at least 4 feet apart and facing the same direction.
- Large, smooth writing surfaces, preferably desks or tables, must be provided.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).

The following seating arrangements are not allowed:

- Round tables, study carrels, lapboards, language laboratory booths, and tables with partitions or dividers.

- Seat assignments that follow any expected patterns (such as alphabetical order). If using a homeroom as a testing room, make sure students are seated at random.

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

Accessing the NAR to Determine Room Needs for Accommodated Students

The NAR for PSAT 10 includes the names and SSD numbers of all students testing with accommodations. To help you organize testing for accommodated students, the SSD coordinator can access the NAR in SSD Online approximately four weeks before test day. Use the guidelines under “Additional Seating Requirements for Accommodated Testing Rooms” to determine how many rooms you need.

Additional Seating Requirements for Accommodated Testing Rooms

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

- Students who are taking the test with extended time, extra or extended breaks, use of a four-function calculator on the Math Test – No Calculator section, or other accommodations not listed in “Accommodations Administered in the Standard Room” must be assigned a room and an associate supervisor separate from those used for the standard administration. Supervisors should be discreet to avoid subjecting students to unnecessary attention.
- Students who require different timing or breaks must be tested in separate rooms. Students testing with accommodations that would be distracting to other test takers must also be seated in different rooms.
- Students who require MP3 audio or ATC formats should be tested in a separate room.
- Students who are approved for a reader or scribe must test in a one-to-one setting.

Accommodations Administered in the Standard Room

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

- preferential seating
- wheelchair access
- use of a large-block answer sheet
- permission for food, beverage, or medication (students may use an epinephrine auto-injector (e.g., EpiPen) without need for accommodations)

- use of a 14-point large-print test book, a magnifier, a sign language interpreter for oral instructions
- auditory amplification or FM system
- a colored overlay
- approval to record answers in the test book

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



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

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

Plan Your Staff

The number of each staff position you need depends on the number of students testing and whether that number includes students testing with accommodations that require separate rooms.

TASKS

Identify Staff for Testing

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

Assign Staff to Test Rooms

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

KEY INFORMATION

Staff Policies

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

Avoid recruiting anyone to serve on the testing staff if they have any of the following conflicts of interest:

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

Any staff member, including the supervisor, who will have access to test books before test day must not have a child or member of their household taking the same College Board test in the same window at any test site.

In such instances, the student's scores are subject to invalidation.

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

Proctors will not administer the test, but they may:

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

Supplementing Testing Staff

If you need to supplement your school staff with additional personnel, follow the same guidelines defined by your school or district for serving on the school staff. Additionally, retired teachers and current district personnel can help support test administration. Refer to the *Assessment Integrity Guide* at michigan.gov/MME for additional information.

Associate Supervisors Needed

Associate supervisors are responsible for conducting a secure, valid administration in the testing room. Each testing room requires one associate supervisor.

Room Proctor Requirements

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

FOR EACH STANDARD TESTING ROOM

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

FOR EACH ACCOMMODATED TESTING ROOM

Number of Students	Number of Room Proctors Needed
1–10	0
More than 10	1+ (1 proctor for each additional 10 students)

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

Hall Proctor Requirements

NUMBER OF HALL PROCTORS NEEDED

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

Support Staff Requirements for Accommodated Testing

Work with the SSD coordinator to check your NAR to determine if you need any of the following support staff. These support staff resources must meet the same requirements as all other staff.

- Readers
- Personal assistants
- Scribes
- Sign language interpreters (for test directions)

Build Your Room Rosters

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

TASKS

Assign a Testing Room Code to Each Testing Room

Testing room codes help you organize your test day experience and allow speedier resolution of any reported group disturbances for your school.

- Assign a 3-digit testing room code to each room you identified as a testing room in “Plan Your Space.” When using codes that are shorter than 3 digits, be sure to include leading zeros (e.g., 001, 020). The staff will then provide the testing room code to students to enter on their answer sheets on test day.
- Record the testing room code on the room list you created. If a group disturbance occurs, the testing room code will help identify who may have been affected by the irregularity. This will help you quickly locate the right personnel to answer any queries related to group irregularities and help to ensure that scores for your school are released as quickly as possible.

Assign Students to Testing Rooms

- Divide your students into testing rooms based on room capacity and whether they’re testing with accommodations that require separate rooms. For general guidelines, see the section “Testing Materials Distribution Chart” in the Introduction.
- Take care to assign students with accommodations to separate rooms as needed. Refer to the NAR as you make assignments for accommodated testing rooms. It will indicate what accommodation(s) each student is approved for, which will help you determine which students can test together.
- Add each student’s testing room assignment to your Master Student List. Record the testing room code on the list as well.
- Add optional codes to your Master Student List and your room rosters if you’re using optional codes to sort your students’ paper score reports for easier distribution.
- Also record accommodated students’ testing room assignments on the NAR (for return in the Accommodated Testing Envelope after testing concludes).

Create Individual Room Rosters

Build the room-level lists, or room rosters, of students testing in a given testing room to distribute to associate supervisors. Use the NAR to guide you in dividing your Master Student List into individual room rosters for students testing in standard test rooms and students testing in accommodated rooms.

Update and Finalize Your Room Rosters

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

KEY INFORMATION

Assigning Optional Codes

- Some schools assign 2-digit codes to particular counselors or specific homerooms. The optional codes are then provided to students to be entered on their answer sheets. If optional codes are not used, the paper score reports will be returned alphabetically by students’ last names. The optional code will not appear in the score reporting portal. Be sure to give associate supervisors directions to read to students.
- If you assign optional codes, score reports will be sorted by grade level, your optional codes, and then alphabetically by student last name.

Build Your Plan for Testing

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

TASKS

Plan for Preadministration

We strongly recommend that you schedule a preadministration session prior to test day. This will make it easier to avoid rescheduling lunch, greatly reduce the time needed for pretest activities on test day, and improve the test-taking experience for your students and staff.

Your answer sheets and copies of the *PSAT 10 Supervisor Manual* will arrive three weeks before the test date.

- Filling out the personal information fields may take as much as 45 minutes, so schedule a session ahead of test day to walk students through filling them out. If you choose to complete the preadministration on

test day and it takes longer than expected, you must still give students the full amount of time for each of the test sections and breaks.

- You may decide to hold preadministration sessions in any number of ways (for example, in a class, in an assembly for students taking the test, or in small groups). Don't let students take the answer sheets out of the room. All activities related to answer sheets must take place with school supervision.
- We highly recommend conducting the session before test day. Students who don't participate in a preadministration session prior to test day will need to complete this portion of the answer sheet on test day.
- Part 2 of this manual includes detailed instructions and scripts for conducting the session.

If a student does not have a pre-ID label, ensure that the student is pre-ID'd, locally print a pre-ID label from the Secure Site, and apply it to a blank answer sheet so they can participate in a preadministration session.

Plan Training Sessions

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

Plan Test Day Schedule

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

Plan Accommodated Testing Window Schedule

- Meet with your staff to determine when to start testing students eligible to test in the accommodated window. If possible, start testing on the primary test date. The "Overview of Accommodated Timing and Breaks" chart in the Appendix gives details about the different types of timing and breaks that may be needed.
- Schedule the second day of testing, if any, on the next consecutive school day. Be sure to allow for rooms that are needed for two days of testing.

- Track any absentees and plan for them to test as soon as they return to school within the window.
- Plan for secure storage of materials used for 2-day testing. Materials for students testing after the primary test date during the accommodated testing window must be securely stored until all students have been tested before you can return answer sheets for scoring.

Plan Student Check-In

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

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

Post Testing Room Assignments

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

IMPORTANT: *Be sure to post room assignments in a way that does not call attention to students who may be testing in accommodated rooms.*

Plan Break Times for Staff

Plan a schedule of break times with your staff before test day, and work out how you will rotate your proctors to allow each staff person at least one break. Staff in the extended-time rooms may require two breaks.

Plan for Makeup Testing

Be sure you're aware of the makeup date for your school in the event you need to administer makeup testing. Makeup testing requires that you follow all of the same policies.

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

- Compile the list of students who are taking the makeup test.
- Confirm the number of test books you have. Request additional materials if needed (instructions will be provided in an email the day before test day).
- Identify the number of rooms needed.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary (to allow for makeups due to reported irregularities).

- Prepare for administering any accommodations required.
- After testing, return materials following procedures in “After the Test Tasks and Information.”

Plan for Off-Site Testing

Most schools participating in PSAT 10 administrations will use their schools as the test location. However, schools that submitted a request and received approval for an off-site testing location may need to plan for administrations at one or more locations. The school

(AI) code is common across all testing locations associated with your school.

- Make sure any off-site supervisors and associate supervisors are provided with training.
- Plan for secure transport of materials to off-site locations.
- Each location’s test supervisor is responsible for ensuring that the off-site test center meets the requirements for test materials security, room configuration, seating, and test day staffing as described in this manual.

KEY INFORMATION

Timing for the PSAT 10

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

TIMING FOR THE PSAT 10

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

Manage Test Day Impacts

Administering the PSAT 10 will have an impact on how your school normally operates. Make sure you plan ahead for these impacts to make the day go smoothly for those who are testing and those who aren’t.

TASKS

Prepare to Collect Student Belongings

Plan ahead for collecting electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Be ready to label items collected so they can be returned after testing.

Plan for Test Day Impacts to Rooms and Students

- Arrange for bells and announcements to be silenced on test day.
- Be sure to schedule lunch for students after testing concludes.

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

Establish a Signaling System

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

Minimize Distractions

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

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

Train Your Staff

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

TASKS

Hold Training Sessions

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

- Maintaining security in the testing room
- Seating policies
- Calculator policies
- General responsibilities of each position
- Using the correct testing materials
- Equipping the testing room
- Timing of the test and breaks
- Testing room forms and reports
- Procedure for collecting personal belongings (if permitted under school policy)
- Signaling plan for test day

Share Role and Room Assignments

- Share the testing room assignments with associate supervisors and proctors.

- Staff members should know:
 - ♦ Whether they are assigned a standard or accommodated room (if administering the test) and approximately how many students are assigned to their room
 - ♦ What script(s) they will be using and approximate timing of the test
 - ♦ Where and when to report on test day
 - ♦ General setup of rooms
 - ♦ Contents of the testing room packet they will receive on test day
 - ♦ Who the backup supervisor is, in case of your absence

KEY INFORMATION

Maintaining Security

Make sure your staff understands and follows these policies:

- Prepare testing rooms by covering up or removing any instructive material, such as maps and charts.
- Plan ahead for collecting electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Be ready to label items collected so they can be returned after testing.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing, such as using a phone or a computer, or grading papers.
- Make sure that at least 1 staff member is in the testing room at all times.
- Make sure that students do not use calculators, phones, or prohibited aids during breaks.

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

- Do not leave test materials unattended under any circumstances.
- Make sure test materials are not removed from the room.
- No one may access or use phones in the testing room, or eat or drink during testing unless they have an approved accommodation.
- 🔒 Immediately report significant problems or events that interfere with specific testing procedures, or that compromise test security, either before or on test day to Michigan Support. See the Irregularity Chart in the Appendix for more information.

Test Monitoring Responsibilities

Staff should be ready to answer questions and help students feel confident about procedures. Remind staff not to answer questions about test content.

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

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

Seating Policies

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

Associate supervisors should use the seating chart on the back cover of this manual to record the seating in their rooms for future reference.

Prohibited Aids

Anyone using prohibited aids during any part of the administration, including breaks, should be warned and, if warranted, dismissed from the test. (The only exceptions are for College Board–approved accommodations for particular testing aids.) Note any such activities on an SIR.

Prohibited aids include, but are not limited to (unless approved as an accommodation):

- Mobile phones, smartphones, smartwatches, or other wearable technology
- Audio players/recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils

- Books or references of any kind (not including ELL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord

Calculator Policies and Guidelines

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

General policies are as follows:

- We recommend that students bring and use a calculator, especially one they're familiar with, on the Math Test – Calculator portion of the PSAT 10. A scientific or graphing calculator is recommended.
- Students should supply their own calculators. If your school provides calculators, be sure that students are familiar and comfortable with how to use them.
- Students may also bring acceptable backup calculators in case their primary equipment and batteries fail, but they need your permission to use them.
- Students may not share calculators.

Monitoring Equipment Use

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

- Only battery-operated, hand-held equipment can be used for testing.
- Students may not share calculators.
- All scientific, and most graphing calculators, are acceptable. Four-function calculators are permitted, but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

IMPORTANT: *Students approved to use a calculator on the Math Test – No Calculator section must use a four-function calculator for this purpose. (Percentage and square-root functions are allowed.) Confirm that the calculators in use aren't more advanced models.*

Calculator Malfunction

Students should raise their hand if their calculators malfunction before or during the test. Allow them to use an acceptable backup calculator or batteries that they brought and continue to test.

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

Preventing Issues Involving Phones and Electronic Devices

At the beginning of testing, staff will read scripts reminding students to turn off their phones and other electronic devices and to store them out of sight. Once the script has been read, if a prohibited device makes noise or a student is seen using a prohibited device, the supervisor must dismiss that student and, if warranted, collect the device. Contact Michigan Support immediately for further instructions if a device has been collected.

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

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

Prepare to Test Students with English Language Learner Supports

Access to translated test directions and word-for-word bilingual glossaries is provided for English language learners.

TASKS

- Identify the students who require ELL supports.
- Print the translations and review the list of approved glossaries available at collegeboard.org/michigan.
- If students are supplying their own glossary, confirm that their glossary is on the approved list and plan to collect it a day or two before testing so you can verify no improper notes or markings are included.
- Store the glossaries securely until you're ready to assemble testing room packets for associate supervisors.

KEY INFORMATION

The College Board provides ELL supports in a number of languages.

Scores are scholarship-reportable for these supports, and no approval or request in SSD Online is required.

Prepare to Test with Accommodations

All students, including those who are testing with accommodations, will use the standard test books (with orange covers) unless approved for another format (for example, large print or braille). The associate supervisor in the accommodated room should test students using the scripts in this manual.

Materials Provided for Accommodated Testing

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

ACCOMMODATED MATERIALS	
Accommodation	Materials Provided
<ul style="list-style-type: none"> 50% extended time Auditory amplification/FM system Extra or extended breaks Four-function calculator on Math Test – No Calculator portion Permission for food/medication Permission to test blood sugar Preferential seating Record answers in test book Sign language interpreter Small-group setting Use of colored overlay Wheelchair accessibility Written copy of oral instructions 100% extended time Breaks as needed Home/hospital testing Late start time Limited testing time One-to-one testing Writer/scribe 	<ul style="list-style-type: none"> Regular-type test books Standard answer sheet Standard answer sheet instructions
Large-block answer sheet	Regular-type test book
<ul style="list-style-type: none"> Large type - 14 point Large type - 20 point Large type - 24 point 	<ul style="list-style-type: none"> Large type - 14-point/20-point/24-point test book/larger than 24 point, as applicable Standard answer sheet Large-block answer sheet Standard answer sheet instructions Large-print answer sheet instructions
MP3 audio	<ul style="list-style-type: none"> Flash drive with MP3 files Regular-type test book Standard answer sheet Standard answer sheet instructions
Assistive technology-compatible	<ul style="list-style-type: none"> Flash drive with ATC files Regular-type test book Standard answer sheet Standard answer sheet instructions Large-block answer sheet Large-print answer sheet instructions

Accommodation	Materials Provided
Reader	<ul style="list-style-type: none"> Reader script Regular-type test book Standard answer sheet Standard answer sheet instructions Large-block answer sheet Large-print answer sheet instructions
Braille	<p>Braille kit:</p> <ul style="list-style-type: none"> Braille Book 1 - Reading, Writing and Language (UEB and EBAE) Braille Book 2 - Math Test – No Calculator, Math Test – Calculator (UEB and EBAE) Standard answer sheet Standard answer sheet instructions <p>Also:</p> <ul style="list-style-type: none"> <i>Guide to the Nemeth Code</i> <i>Braille Reference Information</i> for use with the Math Test in the SAT Suite of Assessments Reader script Regular-type multiple-choice test book
Braille graphs and figures	<i>Braille Figure Supplement</i> book

Tasks for the Supervisor

If you have students using braille materials, have them select which format they prefer (UEB or EBAE) and make sure to provide only materials in that format to the associate supervisor.

Check Room Assignments for Accommodated Students

As the supervisor, you're responsible for creating room assignments for all students, including those who are testing with accommodations. See "Build Your Room Rosters" for more information.

Plan for Computer Usage

- Make sure necessary computers are provided in rooms where students need them.
- For students using MP3 audio or ATC format, make sure the computers have USB ports.
- Instruct the staff who are testing these students to test the equipment before test day and ensure that important precautions for electronic equipment are followed. See "Set Up for Testing Students with Accommodations" and "Administer Accommodations" in Part 2 of this manual for related tasks and information.

Ensure Approved Transcription Is Completed

For students using braille writers or other devices, or who are approved to write their answers in test books, the associate supervisor or SSD coordinator must transfer the answers to the answer sheet after the student completes the test.

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

Assign Any Personal Assistants

- Assign personal assistants, such as readers, scribes, or sign language interpreters (for directions only), to students approved for them. Follow the same guidelines as for other staff assignments (see "Train Your Staff").

- Do not assign a personal assistant to a student who is a relative of the assistant.
- Do not assign a single personal assistant to more than one student.
- Notify readers and scribes that their students will take the test with 50% extended time unless a student is already approved for 100% (or more) extended time.

Continue to Check for Approvals and Plan for Testing Needs

Work with the SSD coordinator to keep checking for late approvals and for newly enrolled students who need accommodations.

- Ask the SSD coordinator to pull a new NAR every few days.
- If necessary, adjust staffing and rooms to allow for additional accommodated students.
- Contact the SSD office if any information is incorrect or if a student's name is missing.

Return Accommodated Materials Correctly

Follow the procedures under “After the Test Tasks and Information” to return your accommodated materials in the white Accommodated Testing Envelope.

Tasks for the SSD Coordinator

Request Accommodations

All accommodations must be approved by the College Board. Some accommodations will be automatically approved upon submission of the request, while others will require documentation. Approvals that require documentation review may take up to seven weeks to process from the date we receive all documentation.

- A school staff person must be identified in the system as the SSD coordinator. For detailed instructions on how to get access, see collegeboard.org/ssdonline. The school must have an SSD Coordinator Form on file with us for you to submit online SSD requests and view student information.
- The SSD coordinator is responsible for submitting accommodation requests through SSD Online.

IMPORTANT: If a student is in need of temporary assistance for an injury such as a broken hand and requires a large-block answer sheet, see collegeboard.org/michigan for the request form or contact the SSD office. The support must be approved by the College Board before test day.

Work with the Supervisor

The SSD coordinator will need to supply you with:

- Notification when they are alerted by email of the College Board decision for an accommodation request. This will prompt you to update your Master Student List.
- A list of needed personal assistants for staffing purposes.
- Help with setting up any computers for USB formats.
- Assistance with planning for rooms and materials.

Download and Verify the Nonstandard Administration Report (NAR)

Approximately four weeks prior to test day, your school's SSD coordinator should log in to SSD Online to create and print a Nonstandard Administration Report (NAR), which contains the list of students who have College Board approval to test with accommodations. All students listed on the NAR can test during the accommodated testing window. The NAR must be returned with answer sheets and the Supervisor's Report Form.

If students test with any accommodations that are not preapproved by the College Board, scores for those students will be invalidated. Find more information about eligibility and accommodations at collegeboard.org/ssd.

KEY INFORMATION

Types of Accommodations and Materials

We offer extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to students with documented needs. Some students may be approved for one or more alternate test formats. A brief explanation of how to administer these formats follows. See “Materials Provided for Accommodated Testing” earlier in this section for a list of materials.

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

Timing and Breaks

Students who are approved for extended time for reading should receive the extended time on all sections of the test. Other students may have approval that applies to just the Math Test (Sections 3 and 4). Arrange to seat students with different timing in separate rooms to minimize distractions and timing errors. The associate supervisor must track the different timing needs at the beginning of each test section.

Students approved for extended time for writing, listening, or speaking do not receive extended time on the PSAT 10.

Test Aids and Personal Assistants

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

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

- **Writer/Scribe** Students will dictate all answers to be put on the machine-scannable answer sheet by a scribe. Students who test with a scribe test with 50% extended time unless they have already been approved for 100% (or more) extended time.
- **Braille Writer** using a braille device (for example, Perkins Brailler). Answers must be transcribed by the supervisor after the test (return braille pages with answer sheets). Unless otherwise approved, electronic braille writers/notetakers (for example, Braille Note) may only be used for math calculations. An electronic braille writer can't be connected to any network, but it must be connected to a monitor so the proctor can see what the student is typing. In addition, a student may not use a personal computer or a computer belonging to their family as a braille writer.
- **Record Responses in the Test Book** The student will record all answers in the test book. The school must transfer the responses to the machine-scannable answer sheet after the test.
- **Record Answers on an Enlarged (Large-Block) Answer Sheet**

Students who are deaf or hearing-impaired may:

- have a sign language interpreter to translate test directions from spoken English.
- be approved to have a copy of the spoken directions and/or blank paper for communicating with the test administrator available on test day.

Students assisted by a reader:

- Take the test with 50% extended time unless already approved for 100% (or more) extended time.
- The reader will need a script if the student requires dictation of test questions, a regular-type test book for student and reader use, and possible additional test materials for student use as approved by the College Board (for example, braille materials).
- Readers may read only what is in the script (they may not elaborate), but may repeat questions as often as requested.
- Students who use readers or audio files in conjunction with other formats will find that the two texts may differ slightly because the script read by a reader or the one recorded on the audio file describes the figures in greater detail than given in other formats.

Large Print

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

Braille

Students who test with braille have standard time and breaks (Script 1) unless approved for other accommodations. The braille type used is either Unified English Braille (UEB) or English Braille, American Edition (EBAE), depending on the student's preference. The Math sections are in the 1972 revised Nemeth Code. Make sure that each student who is approved for braille receives the *Guide to the Nemeth Code* and the *Braille Reference Information*.

The *Guide to the Nemeth Code* lists the current version of Nemeth Code mathematical symbols with their meanings. Students may refer to the *Guide* during the test if they are taking the braille test or using the supplementary book of braille math graphs and figures. The *Braille Reference Information* contains math reference material required for the braille test. Labels and numbers given with figures can be found in corresponding locations in both the regular- and large-type tests.

A regular-type test book is included with each braille test for the associate supervisor's use as a reference. A reader's script is also included in case the student asks to have a question read.

Braille Graphs and Figures

Some students using formats other than braille may be approved for the accommodation of braille graphs and figures. During the test, when questions in the Math sections 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 (the *Braille Figure Supplement*).

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

MP3 Audio and ATC Formats

Two formats are available for students who need audio assistance with the test: MP3 audio files and assistive technology-compatible (ATC) files. Both formats are provided on USB flash drives and require each student to use a school-provided computer that has a USB port. Chromebook, Mac, and Windows formats are supported.

Since a USB port is required, a tablet may not be used to take the test. The school must provide suitable computers for MP3 audio formats. Schools can also provide earphones (which are required for the MP3 audio format and for use with any text-to-speech software used with the ATC format). If earphones are not available, the student should be tested in a separate room.

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

Students will need to open each section of the test by entering the password provided on the ATC packaging before the associate supervisor begins that section.

The MP3 audio format consists of read-only files and a built-in player to deliver the test content. Setup for MP3 testing should be done in advance of test day to ensure a smooth administration. Students test with 100% extended time for the entire test, plus an additional 45 minutes for Section 2. These students test over two days.

General Notes for Electronic Devices

Students who are approved for computer for essays only will not use a computer on the PSAT 10. Other software or assistive technology, such as screen readers, may only be used when specifically approved by the College Board.

Make sure that any electronic device used for testing, including a computer for use of an MP3 audio or ATC format, a braille writer, or any magnifying machine, is not connected to the internet or to any network (disable all LAN or ethernet connections). Disable all unapproved assistive features such as spell-checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste). Any device or computer or monitor connected to a magnifying device must not be able to copy, store, or print the magnified images. Any capability for recording, storage, snapshot, or transmission of data, whether in the form of pictures, text, or other information, is strictly prohibited.

State-Allowed Accommodations

You may have students testing with state-allowed accommodations (SAAs). SAAs allow students to use defined accommodations or supports; however, they do not result in scholarship-reportable scores. When administering SAAs, students must be tested with lime green materials in separate rooms. However, you will follow the standard testing procedures as defined for orange test books.

Prepare Your Students

TASKS

Inform Students About the PSAT 10

- Several weeks before test day, meet with students, including those with accommodations, to go over important information for test day. Let them know about their schedule and that lunch won't be served until after testing ends.
- Distribute the *PSAT 10 Student Guide*, delivered in your preadministration shipment. Encourage students to read the test regulations and to take the included practice test. The *Student Guide* also provides sample test items and test-taking tips. **Make sure you distribute the Student Guide and NOT the actual test books.**

Inform Families About the PSAT 10

We also suggest that you engage students' families to inform them of what students can expect on test day and what the PSAT 10 means to their college and career planning. Let them know about free practice from Khan Academy®.

Practice

Remind students to access Khan Academy for free, personalized, online practice (satpractice.org). Developed with actual test items from the College Board, Official SAT Practice is tailored to each student's strengths and areas where they may need help.

KEY INFORMATION

When and Where to Report

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

What to Bring on Test Day

Tell students to bring the following on test day:

- Two No. 2 pencils with soft erasers; **no pens or mechanical pencils**
- Acceptable calculator (for the Math Test – Calculator portion of the test only)
- Earphones, if using an ATC or MP3 audio format (unless the school is providing earphones)
- Current and valid school- or government-issued photo ID that includes their name and signature, if necessary.

IMPORTANT: If you have students with College Board approval to use a calculator on the Math Test – No Calculator portion of the PSAT 10, remind them to bring a separate, four-function calculator for this purpose. (Percentage and square-root functions are permitted).

We also recommend that students bring:

- A watch that has no audible alarm or communications/recording capabilities
- Snacks and drinks (which must be packed away during testing)
- Extra batteries and a backup calculator

Give this information to any homeschooled students who will be testing at your school.

What NOT to Bring on Test Day

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

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

Marking the Answer Sheet

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

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

IMPORTANT: Staff should not, under any circumstances, review answer sheets for completeness or make any corrections or changes to the marks made on them, except to ensure that the student has filled out identifying information.

Important Reminders for ATC and MP3 Users

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

- Students using the MP3 audio or ATC format with text-to-speech should use earphones. Schools can provide earphones, if necessary; however, students should use earphones they're familiar with and comfortable using. Bluetooth capabilities are not allowed.
- Students using either format should practice to become familiar with the software before testing. For tips and practice tests, go to collegeboard.org/students-with-disabilities/after-approval.
- The MP3 audio test requires 100% extended time testing (over 2 days) plus an additional 45 minutes for Section 2 (Writing and Language Test).
- The ATC format will be administered with the same approved timing as a paper test format with one exception: Section 2 requires 100% extended time.
- Students use ATC and MP3 formats to access test questions, but still must record their answers on an answer sheet (or other method according to an approved accommodation).

Prepare Your Materials

TASKS

Identify Authorized Staff

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

IMPORTANT: Any staff member, including the supervisor, who will have access to test books before test day must not have a child or member of their household taking the same College Board test in the same window at any test site. In such instances, the student's scores are subject to invalidation.

Check the Preadministration Materials Shipment

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

Preadministration materials include:

- Answer sheets
- Large-block answer sheets (as needed)
- *Student Answer Sheet Instructions*
- *PSAT 10 Supervisor Manual(s)*
- *PSAT 10 Student Guide(s)*
- Pre-ID labels

IMPORTANT: If you do not have enough answer sheets, contact Michigan Support to arrange for more to be sent to your school. **Photocopied answer sheets will not be scored.**


Check the Test Materials Shipment

Select a secure, locked location for storing test materials, and confirm that access to the storage area is limited to no more than three authorized individuals.

All testing materials, for both standard and accommodated testing, will be shipped to the test supervisor.

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

IMPORTANT: Do not remove any test materials from the test site without the consent of the Office of Testing Integrity (OTI).

-  As a test supervisor, you are responsible for protecting test materials against unauthorized access from the time they are delivered to your school until score reports are received. Test materials are considered to be in secure storage when they are stored in a locked area at your school where only you and designated assistants have access. No one is to open the shrinkwrapped test books until test day, when you will open them and distribute them to your associate supervisors. Do not store materials in a classroom, trunk of a vehicle or residence.

Your shipments may include:

- ☐ Shipping notice
- ☐ Packs of 5 or 25 shrinkwrapped test books
- ☐ Extra answer sheets

- ☐ Supervisor testing materials kit containing:
 - ♦ Supervisor's Report Form (SRF)
 - ♦ Accommodated Testing Envelope for return of answer sheets for students tested with accommodations
 - ♦ Bundle of 5 Supervisor's Irregularity Report (SIR) forms
 - ♦ Gray envelope
 - ♦ Roll of packing tape
- ☐ A makeup supervisor testing materials kit, to be used for makeup testing
- ☐ Box(es) or UPS Express Pak(s) with preapplied labels for returning used answer sheets

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

1. **Check that you have received all cartons.** If more than 1 carton was used for your shipment, each will be marked accordingly (e.g., 1 of 3, 2 of 3, 3 of 3).
2. **Within 24 hours of receiving your test shipment, in a secure area with only authorized staff present, count the test books and answer sheets (still keeping them in the unopened shrinkwrap) to make sure you have received the correct quantity.**
3. Contact Michigan Support if any materials are missing.

IMPORTANT: Upon receipt of your testing materials, if you need additional standard test books, standard answer sheets, or supervisor's manuals, these can be ordered in the Secure Site during the additional materials ordering window of March 21–28, 2018.

4. Make sure the *PSAT 10 Student Guides*, provided in the preadministration shipment, are separate from test books. **Make sure that no test books are included in the materials given to students before the test.**
5. **Reseal the boxes with packing tape, sign your name across the tape to extend across the carton, and place all test materials in secure storage.**

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

6. **Keep the empty, prelabeled answer sheet return box(es) or UPS Express Pak(s) included in your test shipment.** You will use the box(es) or UPS Express Pak(s) to return answer sheets after the test.
7. **When you remove tests from secure storage on test day,** verify the number of test books given to each associate supervisor. Distribute and collect materials individually, and in such a way that no student has access to test books except while

taking the test. Students should never be allowed to transport, distribute, or collect test materials.

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

Secure Test Materials for Off-Site Testing

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

- Record the off-site location name.
- Record the number of test books provided to each off-site location.

Create a Testing Room Cover Sheet

We recommend that you print and complete a “Testing Room Cover Sheet” for each testing room. The cover sheet is available online or from your supervisor training module, or you can create it yourself. Include the following information:

- Number of students assigned to a room
- Type of test the room is administering (standard or accommodated, e.g., 50% extended time)
- Name of associate supervisor administering the test in that room
- Proctor name(s) (if applicable)
- Testing room code
- School (AI) code
- Optional codes, if any, assigned to each student for receiving score reports in a particular sort order

Assemble Testing Room Packets

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

Assemble the following items to create your testing room packets:

- Testing room cover sheet
- A copy of the room roster you created showing students assigned to the testing room, including optional codes, if applicable
- For accommodated rooms, a copy of the NAR page(s) showing the name(s) of students testing in that room and the accommodations they’re approved for
- Answer sheets (sorted by correct testing room):
 - ◆ If applicable, prelabeled answer sheets and/or answer sheets used in a preadministration session
 - ◆ Blank answer sheets or large-block answer sheets, if necessary (plus a few extra if using prelabeled and/or pregridded answer sheets)
- *Student Answer Sheet Instructions* booklets for students who didn’t participate in a preadministration session. (A large-print version is provided for applicable students.)
- Supervisor’s Irregularity Report (SIR) forms
- Additional reference copy of the *PSAT 10 Supervisor Manual* (which should also have been distributed during training)
- If applicable, ELL supports (translated directions and/or word-for-word glossaries) for students who need them

Assemble Packets for Off-Site Testing

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

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

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

Prepare Your Preadministration Session

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

TASKS

Get Ready for the Preadministration Session

Full scripts and instructions for conducting the preadministration session are included in Part 2. Be sure associate supervisors know that all answer sheets and *Student Answer Sheet Instructions* booklets should be returned to you after the session so you can return everything to secure storage. Do not remove them again until creating your testing room packets.

- Use your list of students who will be testing (both standard and accommodated students).
- Create preadministration session room rosters for associate supervisors.
- Work with your SSD coordinator to identify which students on the NAR should receive large-block answer sheets instead of standard ones. If you're waiting for approval to use large-block answer sheets for any students, don't have those students participate in the session. Have them fill in their information on test day instead.
- Apply labels (See "Verify and Apply Labels"). Organize the answer sheets by the preadministration room assignments you've made.
- Determine how optional codes, if used, will be provided to students.
- Note the testing room numbers (or other room identifiers) on containers for storing answer sheets after the preadministration session. Instruct staff to display the school (AI) code in a prominent place in the preadministration room for students to see.
- Inform staff and students of the planned sessions. Tell students they'll need No. 2 pencils and erasers for the preadministration session. They may also need:
 - ♦ Email address (optional)
 - ♦ Their grade point average and the highest level of education of their parents or guardians (both optional).

Check the Pre-ID Labels

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

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

- UIC** points to the top-left field containing a series of 'x' characters.
- Last Name** points to the top-middle field containing a series of 'x' characters.
- First Name** points to the top-right field containing a series of 'x' characters.
- MI** points to the top-right field containing a series of 'x' characters.
- District Code – Building Code** points to the middle-left field containing a series of 'x' characters.
- School Name** points to the middle-right field containing the text 'DOB: mm/dd/yyyy' and 'GENDER: X GRD: nn'.
- Test and Year** points to the bottom-left field containing the text 'PSAT 10 2018'.
- Student Number** points to the bottom-right field containing a series of 'x' characters.

Verify and Apply Labels

- As soon as possible after receipt, review the labels to ensure that they are correct:
 - ♦ Do the students named attend your school?
 - ♦ Is the grade level correct?
 - ♦ Do you have labels for all of your students, including any homeschooled students you will be testing?
- Once the labels have been verified, apply them in the shaded box on page 1 of the answer sheets (or on the last page of the large-block answer sheets).
- If the grade level is incorrect, or if a student does not have a label, ensure that they are pre-ID'd and locally print a label from the Secure Site.
- If you receive labels for students who are no longer enrolled in your school, please shred or destroy the labels in a secure manner.
- Place the label as accurately as possible so that it falls exactly within the box.
- Organize your labeled answer sheets by alphabetizing them within preadministration room groups before returning them to their boxes and securely storing them.

Help Staff Conduct the Preadministration Session

TASKS

Determine Staffing and Materials for the Preadministration Session

- Determine staffing needs prior to preadministration. Depending on the number of students you're testing, the preadministration session may be conducted by you, or you may need one or more associate supervisors to conduct multiple sessions.
- Those conducting the session will need to use the scripts in Part 2 under the heading "Conduct the Preadministration Session." Be sure to distribute

the necessary copies of the manual to staff who need them.

- Not every school uses the same approach to optional codes and other fields on the answer sheet. Tell staff to watch for scripts with letter designations, and read the script that applies to your school.
- Before starting the session, staff should post any information the students will need, such as the 6-digit school (AI) code, and optional code for each student, if used.
- Staff will give each student their answer sheet and a copy of the *Student Answer Sheet Instructions*.
 - ◆ Some students on the NAR may be using large-block answer sheets.

- ◆ Make sure your staff is prepared to correctly match the labeled answer sheet to the student whose information is on the label.
- Staff should alphabetize the completed answer sheets and sort them by testing room code before returning them to you.

KEY INFORMATION

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

During the Test Tasks and Information

Follow Your Test Day Schedule

TASKS

- To ensure standardization across all PSAT 10 testing, make sure to adhere to the prearranged schedule as closely as possible.
- Finish assembling testing room packets as early as possible.
- Remind staff to follow the policies under “Key Information” to ensure accurate and uniform timing and administration of tests.

KEY INFORMATION

Timing of the Test and Breaks

The PSAT 10 is timed by section in all rooms, standard and accommodated. Students must be given the entire amount of time; they may not move on to the next section until time is called. Timing charts are supplied for each script in the manual. Remind staff to:

- Accurately time each test section.
- Record the start and stop times on the lines provided in the scripts, as well as at the front of the room for students to see.
- Announce the remaining time at regular intervals as indicated in the scripts.
- Immediately inform the test supervisor of any timing irregularities.
- Record irregularities and actions taken on the Supervisor’s Irregularity Report (SIR).

Scheduled Breaks

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

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

Some students may be approved for extra and/or extended breaks. Specific timing instructions may be noted on the NAR.

Unscheduled Breaks

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

- Inform students that they won’t get extra testing time.
- Allow only one student at a time to take an unscheduled break.
- Collect the test book and answer sheet before the student leaves the room. Make sure the test book is the actual test book and not a substitute. Fan the book to make sure no pages have been removed. Also collect any ELL supports (translated directions or glossary) that the student may be using.
- When the student returns, if the student is unfamiliar to you, check their ID before you hand back the testing materials.
- Never leave the testing room unattended. If possible, have a proctor accompany the student. It is not necessary to record this irregularity on an SIR unless you find the activity suspicious.

Accommodated Breaks

During their breaks, students who are approved for accommodated breaks are still subject to the same regulations that apply to standard breaks. Post break times for them as noted in the scripts.

Extra Breaks

Students who are approved for extra breaks get a 5-minute break after each section, and a mid-section break in Sections 1 and 4. These are noted in the timing charts and in Scripts 2–5.

Extended Breaks

Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.

If you have students who are approved for both extra and extended breaks, provide 10-minute breaks between each test section and midway through Sections 1 and 4; if students ask to resume testing sooner, they may, but you shouldn’t prompt students to end their breaks early.

Breaks “As Needed”

Some students with medical conditions require breaks as needed. When a student is approved for breaks “as needed,” they may break during a test section or subject. Most students’ needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time.

Equip Testing Rooms

TASKS

Provide Materials to Associate Supervisors

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

On test day, you must count the test books:

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

After counting test books, do the following:

- Add the test books to the testing room packets.
- Distribute testing room packets to associate supervisors.

Provide Materials to Off-Site Locations

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

- Count test books for the off-site location.
- Add the multiple-choice test books to the package of tests for the off-site location. Shrink wrap should be broken at the off-site location on test day.

KEY INFORMATION

In addition to the testing room packets/bins you provide to associate supervisors, other items needed in the testing room are:

- A pencil sharpener
- A supply of No. 2 pencils
- Calculators, if your school is providing them

Information for Posting in All Testing Rooms

Your testing room packets should provide associate supervisors with this information to post:

- Your school's address
- Optional codes, if any, assigned to each student for receiving score reports in a particular sort order
- Testing room code; when using codes that are shorter than 3 digits, include leading zeros (e.g., 001, 020)
- Your 6-digit school (AI) code

For Students Using MP3 Audio Format

The associate supervisor testing students with MP3 audio formats should post common keyboard commands for the MP3 users, as relevant to the equipment students are using. These are listed in "Administer Accommodations" in Part 2 of this manual.

For Students Using ATC Format

Students using the ATC format will need to double-click (or otherwise select) a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they will need to close the file.

The associate supervisor should be ready to help students locate the password and allow them time to open the file before starting the timed section.

Admit Students to the Testing Area

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

TASKS

Manage Central Check-In

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

- Check ID for students who aren't familiar to you. If a student doesn't have a valid ID, you should record this in the SIR but allow the student to test.
- Annotate your Master Student List as students check in.
- Write "P" (Present) next to the name of each student who checks in.
- After check-in is complete, put an "A" (Absent) next to the name of any student who is absent. You'll use this information to help you know which materials and how many materials to request for the makeup administration.
- Add student information for any student not on your original Master Student List.
- Send students to the correct testing rooms. Proctors at each entrance can help you to direct students.
- If you change a student's room assignment, provide the student with a signed note to present to the associate supervisor.

Manage Classroom Check-In

If you are having students check in at their testing room, we recommend that you have associate supervisors use the individual room rosters to check in students as they arrive. Staff should:

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

Manage Late Arrivals

- If students arrive late, follow the procedure for central check-in.
- If students arrive before the timed test has begun, send them to their assigned room.
- If testing has begun and you have planned for a late-arrivals room, instruct the associate supervisors to add the student’s name to the late-arrivals room roster.
- Students who arrive after testing has begun in the late-arrivals room cannot test. Add them to the list of students requiring a makeup.

See “Admitting Latecomers” for more information.

Manage Requests to Change to Accommodated Testing on Test Day

If a student presents a College Board eligibility approval letter and requests to change from a standard administration to an accommodated administration, follow these steps, as long as you have appropriate materials and enough staff and space available:

- Mark the student as moved by printing an “M” next to the student’s name in the original assigned room roster.
- Add the student to the accommodated room roster by printing their name and eligibility number at the bottom of the roster. Write a note to the associate supervisor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- If a student requests accommodations that are not noted on your NAR, and the online SSD system doesn’t show the student as approved

for the accommodations, do not supply the accommodations. Check with the SSD office if there is a question about eligibility.

- If a student requests to change to testing that requires specific accommodated materials that are not available, you may still have time to request materials for testing later in the testing window. If so, note the student as absent and immediately request materials for testing.

If it’s too late to request materials for testing in the testing window, call the SSD office.

IMPORTANT: Make sure that students are approved for accommodations. Providing accommodations to students who have not been approved will result in their scores being invalidated.



Call the SSD office if you have any questions about providing accommodations to a student.

Manage Requests to Change to Standard Testing on Test Day

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

- Change the student’s assigned testing room code on the Master Student List, if necessary.
- Write a note to the associate supervisor authorizing the change, sign the note, and give it to the student to present on entry to the testing room. The associate supervisor should add the student’s name to the room roster by printing the student’s name and UIC number at the bottom of the roster.
- Keep the letter on file at your school (it doesn’t need to be returned to the College Board).

KEY INFORMATION

Admitting Extra Students

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

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

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

Admitting Latecomers

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

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

A few things to note about admitting latecomers:

- If you have a late-arrivals room, late testing should start no more than 45 minutes after testing has begun in the other testing rooms.
- The associate supervisor must close the door to the late-arrivals room before the start of the first scheduled break in testing that is already in progress. Admittance to the late-arrivals room shouldn't be allowed after standard testing rooms have begun their first break.
- Ensure that testing in any late-arrivals room begins early enough to end before the school breaks for lunch so testing is not disrupted.

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

Your Role During Testing

Tasks to Maintain Security

Test Observers and Visitors

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

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

Handle Escalations

As a test supervisor, you will be called upon to address many kinds of situations, most of which can be resolved on the spot.

Always contact OTI if you encounter:

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

Contact Michigan Support for:

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

IMPORTANT: If a group irregularity occurs, you must provide a roster of affected students on the SIR. Otherwise, scores may be held for the entire school until inquiries into the irregularity have been resolved.

Handle Dismissals

Do not allow students who have been referred to you for misconduct to return to the testing room. Explain the reasons for their dismissal and refer them to the "Test Regulations" and "Grounds for Score Cancellation" information provided in the *PSAT 10 Student Guide*. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an SIR. Escort the student to their normally scheduled class or to the principal's office. Students who are dismissed because of misconduct are not eligible for makeup testing.

If you or a member of your staff suspect that a phone or other electronic device has been used to record or transmit test questions or answers, you should collect the phone. In such cases, explain to the student that the phone is needed for further investigation and will be returned to them. Do not return the device or delete any information on the device until you have spoken with OTI. Contact OTI for further instructions.

Handle Student Complaints

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

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

Report every student complaint, even those resolved on site, on the SIR. Advise students that all feedback is welcome. Tell them that their scores may be delayed while their complaint is being reviewed, in the event additional investigation is required.

Report Test Administration Irregularities

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

- For all irregularities, fill in the general information in items 1–5 (page 1) and item 9 (page 3) of the form.
 - ♦ In box 4a, write your 6-digit school (AI) code.
 - ♦ In box 4b, fill in the number of students tested at your school (use leading zeros, as in “0055”).
- To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in items 6 (page 2), 9 (page 3), and 10 (page 4) to denote the type of occurrence, describe the events and actions, and list information about the students affected. You will need to note the grade level for each affected student.
- To report an **individual irregularity** (an issue that affects one student, such as illness), fill in items 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to denote the type of occurrence and the events and actions taken. List the student’s name and grade level.
- In all situations, provide as much detail as possible (e.g., indicate if the student was dismissed). Do not attach answer sheets to the SIR, but return them with the other used answer sheets.

Associate Supervisor Role During Testing

See Part 2 of this manual for a description of the associate supervisor’s role during testing.

After the Test Tasks and Information

As test supervisor, you need to complete the test administration with the following activities. These activities may take place more than once: first on the initial primary test date, again for students testing in the accommodated testing window, and finally after any makeup testing. **Always keep materials in secure storage.**

Collect Testing Materials

You'll need to collect all of the materials you provided to associate supervisors in the testing room materials packet.

TASKS

Collect Materials from Associate Supervisors

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

- ☐ Copy of this manual, with completed seating chart on the back.
 - ☐ Annotated room roster or NAR (if applicable).
 - ☐ Test books, both used and unused.
 - ☐ Any additional test materials related to accommodated testing (such as scratch paper, test books with answers, USB flash drives, etc.).
 - ☐ Answer sheets, both used and unused, separated into three groups:
 - ◆ Used for standard testing with no accommodations.
 - ◆ Used for accommodated testing for students listed on the NAR (to be placed in the white Accommodated Testing Envelope).
-
- IMPORTANT:** All students whose answer sheets are returned in the white Accommodated Testing Envelope will be considered to have used accommodations.
-
- ◆ Unused answer sheets. Refer to “What Is a Used Answer Sheet?” later in this section.
- ☐ *Student Answer Sheet Instructions* booklets. These should be destroyed after all testing (including makeup testing) has been completed.
 - ☐ Any printed translated testing instructions. These should be securely destroyed after any makeup testing is complete.
 - ☐ Any word-for-word glossaries, which can be used for other purposes after testing.
 - ☐ Any completed SIRs.

Count Materials

- ☐ Count test materials to ensure that you received all of the materials you gave to associate supervisors.
- ☐ Securely store test materials for:
 - ◆ Students who are testing over 2 days
 - ◆ Students who may be testing on a later date

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

- ☐ **Count materials by hand.** Record the answer sheet counts for use on the Supervisor's Report Form (SRF). As you count, do a spot check to ensure that pre-ID labels are included and all required information is filled in on the answer sheets (boxes 1–2, 4, 10–11, 16–17 and 25–26).

IMPORTANT: You must return one, and only one, answer sheet for each student unless noted on the NAR or on the SIR (e.g., misplaced answers).

- ☐ Set aside answer sheets for students who did not test for makeup testing.

Before Releasing Staff

- Ask that each associate supervisor double-check their room to see if anything has been left behind, either by staff or by students.
- Review and sign SIRs. Confirm that your school's AI code is gridded correctly. If needed, complete additional SIR(s). Note any student irregularities that may require a makeup.
- When you've completed these tasks, release staff members.

Reconcile Room Rosters to Master List

Test taker lists provide important information to the College Board, particularly when discrepancies arise.

- Once you've collected all materials from associate supervisors, carefully check each room roster against your Master Student List, noting on the Master Student List the room assignment and testing room code of each student. Store a copy of the master list in your records for reference if needed.
- Complete the NAR for return in the Accommodated Testing Envelope, indicating the accommodations the student received.

Store Test Books

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

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

Prepare for Makeup Testing

If students miss your original test date, you will test them on the makeup date. If you need additional materials, you will request additional materials through the makeup request process. Students testing without accommodations who miss the primary test date must take the makeup on April 24 or 25. There is no specific makeup date for students testing with accommodations; they can test anytime in the accommodated window. The relevant materials must be returned immediately after all testing has completed at your school.

KEY INFORMATION

What Is a Used Answer Sheet?

An answer sheet is considered used if it has:

- Any student demographics information gridded on the answer sheet document OR contains a Pre-ID label, AND
- Also contains at least one gridded test question response.

Handling Answer Sheets for Accommodated Students

- Students approved to write their answers in the test book must have their answers transcribed by a staff member to a machine-scannable answer sheet. Make sure the answer sheet is clipped to the test book. The test book with attached answer sheet should be returned in the white Accommodated Testing Envelope.
- All students whose answer sheets are returned in the white Accommodated Testing Envelope will be considered to have used accommodations.
- Only include the answer sheets of homeschooled students in the white Accommodated Testing Envelope if they tested with approved accommodations.

Prepare Materials for Return TASKS

Complete the SRF

Fill out a Supervisor Report Form (SRF) for the testing materials you are returning. Please complete the report entirely, including signature, with a No. 2 pencil. Do NOT use ink.

Double check that you have entered your school code and count of answer sheets correctly. It's easy to mix up digits. Mistakes can lead to delays in score reporting.

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

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

Supervisors at off-site locations need to follow these same procedures for completing SRF(s).

Sort Materials

Now that you have collected all of the materials from the associate supervisors and filled out the SRF, you'll need to sort them for return. See "What to Do with Materials" for what to do with each item.

▪ Test Books:

- ◆ Separate standard test books from alternate test formats.
- ◆ Separate used test books from unused test books.
- ◆ Set aside test books for students approved to record answers in test books.

▪ Answer Sheets:

- ◆ Separate the used answer sheets for standard test takers and students testing with accommodations listed on the NAR. See "What Is a Used Answer Sheet?"
- ◆ Set aside unused answer sheets.
- ◆ If an answer sheet has a pre-ID label, but the student missed the primary test date, securely store the answer sheet for use during the makeup administration (if one is scheduled).

KEY INFORMATION

What to Do with Materials

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

HOW TO HANDLE TEST MATERIALS WHEN TESTING IS COMPLETE			
Test Materials	Return	Keep Copies for Your Records	Destroy
Used answer sheets	Yes - in package provided for answer sheet return shipment	No	No
Used answer sheets (regular and large block) for students listed on the NAR	Yes - in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Unused answer sheets	No	No	Yes
Answer sheets with label but no item responses (absentee)	No - unless used for makeup testing	No	Yes - securely store until makeup testing, then, if still not used, securely destroy after makeup testing is complete
Answer sheet instructions	No	No	Yes
Test books	No	Yes - until score release, then distribute to students	No
Test books for students approved to write answers in their books	Yes - clipped to transcribed answer sheets, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Defective test books	Yes - in gray envelope in answer sheet return shipment	No	No
Defective test books for students listed on the NAR	Yes - clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Student scratch paper or braille pages	Yes - clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
NAR	Yes - in white Accommodated Testing Envelope	Yes	No
SIR(s)	Yes - in answer sheet return shipment	Yes	No
SRF(s)	Yes - in answer sheet return shipment	Yes	No
Seating charts	No	Yes	No
Annotated Master Student List	Yes - loose in answer sheet return shipment	Yes	No
Room rosters	Yes (if a Master Student List was not produced) - loose in answer sheet return shipment	Yes	No
List of testing rooms, with testing room codes and the staff assigned to them	No	Yes	No
Tracking number(s) of return shipment(s)	No	Yes	No

Test Materials	Return	Keep Copies for Your Records	Destroy
Translated directions for ELL students	No	No	Yes
Word-for-word glossaries for ELL students	No	Yes	No
<i>Supervisor Manual</i>	No	No	Yes - after score reports are distributed to students
Leftover unused reports (e.g., SIRs), forms, or envelopes	No - store securely if needed for makeup testing	No	Yes - if makeup testing is complete
Leftover return materials (envelopes, cartons, labels)	No - store securely if needed for makeup testing	No	Yes - if makeup testing is complete
Leftover <i>PSAT 10 Student Guides</i>	No	No	Yes

Return Test Materials

TASKS

Pack Materials for Return

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

Place items in the prelabeled box or UPS Express Pak **from bottom to top** in the order provided. Do not use rubber bands or other fastenings that might damage the answer sheets.

IMPORTANT: See the diagram in the Appendix for the correct order of materials and envelopes.

Place the used standard answer sheets on the bottom, in this order:

- ☐ On the bottom, standard answer sheets for homeschooled students, if any
- ☐ Standard answer sheets for students from your school
- ☐ Answer sheets for students listed on the SIR

Place the white Accommodated Testing Envelope (if any) next, with the following items inside (from bottom to top):

- ☐ Defective test books for students listed on the NAR, clipped to corresponding answer sheets
- ☐ Scratch paper or braille pages, all clipped to corresponding answer sheets

- ☐ Test books for students approved to write answers in their books, clipped to corresponding transcribed answer sheets
- ☐ Used answer sheets (regular and large block) for students listed on the NAR
- ☐ Nonstandard Administration Report (NAR) – required for scoring

Next, place the gray envelope, if applicable, including (from bottom to top):

- ☐ Defective ATC or MP3 test materials in their original packaging
- ☐ SIRs, if any
- ☐ Defective standard test books, if any
- ☐ A copy of your final Master Student List (or room rosters) with any notations.
- ☐ Place the completed and signed SRF on top and close the box or UPS Express Pak.

Once all answer sheets and forms are packed as described above, seal the box(es) or UPS Express Pak(s) and fill in the information requested on the label(s).

Ship Materials

Return applicable materials, including answer sheets, immediately after testing ends. **Failure to return answer sheets promptly may delay score reports for your students.** All answer sheets must be shipped by April 27, 2018.

- Return answer sheets in the Accommodated Testing Envelope for accommodated students who complete testing on the initial test day. Store remaining

answer sheets securely until they are picked up at the end of the testing window. See “Repeat for Accommodated Window Testers.”

- You’ll need to send a separate shipment of materials from any makeup testing.

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

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

IMPORTANT: *Using the prelabeled box(es) or UPS Express Pak(s) provided with your PSAT 10 test materials is the only way to ensure that your answer sheets will be correctly returned and processed.*

Repeat for Accommodated Window Testers

- You may have students testing throughout the accommodated testing window.
- Pickup for the accommodated testing window will be arranged to coincide with the end of the window. However, all materials for students testing in the accommodated testing window should be returned as soon as all testing is complete. If you complete all testing earlier, you can use the regularly scheduled UPS pickup for your school or follow the instructions in your courier pickup email to arrange an earlier pickup.
- Use the return materials provided and repeat the steps to pack them.

KEY INFORMATION

Return materials to:

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

Customer Courier Pickups

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

Makeup Ordering

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

Receive Score Reports

KEY INFORMATION

Online Scores

Scores will be available to students in mid-May. Scores will be available to educators once the answer document verification window is complete. For all tests in the SAT Suite of Assessments, middle and high schools receive item-by-item summaries that provide data about students’ answers compared with the rest of the nation.

Students will receive their percentile rank and helpful interpretative information about their scores. The combination of numerical and content-based interpretations of student performance defines what students know and can do. The information helps students and teachers identify the knowledge and skills they need to focus on to increase achievement.

Paper Score Reports

One paper copy of each student’s score report will be delivered to the school principal. Under no circumstances should test books, used or unused, be given to anyone until after score reports are received by the principal.

Schools found in violation of this policy risk losing the ability to administer the PSAT 10 in the future.

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

The following common errors may delay score reporting:

- The number of used answer sheets received does not match the number of students tested as entered on the SRF.
- The supervisor fails to grid the correct school code on the SRF or neglects to sign it in pencil.
- The school has not responded to a query from ETS regarding a testing irregularity.

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

Appropriate Uses of Scores and Reports

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

Protecting Student Privacy

The College Board makes every effort to protect student privacy. When students take a College Board assessment such as the PSAT 10, they have a choice to “opt in” to Student Search Service®, which allows the College Board to provide students’ basic information to eligible colleges and universities, scholarship programs, and education opportunity programs. Information about disability, Social Security numbers, phone numbers, or actual test scores is never shared.

To learn more, visit collegeboard.org/student-search-service.

Khan Academy and the College Board are committed to creating a safe and secure online environment for all students using Official SAT Practice. The College Board and Khan Academy do not share student personal information or student practice work without the student’s consent. Students may choose to link their Khan Academy and College Board accounts to benefit from additional personalization through the use of their actual PSAT 10 results. Account linking is entirely student-driven, and students can unlink their accounts at any time.

For more information about the College Board and Khan Academy’s privacy practices, please visit:

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

PART 2: For Associate Supervisors and Proctors

Introduction for Associate Supervisors

This is your guide for administering the PSAT 10 and for creating the best possible environment for your students on test day. Although you may have already participated in online training and/or other training provided by your supervisor, please read this section of the manual carefully. It is especially important to read through the scripts and instructions ahead of time so that you can address any questions with your supervisor before test day.

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

Associate supervisors must:

- Read this manual ahead of time to be thoroughly familiar with test procedures
- Prepare seating plans for your assigned room and complete the seating plan chart on test day
- Assume responsibility for test materials in an assigned room, including distributing, accounting for, collecting, and counting test books and answer sheets before dismissing students
- Administer the test according to the manual's directions
- Return test materials to the supervisor after students are dismissed

Before Test Day

Prepare Yourself

TASKS

- Conduct a preadministration session at your supervisor's direction.
- If you are testing accommodated students, before test day:
 - ♦ Review "Key Information: Using Accommodated Scripts" to determine the correct script to use.
 - ♦ Test any equipment needed ahead of test day.

Conduct the Preadministration Session

TASKS

- Your supervisor will provide these materials for your session:
 - ♦ *Student Answer Sheet Instructions*, a copy for each student
 - ♦ Prelabeled answer sheets

- ♦ Prelabeled large-block answer sheets (if applicable)
- ♦ Extra blank answer sheets for any students without labels
- ♦ A list of students with the type of answer sheet needed (standard or large block)
- Before the session, post the following in a location visible to all students:
 - ♦ Your school's 6-digit school (AI) code
 - ♦ Address of your school
 - ♦ Optional codes, if any, assigned to each student for receiving score reports in a particular sort order
- Give each student their prelabeled answer sheet and a copy of the *Student Answer Sheet Instructions*. A large-print version of the *Student Answer Sheet Instructions* is provided for students with approved accommodations that necessitate large print.
- Read aloud from the shaded scripts that follow, to guide students through filling in the personal information in boxes 1–9, 12 (if your school uses

optional codes), and 14–26. Read slowly enough to give students time to fill in their information. Pause where you see *[pause]* in the script to allow students time to follow instructions.

- If any students' labels have an incorrect legal first, middle, or last name, date of birth, or gender, you will need to make a note on your student list to let your supervisor know that their records need to be updated in the Michigan Student Data System (MSDS).
- Even if a student's name, date of birth, or gender is incorrect on the label, students can still use the answer sheet.

Preadministration Script

Text that appears outside of the tinted areas is intended for associate supervisors and should not be read aloud. If your school is conducting this session before test day, you may still need to guide some students through these scripts on test day—for example, homeschooled students may need to fill out their personal demographic information on test day.

When everyone is ready, say:

We will now fill out important information on the PSAT 10 answer sheet. As I go through these instructions, raise your hand if you have any questions.

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

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

Distributing Answer Sheets and Instructional Booklets

Next say:

This is the answer sheet that you will use to mark your answers on the test. I'm also giving you a booklet with information you will need to fill in some of the boxes.

Distribute answer sheets and the *Student Answer Sheet Instructions* booklets. Ensure that any answer sheets with pre-ID labels go to the appropriate students.

To students who are using large-block answer sheets, say:

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

Some of the boxes that follow have alternative scripts to read depending on various criteria, such as whether or not your school uses optional codes. When you see multiple choices with lettered options (for example, A and B), read the prompts silently before choosing which script to read.

To all students, say:

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

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

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

For box 1, say:

Begin by filling in your legal last name, first name, and middle initial, if you have one, in box 1. Include spaces, hyphens, or apostrophes if these are part of your name. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you're done. *[pause]*

Continuing to Guide Students Through the Identifying Information

For box 2, say:

In box 2, fill in the bubble next to "Student ID Number," and enter your UIC starting with the first column. Your UIC is the 10-digit number in the top left corner of your pre-ID label. Please look up when you are finished. *[pause]*

For box 3, say:

Box 3 asks for your mobile number. Please leave box 3 blank if your mobile phone does not have a U.S. number.

If you have a U.S. mobile number, read the information in box 3 about providing your number. The College Board will not share your mobile number with other organizations without your consent. The College Board will use it to contact you when your scores are ready and to tell you about college-planning services you might want. If you opt in, they may ask you to participate in research surveys. By providing your number, you agree to receive text messages from the College Board for these purposes.

Standard text-messaging rates apply. You may opt out at any time.

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

For box 4, say:

In box 4, fill in all three parts of your date of birth. Any 2-digit fields need to start with a zero if the number is less than 10. Be sure to include the bubble for the first two digits of the year you were born. Raise your hand if you have any questions. *[pause]*

To all students, say:

Next, you'll fill in your address. If you are using a standard answer sheet, turn to page 2 (or stay on page 3 if you are using a large-block answer sheet).

For boxes 5–9, say:

In box 5, enter your street address:

- Include your apartment number if you have one.
- Indicate a space in your address by leaving a blank box and filling in the corresponding bubble.
- If your address has a slash mark or hyphen, write it in the box and fill in the corresponding bubble.
- Use the address abbreviations given on your answer sheet.

Enter your city in box 6, your state in box 7, and fill in your zip or postal code in box 8. Leave box 9 blank.

Please look up when you are finished. *[pause]*

For boxes 10 and 11, say:

Leave boxes 10 and 11 unchanged at this time.

If your school uses optional codes, share the appropriate code(s) with students (see Assigning Optional Codes on page 20 for information on optional codes). If an optional code has only one digit, include the leading “0” in the number you give students to fill in. Homeschooled students should leave box 12 blank.

BOX 12 – Optional Code: *If your school uses optional codes, read script (A). If your school does NOT use optional codes, read script (B). (Read only one option.)*

(A) If your school uses optional codes, say:

If you do not attend this school, leave box 12 blank. Students from this school, please enter the number I have posted for you. *[pause]*

(B) If your school does NOT use optional codes, say:

Please also leave box 12 blank.

Now say:

Make no marks in box 13 at this time.

For box 14, say:

Find box 14 on page 4, or if you are using a large-block answer sheet, on page 6. Read the information about providing your email address.

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

If you opt in to Student Search Service, your email address will be added to your College Board student record.

Now say:

Please look at page 1 of your *Student Answer Sheet Instructions* booklet. You will need the information and instructions to complete some of the remaining questions. Take a minute or two to read the introduction about how providing your information can benefit you. Please look up when you are finished. *[pause]*

For box 15, say:

Box 15 asks if you wish to participate in the College Board's free Student Search Service. This service can

help you connect with opportunities. For example, some programs are open to students with particular backgrounds or interests, which you will provide in your answers to questions 18 through 24. Saying “Yes” to this service allows colleges, scholarship programs, and other organizations to send you information about the educational and financial aid opportunities they offer.

Educational organizations that request it will receive information you provide on the answer sheet, but they will NOT receive your actual test scores or phone number. If you do not answer and previously chose to participate in this service, the College Board will continue providing your information. Please make your selection. [pause]

For box 16, say:

Fill in the appropriate bubble for female or male in box 16.

For box 17, say:

Fill in your current grade level in box 17.

Please walk around the room to check that students complete their current grade level. Scores can be delayed if this information is missing or incorrect.

The *Student Answer Sheet Instructions* booklet gives additional information about the answer choices for boxes 18–24. Students may need about one minute per box to read and complete boxes 18–23. College Major, box 24, may take more time. Allow at least five minutes for students to read through the list, choose their area of interest, and fill in the appropriate code.

Now say:

Your answers to the questions in boxes 18 through 24 may be shared with colleges, scholarship programs, and other educational organizations if you chose “Yes” for Student Search Service in box 15. For this reason, we strongly encourage all students to complete this section. Your answers also will help ensure that tests and services are fair and useful to all students. Your responses may be used for research purposes and may be shared with your high school, school district, and state.

IMPORTANT: *Students who do not wish to respond to boxes 18–24 may skip them.*

For boxes 18 and 19, say:

Before answering questions 18 and 19, please read the information in your *Student Answer Sheet Instructions* booklet.

Question 18 asks about your racial and ethnic background. If you identify with multiple races and ethnic groups, mark all choices that apply to you. Are there any questions? [pause]

Box 19 asks about the languages you speak. Mark only one answer to each question. Please look up when you are finished. [pause]

For box 20, say:

In box 20, please indicate the highest level of education of your parents or guardians. Choose one parent or guardian in the first row, and select their level of education underneath, using the instructions in your booklet. If you have a second parent or guardian, do the same for that parent or guardian in the following rows. Please look up when you are finished. [pause]

For box 21, say:

In box 21, please indicate whether you have a parent or guardian who is in the military. Read each description in your instructions booklet, and fill in the bubbles of all that apply. Please look up when you are finished. [pause]

For box 22, say:

In box 22, refer to your instructions booklet, and give your best estimate if you do not know your exact grade point average. Please look up when you are finished. [pause]

IMPORTANT: *Students who do not wish to respond to box 23 may skip it.*

For box 23, say:

Box 23 asks about your interest in religiously affiliated colleges, campus-based clubs, or activities. Refer to the list of codes in your instructions booklet. Decide how to respond, then print the appropriate code and fill in the corresponding bubbles. Please look up when you are finished. [pause]

For box 24, say:

Colleges, universities, and other educational programs want to know what subject area most interests you. For box 24, your instructions booklet has a list of 3-digit college major codes to select from.

Indicating your interest in a major does not mean you are choosing that major now—it just lets colleges send you information about specific programs that might fit your interests. Find the college major in your booklet that interests you the most, then enter the code number and fill in the corresponding bubbles in box 24. When you are finished, please close your instructions booklet and look up. *[pause]*

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

For box 25, say:

Find box 25. Fill in the bubble for “Yes” if you are testing at your school, then print our school’s name, city, and state. Look up when you’re done. *[pause]*

If you have students who are homeschooled, say:

If you are homeschooled, fill in the bubble that says, “No, I am homeschooled,” and do not enter any other information in box 25.

For box 26, say:

In box 26, if you attend this school, print our 6-digit school code and fill in the corresponding bubbles. I have posted our school code in the front of the room. If you are homeschooled, please leave box 26 blank. Look up when you’re done. *[pause]*

To students filling out their information BEFORE the test, on or before test day, say:

Leave the Certification Statement blank at this time.

When everyone is ready, say:

We are now finished with completing your personal information. Please close your answer sheet.

Collect the *Student Answer Sheet Instructions* from each student.

If Conducting on Test Day

Turn to the correct part of the test day scripts, as follows:

IMPORTANT: *If you are ready to begin the test, your students should keep their answer sheets. Turn to the test day scripts and begin testing where appropriate (Reading the Scripts on page 59 or Distributing Test Books on page 61).*

IMPORTANT: *If you have finished testing and are ready to dismiss students, turn to Collecting Answer Sheets on page 85.*

If Conducting Before Test Day

Continue with the script and instructions that follow.

When all students are finished, say:

Please sit quietly while your answer sheets are collected.

Collecting and Storing Answer Sheets Until Test Day

Collect all answer sheets from students. After sorting them alphabetically by testing room code, return the answer sheets and all *Student Answer Sheet Instructions* booklets to your supervisor, who will store them in a secure location until test day. Dismiss students, reminding them of the time and place they should report for the test.

Set Up for Testing Students with Accommodations

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

TASKS

- Prior to test day, be sure to check the Nonstandard Administration Report (NAR) provided in your testing room packet to determine which accommodations each student on your room list is approved for.
- Using the NAR, determine which test book each student will need. Some students may be approved for a special format. Students testing with accommodations that do not require specific materials will use the same test book as students in the standard room.
- Review “Key Information: Using Accommodated Scripts” to determine which script to use for the students assigned to your room. Also see the timing chart “Overview of Accommodated Timing and Breaks” in the Appendix.

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

Set Up Computers for ATC Users

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

The ATC format has been tested with ZoomText® (with and without reader), JAWS®, and NVDA®, on both a PC and a MacBook laptop. If you have a student who is using other assistive technology, encourage them to try a practice test, as some of the freeware or less commonly used screen readers may not be compatible with ATC files. When using VoiceOver on a Mac, the student must use the mouse, not the keyboard, for navigation. Additionally, Kurzweil does not offer enough functionality to be used for the PSAT 10.

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

Set Up Computers for MP3 Audio Users

Set up for MP3 testing should be done in advance of test day to ensure a smooth administration. From time to time, a license may fail on a specific machine or USB port. If you experience error messages referring to media authorization, unlocking of media and/or licenses, follow the instructions under Troubleshooting for USB Formats on page 58.

The USB flash drive contains read-only files and a built-in player to deliver the test content.

1. Print the student's last name, first name, and middle initial on the back of the MP3 packaging.
2. Remove each flash drive from its packaging.
3. Insert the USB flash drive into a USB port.

Set Up PCs or Macs

- Open the USB drive.
 - ♦ On both PCs and Macs, find the icon in the lower left of your screen.
 - ♦ On a Mac, click the icon to open "Finder." You should see a description of the USB as a drive in the pop-up list under "Devices."
 - ♦ On a PC, right click the icon and select "File Manager" or "File/Windows Explorer." The USB drive will appear in the list labeled "This PC" or "Computer."
 - ♦ Double click the name of the USB drive (which appears as a 6-digit number).
- Start the software: Double-click the software application, which is labeled "Start" (".exe" on PC or ".app" on Mac).
 - ♦ A media player named "Flux Player" will launch.
 - ♦ When you launch the application, a table of contents will display the sections of the test.

Set Up Chromebooks

- Start the software: Click the Launcher, the icon on the far left of the taskbar.
 - ♦ Select "Files," which will bring up another taskbar.
 - ♦ Find the USB drive in the task list and click it to display a list of file folders on the drive.
 - ♦ Open the folder called "Chrome_Version" to access the test sections.

KEY INFORMATION

Using Accommodated Scripts

The accommodated test scripts for the PSAT 10 are based on the type of accommodation a student is approved for.

Script 1: Standard Time

Use Script 1 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 2: 100% Extended Time

Use the entire Script 2 for students who are approved for 100% extended time for reading.

Script 3: 50% Extended Time

Use the entire Script 3 for students who are approved for 50% extended time for reading.

Script 4: Standard Time with Extra Breaks

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

Script 5: MP3 Audio Format

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

Combined Scripts for Math-Only Extended Time

- Begin with Script 1 for students who are approved for extended time on math only with no extra breaks. Begin with Script 4 for those who have math-only extended time with extra breaks.
- For students approved for 100% extended time for math, turn to Script 2, Sections 3 and 4 (beginning with “Break Before Section 3 for Combined Scripts”).
- For students approved for 50% extended time for math, turn to Script 3, Sections 3 and 4 (beginning with “Break Before Section 3”).

During the Test

Prepare to Test

TASKS

Prepare the Testing Room

- Double-check that your testing room meets seating requirements, including guidelines for type and spacing of seats. See “Key Information” in this section for seating requirements. (See also sample seating plans in the Appendix.) For general testing room requirements, see Part 1, “Before Test Day Tasks and Information,” “Plan Your Space.”
- Cover or remove any instructive material, such as maps and charts.
- Check the clock to make sure it’s working properly.

Post Information for Students

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

- Today’s date
- Optional codes, if any, assigned to each student for receiving score reports in a particular sort order
- Testing room code (3 digits including any leading zeros)
- Your school’s 6-digit AI code
- Your school’s address or city and state

Account for Test Materials

Associate supervisors must count the test books:

- After receiving the materials from your supervisor
- After distributing materials to students
- After collecting test books, before dismissing students from the testing room

If a test book is missing:

- Notify the supervisor immediately. If books have already been distributed, check the desk of the student who was assigned the test book as well as the surrounding desks.
- If testing has already begun, wait to search the room until a scheduled break or the end of the testing session, but notify the supervisor as soon as possible.
- Before dismissing students or starting a break, announce that a test book is missing and that no one will be dismissed until it is located. If no one acknowledges having the test book, check all desks in the room. If the test book is still missing, report this on a Supervisor’s Irregularity Report (SIR) as explained in “Administer the Test.”

If a test book is discovered missing after the students have been dismissed, report the incident on the SIR.

Admit Students to the Testing Room

Admit students one at a time, taking care to assign them seats at random or by prearrangement. If your school is conducting classroom check-in, check each student against the room roster as they enter the room:

- Write a “P” for “present” next to the name of each student who checks in.
- If a student is unfamiliar to you, ask them for identification. Send any student who can’t present acceptable ID to the supervisor.
- After you have closed the testing room door, put an “A” next to the name of any student who is absent.
- Write in student information for students not on the room roster (name and UIC). These students should have a note from the supervisor.

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

Seat Students

Never allow students to select their own seats.

- Assign seats at random or by prearrangement with the supervisor.
- Admit and seat students who arrive late only if you have not yet begun the timed test (i.e., Section 1).
 - ♦ Send students who arrive after the timed section begins to the supervisor for assignment to another room where proper supervision, complete instructions, and correct time allotments can be provided.

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

Collect Students’ Personal Belongings

At its own discretion, your school may choose to collect and store students’ personal belongings (such as phones, other electronic devices, and/or backpacks) for the duration of the test. In these instances, provide a method for students to tag their property and be sure devices are powered off before collection. Tell students to take out any snacks or drinks that they may have brought for the breaks, and place them under their desks. Also tell students to keep their calculator and No. 2 pencils with erasers. If a student has an epinephrine auto-injector (e.g., EpiPen), it must be placed in a clear bag and stored under the student’s desk during testing.

KEY INFORMATION

Seating Requirements

The following are seating requirements for all testing rooms:

- Chairs must have backs.
- Seats must face the same direction.
- Chairs must be placed directly behind those in the preceding row.
- Each student must be separated by a minimum of 4 feet from right to left (measure from center of desk).
- Staff access to every student must be unimpeded.
- Only 1 student can be seated at a table measuring 6 feet in length or less.
- At tables longer than 6 feet, students must be seated at least 4 feet apart and facing the same direction.
- Large, smooth writing surfaces, preferably desks or tables, must be provided.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).

The following seating arrangements are not allowed:

- Round tables, study carrels, lapboards, language laboratory booths, and tables with partitions or dividers.
- Seat assignments that follow any expected patterns (such as alphabetical order). If using a homeroom as a testing room, make sure students are seated at random.

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

Administer the Test

TASKS

- Begin testing all students at “Test Day Scripts,” then proceed when directed in the instructions to the appropriate numbered script for the students in your room.
 - ♦ Script 1 provides standard timing and breaks.
 - ♦ Script 2 provides 100% extended timing and extra breaks.
 - ♦ Script 3 provides 50% extended timing and extra breaks.
 - ♦ Script 4 provides standard timing with extra breaks.
 - ♦ Script 5 provides instructions for MP3 audio format users.
- Read scripts exactly as written.
- Maintain security in the testing rooms.

- Report any test administration irregularities.
- Once testing has begun, complete the seating chart on the back of the manual.

Time the Test

Time the test as follows:

- Enter the start and stop times in the script as students begin working on each section; post the times for students to see.
- Announce the remaining time at regular intervals, as noted in the script. This is particularly important if the room clock malfunctions.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with the proctor, if one is assisting in the room.

Refer to the appropriate Section Timing Chart in the Appendix to ensure that the stop time is correctly calculated.

Maintain Security in the Testing Room

Follow these procedures in the testing room:

- Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing, such as using a phone or a computer, or grading papers.
- Make sure that at least one staff member is in the testing room at all times.
- Make sure that students do not use calculators, phones, or prohibited aids during breaks.

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

- Do not leave test materials unattended under any circumstances.
- Make sure test materials are not removed from the room.
- No one may access or use phones in the testing room, or eat or drink during testing unless they have an approved accommodation.

Prevent Copying and Communication

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

- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators. A smartphone can be disguised as a calculator through the use of a plastic cover.

- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

IMPORTANT: Always note any such activities on the SIR. Immediately report significant problems or events that interfere with specific testing procedures or that compromise test security.

If the Irregularity Chart indicates to call Michigan Support, report the situation immediately.

Monitor Breaks

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

For the breaks:

- Post the break time and include what time testing will resume.
- Walk around the room to check that all test books are closed and answer sheets are placed inside them. Also check that any translated instructions or word-for-word glossaries are closed and left on the desks.
- Students are not allowed to use phones during breaks for any reason. Phones should be collected (if school policy permits), and must remain powered off and put away until the test is completely over.
- Students may eat and drink during breaks in designated areas, as long as they placed their food and beverages under their desks before the start of the test, as instructed.

Do not allow students to access their bags or backpacks until the test is over.

If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

Complete the SIR

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

- For all irregularities, fill in the general information in items 1–5 (page 1) and item 9 (page 3) of the form.
 - ♦ In box 4a, put your 6-digit school (AI) code.
 - ♦ In box 4b, fill in the number of students tested at your school (use leading zeros, as in “0055”).
- To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in items 6 (page 2), 9 (page 3), and 10 (page 4) to denote the type of

occurrence, describe the events and actions, and list information about the students affected. Be sure to include the testing room code in box 6b. Note the grade level for each affected student in box 10.

- To report an **individual irregularity** (an issue that affects one student, such as illness), fill in items 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to denote the type of occurrence and the events and actions taken. List the student's name, grade level, and date of birth.
- In all situations, provide as much detail as possible (e.g., indicate if student was dismissed and if answer sheet was destroyed). Do not attach answer sheets to the SIR, but return them with the other used answer sheets.

KEY INFORMATION

Information on the following topics appears in Part 1 of this manual, in the section “Before Test Day Tasks and Information”:

- Prohibited Aids
- Preventing Issues Involving Phones and Electronic Devices
- Calculator Policies and Guidelines
- Monitoring Equipment Use

Information on the following topic appears in Part 1 of this manual, in the section “During the Test Tasks and Information”:

- Test Observers and Visitors

Your supervisor will also have this information.

Using the Irregularity Chart

The chart in the Appendix is a compilation of the most common irregularities along with the procedures and actions you should employ. Some situations call for immediate action: When the chart indicates need for immediate action, respond without delay. The chart also indicates when you should complete and submit an SIR.

Use the SIR to record an irregularity, including:

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

Make sure reports are complete and explicit. Fill out just one form for each issue, even if it affects more than one student (such as mistiming).

Irregularities filed by associate supervisors must be countersigned by the test supervisor, who should add any information that might be useful. Tell students that a report will be submitted.

Administer Accommodations

Locate the information in this section that applies to the students in your room.

IMPORTANT: *If you are testing students in a standard room, proceed to “Test Day Scripts.”*

TASKS

Prepare Computers (If Any) on Test Day

Before testing begins:

- Ensure each student’s computer is powered on and the USB flash drive inserted.
- Disconnect the computer from any networks and from the internet.
- Verify that all spelling and grammar check tools are disabled. Errors that are to be identified by the student as part of the assessment must not be flagged by software running on the computer.

IMPORTANT: *Monitor students to ensure that they do not run spelling or grammar checks, access a thesaurus or dictionary, or use any unapproved calculators at any time during the test.*

Post Information for Students Using MP3 Audio Format

If you are testing students with MP3 audio formats, post the following common keyboard commands for the MP3 users, as relevant to the equipment students are using.

For PC or Mac

- Navigating the test:
 - ♦ Test Directions: Double-click or otherwise select to listen to directions
 - ♦ Start Section: Double-click or otherwise select Section icon
 - ♦ Next Section: Click or select “Stop” at bottom of screen to return to Section table of contents
 - ♦ Change Volume: Click or select and drag slider bar at the bottom of the screen
- Keyboard navigation:
 - ♦ Pause or Play: Control/Command-P
 - ♦ Back: Control/Command-B
 - ♦ Forward: Control/Command-F

For Chromebook

- Starting and navigating the test:
 - ♦ In the file list, double-click or otherwise select the folder “Test Directions” and then the file itself to hear general usage directions.

- ♦ To select a section, double-click or otherwise select the test section folder (e.g., “PSAT 10 Section 1 Reading Test”).
- ♦ To start the files in a section playing, press Control-A to highlight all files in the folder, then press ENTER.

- Chromebook navigation uses the mouse on the media player menu to pause or play.

Prepare to Assist Students Using ATC Format

Students using the ATC format will need to double-click or otherwise select a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they will need to close the file.

You should be ready to help students locate the password and allow them time to open the file before starting the timed section.

KEY INFORMATION

Administering Extended Time and Accommodated Breaks

Once you have started each section, you should record the start and stop times in the scripts, then post the times at the front of the room for students to see. Use the Timing Charts in the Appendix to ensure that you have correctly calculated the stop time based on the minutes after the hour when you started the section.

Some students may be approved for **extra and/or extended breaks**. Break time is not included as part of testing time and is timed separately. Specific timing instructions may be noted on the NAR. During their breaks, students who are approved for accommodated breaks are still subject to the same regulations that apply to standard breaks. Post break times for the students as noted in the scripts.

- Give students who are approved for **extra breaks** the same breaks that extended time students receive, as noted in Script 4.
- Give **extended breaks** to approved students by doubling the standard time of regularly scheduled breaks.
- If you have students who are approved for **both extra and extended breaks**, provide 10-minute breaks between each test section; if students ask to resume testing sooner, they may, but you should not prompt students to end their breaks early.
- When a student is approved for breaks “**as needed**,” they may break during a test section. Most students’ needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time

does not count toward testing time. (Use Script 1 unless approved for other accommodations.)

Administering Large Print

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

Administering MP3 and ATC

Students should use earphones when testing with the MP3 audio or ATC formats (if used with text-to-speech software). Bluetooth features are not allowed. If earphones are not available, the student should be tested in a separate room.

Students using the MP3 audio format must be given 100% extended time on the entire test, and in addition, must be given 45 extra minutes on Section 2, the Writing and Language Test, to allow for software navigation. These students will test over two days.

Students using the ATC format should be tested with standard time unless they have been approved by the College Board for extended testing time due to disability. However, for Section 2, the Writing and Language Test, allow all ATC users 100% extended time to navigate between the questions and the answer choices.

A student approved for more than 100% extended time should test with that time allowance.

Administer the test one section at a time, with strict timing, just as you would a paper test. Monitor students to be sure they are not accessing any other sites while working on the test.

Troubleshooting for USB Formats

If technical difficulties are encountered during the MP3 audio or ATC test, pause the test timing and instruct the student to step away from the computer. Once you have resolved the issue, you can permit the student to return to the computer and resume test timing. If you have any questions during the test administration, contact the SSD office.

If you see an error message about failed authorization or unlocking of media files or if you encounter other problems related to the USB, first try changing to a different computer. If you still encounter a problem, follow these steps:

1. From within the Flux Player, select the “Help” drop-down menu.
2. Click “Contact support.”
3. In the “describe your issue” box, type “Failed to apply license file.”

4. Type in the email address so the fix can be emailed to you. (If you have a technical support person, use their email address.)
5. Check the box for “I agree to collect support related information about this computer” (this step identifies which license you need).
6. Click “Send.”

Technical support will review the request and respond with specific instructions.

Administering Braille

Students may use the *Guide to the Nemeth Code* if they are taking the braille format of the PSAT 10. The braille test is divided into several books, which you will use one at a time. The braille type used is either Unified English Braille (UEB) or English Braille, American Edition (EBAE), depending on the student's preference. The Math sections are in the 1972 revised Nemeth Code. The braille math reference book contains math formulas and directions for use with all mathematics sections.

Scratch paper can also be used by students recording answers on a braille device.

Administering Braille Graphs and Figures

Some students using formats other than braille may be approved for the accommodation of braille graphs and figures. During the test, when questions in the math sections 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 (the *Braille Figure Supplement*).

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

Administering Readers

Distribute any supplemental materials to the reader: a script if the student requires dictation of test questions, a regular-type test book for student's and reader's use, and additional test materials for student use as approved by the College Board (for example, braille materials). Students who use readers in conjunction with other formats will find that the two texts differ slightly because the script read by a reader describes the figures in greater detail than given in other formats.

Administering Scribes

Scribes may only write what the student dictates; they may not prompt the student in a way that would result in a different response. Be sure to read the instructions given in the script to a personal assistant who is writing answers for a student.

Test Day Scripts

Reading the Scripts

Read aloud all the directions in the tinted areas. Read slowly enough to give students time to fill in their responses. Pause where you see *[pause]* in the script to allow students time to follow instructions. Text that appears outside of the tinted areas is intended for associate supervisors and should not be read aloud.

Some of the boxes that follow have alternative scripts to read depending on various criteria such as whether or not your school uses optional codes. When you see multiple choices with lettered options (A and B), read the prompts silently before choosing which script(s) to read to students.

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

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

When you are ready to begin, say:

Welcome to the PSAT 10 administration. This test will focus on what you've already been learning throughout high school. It is also a chance to practice for the SAT, to see where you might need to improve, and to qualify for scholarship programs. If you are using printed directions that are translated, open the booklet now to follow along as I give instructions.

Before we begin the test, I'm going to read some regulations and instructions. Please listen carefully, and hold any questions until I ask for them.

For today's test, you may use only a Number 2 pencil to mark your answer sheet. Mechanical pencils are not allowed. Please raise your hand if you do not have a Number 2 pencil, and I will give you one.

Distribute No. 2 pencils to any students who need them.

Then say:

All students should have an equal opportunity to show their skills and knowledge on this test. For this reason, there are rules in place to make sure that no one has an unfair advantage. We will dismiss and invalidate the scores of anyone doing any of the following:

- Giving or receiving help of any kind on the test
- Looking through the test book before the start of the test

- Working on the wrong section or looking at a previous or future section of the test book or answer sheet
- Marking answers after time is called
- Sharing test questions or answers with anyone during or after the test
- Attempting to remove test materials from the testing room
- Using any unauthorized testing aids, including phones, during testing or breaks

You may also be dismissed for:

- Eating or drinking during testing (unless this has been approved as an accommodation—otherwise, eating and drinking are only permitted during breaks)
- Causing a disturbance of any kind or distracting other students
- Leaving the building without authorization during the test or breaks

Does anyone have any questions about anything I've said so far? *[pause]*

Answer all students' questions.

Collection of Personal Belongings: Read script **(A)** if your school has chosen to collect students' personal belongings, such as phones, electronic devices, and/or backpacks. Read script **(B)** if your school has NOT chosen to collect and store these items for the duration of the test. (Read only one option.)

(A) If your school has chosen to collect students' personal belongings, say:

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

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

At this time, if you have a phone or any other electronic device in your possession, you must disable alarms, completely power it off, and put it away until the test is over. Any electronic device that is not turned off and

put away may be collected and its contents inspected as part of a thorough investigation.

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

Close all bags, and put them under your desk until the test is over. [pause]

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

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

Then say:

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

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

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

To all students, say:

Thank you. Please sit quietly while I take a moment to look around and make sure everyone will be using an approved calculator. [pause]

Walk around the room to make sure students have nothing on their desks other than pencils, erasers, calculators, batteries, and, if applicable, the school-provided computing device for testing.

Examples of prohibited items include the following (unless your NAR indicates that a student is allowed an item as an accommodation):

- Phones.
- Audio players/recorders.
- Tablets, laptops, or any other personal computing devices other than the computing device used for the test (for students testing with ATC or MP3 audio format).

- Timers.
- Cameras.
- Smartwatches or other wearable technology.
- Pens, highlighters, and mechanical or colored pencils.
- Books or references of any kind.
- Compasses, rulers, protractors, or cutting devices.
- Papers of any kind, including scratch paper.
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord. (See the Appendix for a list of acceptable calculators.)

If unauthorized devices or aids are displayed, have students remove them from their desks. If any students have mechanical pencils, give them No. 2 pencils to use instead.

IMPORTANT: If most or all of the students in the room have NOT filled out their identifying information before test day, turn to *Preadministration Script* on page 48.

IMPORTANT: If most or all of your students have completed their identifying information on the answer sheet, proceed with the scripts that follow.

Continue Here if You Have Already Conducted a Preadministration Session

Distributing Student Answer Sheets

When students are ready, say:

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

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

Then say:

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

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

The remaining scripts in this section are intended to ensure that every student takes the test with an answer sheet that gives their correct information. If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you can't, give them blank answer sheets and direct them to complete box 1. If any students are using an unlabeled answer sheet, be sure to make a note on your room roster so the supervisor knows to locally print a pre-ID label. Ask the students with correctly populated answer sheets to wait patiently while you read the following scripts to any students who need to populate their answer sheets.

To students who need to populate their answer sheets, say:

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

For box 2, say:

In box 2, fill in the bubble next to "Student ID Number," and enter your UIC starting with the first column. Your UIC is the 10-digit number in the top left corner of your pre-ID label. Please look up when you are finished. *[pause]*

For box 4, say:

Skip to box 4 and fill in all 3 parts of your date of birth. Any 2-digit fields need to start with a zero if the number is less than 10. Be sure to include the bubble for the first 2 digits of the year you were born. Raise your hand if you have any questions. *[pause]*

For box 16, say:

Turn to the back of your answer sheet (or page 7 if using a large-block answer sheet). Mark the correct bubble in box 16.

For box 17, say:

In box 17, fill in the bubble for your current grade.

Please walk around the room to check that students complete their current grade level. Scores can be delayed if this information is missing or incorrect.

Now say:

We're now going to skip ahead to question 25. Do not make any marks in boxes 18 through 24. If you're using a large-block answer sheet, turn to page 9.

For box 25, say:

Find box 25. Fill in the bubble for "Yes," if you are testing at your school, then print our school's name, city, and state. Look up when you're done. *[pause]*

If you have students who are homeschooled, say:

If you are homeschooled, fill in the bubble that says, "No, I am homeschooled," and do not enter any other information in box 25.

For box 26, say:

In box 26, if you attend this school, print our 6-digit school code and fill in the corresponding bubbles. I have posted our school code in the front of the room. If you are homeschooled, please leave box 26 blank. Look up when you're done. *[pause]*

Distributing Test Books

When everyone is ready, say:

I am now going to give you your test books. When you receive your test book, do not open it. Turn it over and read the back cover. It has important information about the test and how to properly mark your answers.

Remove the shrinkwrap from the test books and give one test book to each student. Hand each student a test book personally; do not allow students to pass them to one another. Note the order in which you hand out the test books. You will need to indicate this order on the seating chart on the back of this manual. 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, this school's name, and this school's code clearly on the back of your test book. Please look up when you are finished. *[pause]*

Now turn your answer sheets to page 4 (or page 5 if you are using a large-block answer sheet.)

Completing Test Book Information and the Certification Statement

The following instructions are important for ensuring valid scores. All students must fill in the test book information and read and sign the Certification Statement on the answer sheet.

For boxes 10 and 11, say:

Find boxes 10 and 11. Copy the form code and test ID exactly as they appear on the back of your test book into boxes 10 and 11 on your answer sheet. For box 10, please also fill in the appropriate bubbles. Please look up when you are finished. *[pause]*

BOX 13 – Testing Room Code: Read script **(A)** if your school uses testing room codes or script **(B)** if your school does NOT use testing room codes. (Choose only one option.)

(A) If your school uses testing room codes, for box 13, say:

In box 13, write the testing room code ____ ; then fill in the bubbles.

(B) If your school does NOT use testing room codes, for box 13, say:

Please leave box 13 blank.

To all students, say:

Now please find the Certification Statement on the back of your answer sheet or on page 23 if you are using a large-block answer sheet.

By signing the statement, you are agreeing not to share any specific test question with anyone, in any form of communication, including email, text message, internet posts, or other use of the internet. Doing so may result in score invalidation or other possible sanction. In addition, you agree that if your school provided any information about you to the College Board, the College Board may retain that information to provide the educational services related to this test, such as score reporting and scholarship eligibility and opportunities.

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

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

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

Walk around the room and check that all students are signing their names below the Certification Statement. Also check to make sure students correctly enter today's date.

IMPORTANT: If a student is using a scribe as a College Board–approved accommodation, have the scribe print the student's name and encourage the student to sign. The scribe may sign if the student is unable to do so.

After everyone has signed the Certification Statement, say:

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

During the test, keep your answer sheet and test book flat on your desk. If you find something wrong with your answer sheet or test book, such as a missing page, raise your hand at that time. I will walk around the room to check your progress. I will also keep the official time for the test, and I will let you know periodically how much time you have left in each section.

You may use the test book for scratch work, but you must mark your answers on the answer sheet unless you are approved to mark them in your test book. After time has been called, you may not transfer answers from your test book to your answer sheet or fill in empty bubbles.

If you have any questions about testing procedures, please ask them now. I will not be able to answer questions during the timed sections of the test. *[pause]*

Answer any student questions about testing procedures.

If you have students who are using a scribe, reader, ATC, or braille format, find and read the appropriate instructions under “Specific Format Instructions” before proceeding to the script that is appropriate for the students in your room.

For all other students, proceed to the appropriate script now:

- Script 1: Standard Time on page 64 provides standard timing and breaks.
- Script 2: 100% Extended Time on page 66 provides 100% extended timing and extra breaks.
- Script 3: 50% Extended Time on page 71 provides 50% extended timing and extra breaks.

- Script 4: Standard Time with Extra Breaks on page 74 provides standard timing with extra breaks.
- Script 5: MP3 Audio Format on page 78 provides instructions for MP3 audio format users.

See also “Overview of Accommodated Timing and Breaks” in the Appendix.

Specific Format Instructions

To a scribe, say:

Please follow these instructions.

- You must write only what the student dictates.
- You may not prompt the student in a way that would result in a different response.
- If the student uses a word that is unfamiliar to you or that you don't know how to spell, ask the student to spell it.

To a student who is using a scribe, say:

Your answers and any corrections will be recorded as you dictate them. If you want to review your work, your answers will be read to you. Do you have any questions? *[pause]*

To a reader, say:

If you are reading the script to a student, please read questions as often as requested. It is important to read only what is in the script. Do not provide elaboration beyond what is in the script, even if the student asks for it. If a student using the book of braille math graphs and figures doesn't read braille, you can find the labels and numbers in corresponding locations in the regular-type books, if needed. Do you have any questions about these procedures? *[pause]*

For students using braille format, say:

The braille test is divided into several books. You will be given one book at a time. The Reading and the Writing and Language sections are in regular grade 2 braille. Throughout the test, each question is separated from another with a line. Each question begins in cell 1, with runovers beginning in cell 5. Each answer choice begins in cell 3 with runovers beginning in cell 5.

The braille type used is the one that you selected before testing: either Unified English Braille (UEB) or English Braille, American Edition (EBAE). The Math sections are in the 1972 revised Nemeth Code. The braille math reference book contains math formulas and directions for use with all mathematics sections.

If you are using a braille device to record your answers, on each page you use, type your full name and the number of the section you are working on. Type the question number and your answer. It is not necessary to capitalize your answer choices.

Do you have any questions about these procedures? *[pause]*

At the end of a section, if a student has finished with a braille book, collect it and give the student the next braille book just before the next section begins.

Read the following script if you have students testing with an ATC format.

To all students using an ATC format, say:

Today you will be taking a form of the test that is compatible with your screen reader or other software. I have loaded this assistive technology-compatible format onto the computer on your desk.

Please prepare for testing now by opening and reading the electronic document titled “Beginning Directions and Information for Users of ATC.” When you are finished reading the document, please click or otherwise select the minimize button and look up. *[pause]*

During the test, you will be reading the same directions on the screen as other students will read in test books. All the directions for timing and other procedures that I read apply to you. When I tell you to start testing in a section, open the correct section file and type in your password, which is printed on your test packaging. When I call time, stop testing and close the file. Are there any questions? *[pause]*

Use the script that matches your ATC users' accommodations for Sections 1, 3, and 4. For Section 2, use Script 2: 100% Extended Time.

Script 1: Standard Time

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

Section 1—Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



60 MINUTES STANDARD TIME

START TIME _____ STOP TIME _____

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

When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 60 minutes to work on Section 1, the Reading Test. We will take a 5-minute break when this section is finished.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Make sure you are using a Number 2 pencil and that you fill in the entire bubble darkly and completely. If you change your response, erase it as completely as possible. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Remember that you receive points for correct answers, but you do not lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Please turn your answer sheet to Section 1 on page 3 (or page 12 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

After 30 minutes, say:

You have 30 minutes remaining in this section.

After 55 minutes, say:

You have 5 minutes remaining in this section.

After exactly 60 minutes, say:

Stop work and put your pencil down.

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

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

We will start testing again in exactly 5 minutes.

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

You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

During the Break

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

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



35 MINUTES STANDARD TIME

START TIME _____ STOP TIME _____

ATC Timing for Section 2

IMPORTANT: To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2. For these students, turn to Script 2 for Section 2: Writing and Language Test on page 67, then return to this script to continue with Section 3.

When everyone is ready, say:

Once we begin, you will have 35 minutes to work on Section 2, the Writing and Language Test.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Take out your answer sheet, and find Section 2 on page 3 (or page 14 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

After 15 minutes, say:

You have 20 minutes remaining in this section.

After 30 minutes, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes, say:

Stop work, and put your pencil down.

Keep your answer sheet and test book flat on your desk.

For Students with Extended Time on Math Only

IMPORTANT: For students approved for 100% extended time for math, turn to Script 2 for Break Before Section 3 for Combined Scripts on page 69.

IMPORTANT: For students approved for 50% extended time for math, turn to Script 3 for Break Before Section 3 on page 72.

Section 3—Math Test – No Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



25 MINUTES STANDARD TIME

START TIME _____ **STOP TIME** _____

If a student has been approved to test using a four-function calculator on this section as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)

When everyone is ready, say:

Once we begin, you will have 25 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

Although this is a portion of the Math Test, you are NOT allowed to use a calculator unless you have been approved to use a four-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

Take out your answer sheet, and find Section 3 on page 3 (or page 16 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to grid your answer to

the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

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

After 10 minutes, say:

You have 15 minutes remaining in this section.

After 20 minutes, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes, say:

Stop work and put your pencil down.

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

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

We will start testing again in exactly 5 minutes.

During the Break

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

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES STANDARD TIME

START TIME _____ **STOP TIME** _____

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

When students are ready, say:

This is the final section of the test—you’re almost done! Once we begin, you will have 45 minutes to work on Section 4, the Math Test with Calculator.

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

- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over to assist you. If you do not have a backup, continue to take the test. All math questions can be answered without a calculator.

Take out your answer sheet, and find Section 4 on page 3 (or page 19 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Answers to these questions can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

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

After 20 minutes, say:

You have 25 minutes remaining in this section.

After 40 minutes, say:

You have 5 minutes remaining in this section.

After exactly 45 minutes, say:

Stop work and put your pencil down.

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

Congratulations—you just finished the test! Please remain in your seats until I dismiss you. I will now collect your test books. Please sit quietly.

Proceed to Dismissal on page 85.

Script 2: 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 (Script 1, or Script 4 for students who have been approved to test with standard time and extra breaks). You will be instructed when to return to this script.

To all students, say:

Today you will be completing the Reading Test and the Writing and Language Test. We will complete the rest of the PSAT 10 tomorrow.

Section 1—Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



60 MINUTES 100% EXTENDED TIME

START TIME _____

STOP TIME _____

5-MINUTE BREAK



60 MINUTES 100% EXTENDED TIME

START TIME _____

STOP TIME _____

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

When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 2 hours to work on Section 1, the Reading Test. We will take a 5-minute break after 60 minutes.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Make sure you are using a Number 2 pencil and that you fill in the entire bubble darkly and completely. If you change your response, erase it as completely as possible. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Remember that you receive points for correct answers, but you do not lose points for incorrect answers. That

means you should try to answer every question, even if you're not sure of the correct answer.

Please turn your answer sheet to Section 1 on page 3 (or page 12 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

After 30 minutes, say:

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

After 55 minutes, say:

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

After exactly 60 minutes, say:

Stop work and put your pencil down.

Place your answer sheet on top of the page that you are currently working on in your test book. Close your test book, and leave it on your desk.

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

We will start testing again in exactly 5 minutes.

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

You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

During the Break

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 60 minutes to work on Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

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

You have 30 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down.

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

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

We will start testing again in exactly 5 minutes.

During the Break

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

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



70 MINUTES 100% EXTENDED TIME

START TIME _____

STOP TIME _____

When everyone is ready, say:

Once we begin, you will have 70 minutes to work on Section 2, the Writing and Language Test.

To all students, say:

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Take out your answer sheet, and find Section 2 on page 3 (or page 14 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

After 20 minutes, say:

You have 50 minutes remaining in this section.

After 50 minutes, say:

You have 20 minutes remaining in this section.

After 65 minutes, say:

You have 5 minutes remaining in this section.

After exactly 70 minutes, say:

Stop work and put your pencil down.

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

IMPORTANT: For students using the ATC format with standard time, no extra breaks, turn to Script 1, Section 3: Math Test – No Calculator on page 65.

IMPORTANT: For students using the ATC format with 50% extended time, turn to Script 3, Break Before Section 3 on page 72.

IMPORTANT: For students using the ATC format with standard time and extra breaks, turn to Script 4, Break Before Section 3 on page 76.

Collecting Test Materials

To students concluding Day 1 of testing, say:

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

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

After you have collected all answer sheets and test materials, say:

In just a moment, I'm going to let you go. Remember, you should not, under any circumstances, take any

test questions from the testing room 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 _____.

To all students, say:

You are now free to collect your belongings and leave the room.

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

Day 2 of Testing

Admitting Students

Follow regular security procedures (including collection of students' personal items, if your school has chosen to do so). Make sure that each student returns to the correct seat from Day 1.

Preparing to Test

When everyone is ready, say:

Welcome back! Now we're going to prepare to start the test.

Please remove everything from your desk except your Number 2 pencils, erasers, and calculator.

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

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

At this time, if you have a phone or any other electronic device in your possession, you must completely power it off and put it away until the test is over. Any electronic device that is not turned off and put away may be collected and its contents inspected as part of a thorough investigation.

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

Close all bags, and put them under your desk until the test is over. [pause]

Wait for students to finish putting items away.

To all students, say:

Thank you. Please sit quietly while I take a moment and make sure everyone will be using an approved calculator. *[pause]*

As before, walk around to make sure no one has any unauthorized aids or devices on their desks. See Reading the Scripts on page 59 for examples of prohibited aids.

After desks are cleared of prohibited items, say:

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

IMPORTANT: *For two-day testers proceed to Section 3: Math Test – No Calculator.*

Break Before Section 3 for Combined Scripts

To students with math-only extended time, say:

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

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

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



50 MINUTES 100% EXTENDED TIME

START TIME _____ **STOP TIME** _____

IMPORTANT: *If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)*

When all students are ready, say:

Once we begin, you will have 50 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

Although this is a portion of the Math Test, you are NOT allowed to use a calculator unless you have been approved by the College Board to use a four-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

Take out your answer sheet, and find Section 3 on page 3 (or page 16 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

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

After 20 minutes, say:

You have 30 minutes remaining in this section.

After 45 minutes, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes, say:

Stop work and put your pencil down.

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

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

We will start testing again in exactly 5 minutes.


During the Break

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

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

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS	
	45 MINUTES 100% EXTENDED TIME
START TIME _____	STOP TIME _____
5-MINUTE BREAK	
	45 MINUTES 100% EXTENDED TIME
START TIME _____	STOP TIME _____

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

When everyone is ready, say:

This is the final section of the test—you're almost done! Once we begin, you will have 1 hour and 30 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 45 minutes.

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

- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over and assist you. If you do not have a backup, continue to take the test. All math questions can be answered without a calculator.

Take out your answer sheet, and find Section 4 on page 3 (or page 19 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Answers to these questions can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

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

After 20 minutes, say:

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

After 40 minutes, say:

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

After exactly 45 minutes, say:

Stop work and put your pencil down.

Place your answer sheet on top of the page that you are currently working on in your test book. Close your test book, and leave it on your desk.

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

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 45 minutes to work on Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

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

You have 25 minutes remaining in this section.

After 40 minutes (from the end of the break), say:

You have 5 minutes remaining in this section.

After exactly 45 minutes (from the end of the break), say:

Stop work, and put your pencil down.

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



Congratulations—you just finished the test! Please remain in your seats until I dismiss you. I will now collect your test books. Please sit quietly.

Proceed to Dismissal on page 85.

Script 3: 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 appropriate standard time script (Script 1, or Script 4 for students who have been approved to test with standard time and extra breaks). You will be instructed when to return to this script.

Section 1—Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
	45 MINUTES 50% EXTENDED TIME
START TIME _____	STOP TIME _____
5-MINUTE BREAK	
	45 MINUTES 50% EXTENDED TIME
START TIME _____	STOP TIME _____

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

When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 1 hour and 30 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 45 minutes.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Make sure you are using a Number 2 pencil and that you fill in the entire bubble darkly and completely. If you change your response, erase it as completely as possible. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Remember that you receive points for correct answers, but you do not lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Please turn your answer sheet to Section 1 on page 3 (or page 12 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

After 20 minutes, say:

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

After 40 minutes, say:

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

After exactly 45 minutes, say:

Stop work and put your pencil down.

Place your answer sheet on top of the page that you are currently working on in your test book. Close your test book, and leave it on your desk.

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

We will start testing again in exactly 5 minutes.

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

You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

During the Break

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 45 minutes to work on Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

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

You have 15 minutes remaining in this section.

After 40 minutes (from the end of the break), say:

You have 5 minutes remaining in this section.

After exactly 45 minutes (from the end of the break), say:

Stop work and put your pencil down.

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

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

We will start testing again in exactly 5 minutes.

During the Break

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

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



53 MINUTES 50% EXTENDED TIME

START TIME _____ **STOP TIME** _____

ATC Timing for Section 2

IMPORTANT: Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2: Writing and Language Test on page 67, and then return to this script at Break Before Section 3.

When everyone is ready, say:

Once we begin, you will have 53 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when this section is finished.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in

Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Take out your answer sheet, and find Section 2 on page 3 (or page 14 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

After 20 minutes, say:

You have 33 minutes remaining in this section.

After 48 minutes, say:

You have 5 minutes remaining in this section.

After exactly 53 minutes, say:

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

Break Before Section 3

For the break, say:

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

During the Break

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

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



38 MINUTES 50% EXTENDED TIME

START TIME _____ **STOP TIME** _____

IMPORTANT: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)

When everyone is ready, say:

Once we begin, you will have 38 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

Although this is a portion of the Math Test, you are NOT allowed to use a calculator unless you have been approved by the College Board to use a four-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

Take out your answer sheet, and find Section 3 on page 3 (or page 16 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

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

After 20 minutes, say:

You have 18 minutes remaining in this section.

After 33 minutes, say:

You have 5 minutes remaining in this section.

After exactly 38 minutes, say:

Stop work and put your pencil down.

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

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

We will start testing again in exactly 5 minutes.

During the Break

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

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

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS



34 MINUTES 50% EXTENDED TIME

START TIME _____ STOP TIME _____

5-MINUTE BREAK



34 MINUTES 50% EXTENDED TIME

START TIME _____ STOP TIME _____

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

When everyone is ready, say:

This is the final section of the test—you’re almost done! Once we begin, you will have 68 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 34 minutes.

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

- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over and assist you. If you do not have a backup, continue to take the test. All math questions can be answered without a calculator.

Take out your answer sheet, and find Section 4 on page 3 (or page 19 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Answers to these questions can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

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

After 18 minutes, say:

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

After 29 minutes, say:

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

After exactly 34 minutes, say:

Stop work and put your pencil down.

Place your answer sheet on top of the page that you are currently working on in your test book. Close your test book, and leave it on your desk.

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

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 34 minutes to work on Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

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

You have 19 minutes remaining in this section.

After 29 minutes (from the end of the break), say:

You have 5 minutes remaining in this section.

After exactly 34 minutes (from the end of the break), say:

Stop work and put your pencil down.

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

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

I will now collect your test books. Please sit quietly.

Proceed to Dismissal on page 85.

Script 4: Standard Time with Extra Breaks

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

Section 1—Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



30 MINUTES STANDARD TIME

START TIME _____

STOP TIME _____

5-MINUTE BREAK



30 MINUTES STANDARD TIME

START TIME _____

STOP TIME _____

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

When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 60 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 30 minutes.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Make sure you are using a Number 2 pencil and that you fill in the entire bubble darkly and completely. If you change your response, erase it as completely as possible. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Remember that you receive points for correct answers, but you do not lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Please turn your answer sheet to Section 1 on page 3 (or page 12 if you are using a large-block answer sheet.)

Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

After 15 minutes, say:

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

After 25 minutes, say:

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

After exactly 30 minutes, say:

Stop work and put your pencil down.

Place your answer sheet on top of the page that you are currently working on in your test book. Close your test book, and leave it on your desk.

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

We will start testing again in exactly 5 minutes.

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

You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

During the Break

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 30 minutes to work on Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

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

You have 15 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down.

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

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

We will start testing again in exactly 5 minutes.

During the Break

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

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



35 MINUTES STANDARD TIME

START TIME _____ STOP TIME _____

ATC Timing for Section 2

IMPORTANT: Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2: Writing and Language Test on page 67, and then return to this script, Break Before Section 3 on page 76.

When everyone is ready, say:

Once we begin, you will have 35 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when the section is finished.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Take out your answer sheet, and find Section 2 on page 3 (or page 14 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

After 20 minutes, say:

You have 15 minutes remaining in this section.

After 30 minutes, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes, say:

Stop work and put your pencil down.

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

Break Before Section 3

For the break, say:

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

We will start testing again in exactly 5 minutes.

During the Break

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

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



25 MINUTES STANDARD TIME

START TIME _____ **STOP TIME** _____

For Students with Extended Time on Math Only

IMPORTANT: For students testing with 100% extended time, turn to Script 2, Section 3: Math Test – No Calculator on page 69.

IMPORTANT: For students testing with 50% extended time, turn to Script 3, Section 3: Math Test – No Calculator on page 72.

IMPORTANT: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)

When everyone is ready, say

Once we begin, you will have 25 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

Although this is a portion of the Math Test, you are NOT allowed to use a calculator unless you have been approved by the College Board to use a four-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

Take out your answer sheet, and find Section 3 on page 3 (or page 16 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

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

After 10 minutes, say:

You have 15 minutes remaining in this section.

After 20 minutes, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes, say:

Stop work and put your pencil down.

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

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

We will start testing again in exactly 5 minutes.

During the Break

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

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

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS



23 MINUTES STANDARD TIME

START TIME _____ STOP TIME _____

5-MINUTE BREAK



22 MINUTES STANDARD TIME

START TIME _____ STOP TIME _____

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

When everyone is ready, say:

This is the final section of the test—you're almost done! Once we begin, you will have 45 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 23 minutes.

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

- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over and assist you. If you do not have a backup, continue to take the test. All math questions can be answered without a calculator.

Take out your answer sheet, and find Section 4 on page 3 (or page 19 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to grid your answer to

the questions labeled “Student-Produced Responses” are in your test book. Answers to these questions can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

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

After 10 minutes, say:

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

After 18 minutes, say:

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

After exactly 23 minutes, say:

Stop work and put your pencil down.

Place your answer sheet on top of the page that you are currently working on in your test book. Close your test book, and leave it on your desk.

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

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 22 minutes to work on Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

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

You have 12 minutes remaining in this section.

After 17 minutes (from the end of the break), say:

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down.

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

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

I will now collect your test books. Please sit quietly.

Proceed to Dismissal on page 85.

Script 5: MP3 Audio Format

MP3 Audio Test Directions

The recorded assessment begins with directions, and the timed portion of the test starts with Section 1, the Reading Test. Administer the test one section at a time, with strict timing, just as you would a paper test.

IMPORTANT: Monitor students to make sure they do not run spelling or grammar checks, access a thesaurus or dictionary, or use any unapproved calculators at any time during the test. Also be sure they are not accessing any other sites while working on the test.

Begin by saying:

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

To all students, say:

Today, you will be completing the Reading Test and the Writing and Language Test. We will complete the rest of the PSAT 10 tomorrow. The test is recorded on a flash drive, which I have inserted into your computer. I have posted the keyboard and other navigation commands.

To students using a PC, say:

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

To students using a Mac, say:

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

To students using a Chromebook, say:

Your navigation will be with the mouse using the media player menu. Click or otherwise select the “Pause” or “Play” icon on the media player menu.

To all students, say:

Plug in your earphones. Once I tell you to start the test directions, you should put them on to hear the introduction. Once you have listened to the introduction, select Pause or press Command or Control “P” to pause, take off your earphones, and look up to signal that you are ready to continue. Now double-click or otherwise select the directions to hear the introduction. *[pause]*

To all students, say:

Each test question will be on a separate track. The media player screen displays a list of all the tracks for the test section being played. The list is organized by track number, and each track has a brief descriptive title. Gray shading indicates which track is currently playing. If you can’t easily see the track names, widen the title column. The audio recording will play continuously through the entire test section unless you manually pause the playback.

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

Double-click or otherwise select a track in the list to skip directly to the beginning of that track. If you need assistance at any point, raise your hand.

There are no fast forward or rewind controls.

Click or otherwise select and drag the volume control slider to change the volume. If you need assistance at any point, raise your hand.

Audio playback will stop automatically at the end of the last track for the section. If your track ends before time is

called, you can return to any tracks within the section to review your work.

During the test, I'll flick the lights (or tap you gently on the shoulder) whenever I post the time remaining or to signal that it is time to stop and take off your earphones.

Are there any questions about the information that I have just read? *[pause]*

Answer all questions about procedure; then continue with the script.

Section 1—Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
	60 MINUTES 100% EXTENDED TIME
START TIME _____	STOP TIME _____
5-MINUTE BREAK	
	60 MINUTES 100% EXTENDED TIME
START TIME _____	STOP TIME _____

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

When everyone is ready, say:

Once we begin, you will have 2 hours to work on Section 1, the Reading Test. We will take a 5-minute break after 60 minutes. When I signal you to stop, take off your earphones so that you can hear my directions. Do not begin work until I tell you to do so.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Make sure you are using a Number 2 pencil and that you fill in the entire bubble darkly and completely. If you change your response, erase it as completely as possible. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Remember that you receive points for correct answers, but you do not lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Your computer screen should show the section table of contents.

To students using a PC or Mac, say:

When I tell you to start, double-click or otherwise select the Section 1 icon.

To students using a Chromebook, say:

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

To all students, say:

Please turn your answer sheet to page 3 (or page 12 if you are using a large-block answer sheet). Open your test book to Section 1 in case you want to refer to it. Now, put on your earphones, start Section 1, listen to the directions, and begin work. Time starts now. Good luck.

After 30 minutes, say:

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

After 55 minutes, say:

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

After exactly 60 minutes, signal students to take off their earphones. Then, say:

Stop work and put your pencil down. Place your earphones on the desk. *[pause]*

Pause the question you are currently working on. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. *[pause]*

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

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

You may not access or use a phone or other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

During the Break

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

At the end of the break, say:

Please take your seat.

When everyone is ready, say:

You will now have another 60 minutes to work on Section 1. Open your answer sheet to where you were working, and open your test book to Section 1 in case you want to refer to it. Place your answer sheet flat on your desk. Put on your earphones, and select Play or press Control or Command “P” to resume the question you were working on.

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

You have 35 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

After exactly 60 minutes (from the end of the break), signal students to take off their earphones. Then, say:

Stop work and put your pencil down. Place your earphones on the desk. *[pause]* Click or select the square “Stop” button at the bottom of the media player window to stop the test. Or click or select the “x” to close the media player on Chromebooks. Place your test book on the page you are working on in your answer sheet, and close your answer sheet.

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

Please take your seat.

Section 2—Writing and Language Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



58 MINUTES MP3 EXTENDED TIME

START TIME _____

STOP TIME _____

5-MINUTE BREAK



57 MINUTES MP3 EXTENDED TIME

START TIME _____

STOP TIME _____

When everyone is ready, say:

Once we begin, you will have 1 hour and 55 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break after 58 minutes.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section. Please find Section 2 on page 3 of your answer sheet (or page 14 if you are using a large-block answer sheet). Keep your answer sheet flat on your desk.

To students using a PC or Mac, say:

When I tell you to start, double-click or otherwise select the Section 2 icon.

To students using a Chromebook, say:

Find and double-click or otherwise select Section 2, then press Control “A” to highlight the list of tracks in Section 2. When I tell you to start, press Enter.

To all students, say:

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

After 30 minutes, say:

You have 1 hour and 25 minutes remaining in this section, and 28 minutes until the break.

After 53 minutes, say:

You have 1 hour and 2 minutes remaining in this section, and 5 minutes until the break.

After exactly 58 minutes, signal students to take off their earphones. Then, say:

Stop work and put your pencil down. Place your earphones on the desk. *[pause]*

Pause the question you are currently working on. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. *[pause]*

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

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

Please take your seat.

When everyone is ready, say:

You will now have another 57 minutes to work on Section 2. Open your answer sheet to where you were working. Open your test book to Section 2 in case you want to refer to it.

Place your answer sheet flat on your desk. Put on your earphones, and select Play or press Control or Command “P” to resume the question you were working on.

After 32 minutes (from the end of the break), say:

You have 25 minutes remaining in this section.

After 52 minutes (from the end of the break), say:

You have 5 minutes remaining in this section.

After exactly 57 minutes (from the end of the break), signal students to take off their earphones. Then, say:

Stop work and put your pencil down. Place your earphones on the desk. *[pause]* Click or otherwise select the square “Stop” button at the bottom of the media

player window. Or click or select the “x” to close the media player on Chromebooks.

To students concluding Day 1 of testing, say:

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

Collecting Test Materials

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

First, walk around the room to collect the answer sheets and test materials, including any scratch paper, translated test directions, or word-for-word glossaries, from each student in the same order in which they were distributed.

Then, walk around the room again to close each media player and collect USB flash drives.

1. Close the media player as follows:
 - ♦ For PCs, click the “Account” drop-down menu and click “Exit.”
 - ♦ For Macs, click the “Flux Player” drop-down menu and click “Quit Flux Player.”
 - ♦ For Chromebooks, click the “x” in the top right corner of the media player window.
2. Eject the USB flash drive by doing the following:
 - ♦ For PCs, in the notification area in the lower-right corner of the monitor, select “Show Hidden Icons,” select “Safely Remove Hardware and Eject Media,” and then click on “Eject USB Disk.”
 - ♦ For Mac computers, eject the USB flash drive by clicking on the up arrow next to the icon under “Devices.”
 - ♦ For Chromebooks, click on the eject icon next to the USB drive in the devices list.
3. Place each drive in the original packaging for each student.
4. Before powering off each computer, ensure that the cache is emptied and that no files have been copied onto the computer. (If you need assistance, contact your system administrator.)

After you have collected all answer sheets and test materials, say:

In just a moment, I’m going to let you go. Remember, you should not, under any circumstances, take any test questions from the testing room 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 earphones, acceptable calculator, and Number 2 pencils with soft erasers. We begin Day 2 testing at ____.

To all students, say:

You are now free to collect your belongings and leave the room.

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

Day 2 of Testing

Before Admitting Students

Before admitting students for Day 2 of testing, do the following:

1. Power on all computers.
2. Use the seating chart on the back of this manual to place each MP3 player in the same computer that a student used on the first day of testing.
3. Repeat the steps in Set Up Computers for MP3 Audio Users on page 52 and Prepare Computers (If Any) on Test Day on page 57 for inserting the USB drive and starting the software.
4. Be sure that navigation notes are posted for students to see (as given in Post Information for Students Using MP3 Audio Format on page 57).

Admitting Students

Follow regular security procedures. Make sure that each student returns to their correct seat from Day 1.

Preparing to Test

When everyone is ready, say:

Welcome back! Now we're going to prepare to start the test.

Please remove everything from your desk except your Number 2 pencils, erasers, and calculator.

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

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

At this time, if you have a phone or any other electronic device in your possession, you must completely power it off and put it away until the test is over. Any electronic device that is not turned off and put away

may be collected and its contents inspected as part of a thorough investigation.

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

Close all bags, and put them under your desk until the test is over. [pause]

Wait for students to finish putting items away.

To all students, say:

Thank you. Please sit quietly while I take a moment and make sure everyone will be using an approved calculator. [pause]

As before, walk around to make sure no one has any unauthorized aids or devices on their desks. See Reading the Scripts on page 59 for examples of prohibited aids.

After desks are cleared of prohibited items, say:

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

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

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

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

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

Section 3—Math Test – No Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



50 MINUTES 100% EXTENDED TIME

START TIME _____

STOP TIME _____

IMPORTANT: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)

When everyone is ready, say:

Once we begin, you will have 50 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

Although this is a portion of the Math Test, you are NOT allowed to use a calculator unless you have approval from the College Board to use a four-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

Find Section 3 on page 3 of your answer sheet (or page 16 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Answers to these questions can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Your computer screen should show the section table of contents.

To students using a PC or Mac, say:

When I tell you to start, double-click or otherwise select the Section 3 icon.

To students using a Chromebook, say:

Find and double-click or otherwise select Section 3; then press Control “A” to highlight the list of tracks in Section 3. When I tell you to start, press Enter.

To all students, say:

Open your test book to Section 3 in case you want to refer to it. Now, put on your earphones, start Section 3, listen to the directions, and begin work. Time starts now.

After 20 minutes, say:

You have 30 minutes remaining in this section.

After 45 minutes, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes, signal students to take off their earphones. Then, say:

Stop work and put your pencil down. Place your earphones on the desk. *[pause]*

Click or otherwise select the square “Stop” button at the bottom of the media player window. Or click or otherwise select the “x” to close the media player on Chromebooks. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. *[pause]*

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

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

Please take your seat.

Section 4—Math Test – Calculator**RECORD START AND STOP TIMES HERE—POST FOR STUDENTS**

45 MINUTES 100% EXTENDED TIME

START TIME _____

STOP TIME _____

5-MINUTE BREAK

45 MINUTES 100% EXTENDED TIME

START TIME _____

STOP TIME _____

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

When everyone is ready, say:

Once we begin, you will have 1 hour and 30 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 45 minutes.

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

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

- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over and assist you. If you do not have a backup, continue to take the test. All math questions can be answered without a calculator.

Find Section 4 on page 3 of your answer sheet (or page 19 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Answers to these questions can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Your computer screen should show the section table of contents.

To students using a PC or Mac, say:

When I tell you to start, double-click or otherwise select the Section 4 icon.

To students using a Chromebook, say:

Find and double-click or otherwise select Section 4; then press Control “A” to highlight the list of tracks in Section 4. When I tell you to start, press Enter.

To all students, say:

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

After 20 minutes, say:

You have 1 hour and 10 minutes remaining in this section, and 25 minutes until the break.

After 40 minutes, say:

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

After exactly 45 minutes, signal students to take off their earphones. Then say:

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

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

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

Please take your seat.

When everyone is ready, say:

You will now have another 45 minutes to work on Section 4. Open your answer sheet to where you were working. Open your test book to Section 4 in case you want to refer to it.

Place your answer sheet flat on your desk. Put on your earphones, and select Play or press Control or Command “P” to resume the question you were working on.

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

You have 25 minutes remaining in this section.

After 40 minutes (from the end of the break), say:

You have 5 minutes remaining in this section.

After exactly 45 minutes (from the end of the break), signal students to take off their earphones. Then, say:

Stop work and put your pencil down. Place your earphones on the desk. *[pause]* Click or otherwise select the square “Stop” button at the bottom of the media player window. Or click or otherwise select the “x” to close the media player on Chromebooks.

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

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

Proceed to “Dismissal.”

After the Test

Dismissal

Collecting Test Books and Other Test Materials

Walk around the room and collect from each student the test books and materials, including any scratch paper, in the same order in which they were distributed. Collect any school-provided calculators and other test materials except for answer sheets, including any translated instructions or word-for-word glossaries, at this time as well. Place them where students cannot access them.

If applicable, collect ATC or MP3 audio flash drives; otherwise proceed to “Finishing Up.”

To MP3 or ATC users, say:

I will now collect your USB flash drives. Please sit quietly until I dismiss you.

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

- Close the media player as follows:
 - ♦ For PCs, click the “Account” drop-down menu and click “Exit.”
 - ♦ For Macs, click the “Flux Player” drop-down menu and click “Quit Flux Player.”
 - ♦ For Chromebooks, click the “x” in the top corner of the media player window.
- Eject the USB flash drive by doing the following:
 - ♦ For PCs, in the notification area in the lower-right corner of the monitor, select “Show Hidden Icons,” select “Safely Remove Hardware and Eject Media,” and then click on “Eject USB Disk.”
 - ♦ For Mac computers, eject the USB flash drive by clicking on the up arrow next to the icon under “Devices.”
 - ♦ For Chromebooks, click on the eject icon next to the USB drive in the devices list.
- Place each drive in the original packaging for each student.
- Before powering off each computer, be sure that the cache is emptied and that no files have been copied onto the computer. (If you need assistance, contact your system administrator.)

Finishing Up

Before collecting answer sheets, identify any students who began test day with blank answer sheets or did not participate in a preadministration session.

To students who need to complete their identifying information on the answer sheet, say:

Please sit quietly while I dismiss the other students. I will then guide you through completing your personal information on the answer sheet.

For students who have completed the personal information on the answer sheets, proceed to “Collecting Answer Sheets.” When you have dismissed these students, turn to “For Students Who Need to Complete Answer Sheets” for any students remaining.

Collecting Answer Sheets

To students whose answer sheets are complete, say:

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

Walk around the room and collect the answer sheets. For each student, before moving on to the next person, do the following:

- Inspect the answer sheet to ensure that all identifying information is complete. ***It is critical to check that name, student identification (UIC), birth date, test information, sex, grade level, school, and school code have been filled in correctly to ensure accurate reporting.*** Have students fill in any missing identifying information in these fields at this time.

Before Dismissing Students

- Keep students seated until you are sure you have every student’s answer sheet and test book. (If some students are remaining to fill out their information on the answer sheet, you may dismiss the rest of the students after all of their answer sheets and test books have been collected.)
- Make sure answer sheets are not inserted in or between test books. Test books and answer sheets should be kept in 2 separate piles, with the exception of test books for students who were approved to write their answers in their test books (see further instructions that follow).
- Verify by count that you have a test book and answer sheet for each student.
- Make sure students have completed their name (box 1), student ID (UIC) (box 2), date of birth (box 4), test information (10–11), sex (16), grade level (17), and school information (25–26) on their answer sheets. These fields must be completed for a student to receive a score report.

- If you have any students who are approved to write their answers in the test book, you must ensure that their answer sheets include the students' personal and test information for these fields before dismissing students. You must transcribe their answers after students are dismissed.

After all materials are accounted for, say:

In just a moment, I'm going to let you go. Remember: You must not, under any circumstances, take any test questions from the testing room or discuss them with anyone through any means, including email, text messages, or the internet.

You will receive an email letting you know when your scores are available and how to access your complete score report online. You'll also be able to link to Khan Academy for personalized SAT practice based on your specific test results.

The test administration is now over. Congratulations again, and thank you for your participation and for all of your hard work. You are now free to collect your belongings and leave the room.

Return any collected items to students.

For Students Who Need to Complete Answer Sheets

For any students who remain because they need to complete their personal information on the answer sheet, do the following:

- Distribute a *Student Answer Sheet Instructions* booklet to each student.

IMPORTANT: Turn to *Continuing to Guide Students Through the Identifying Information* on page 48. Have all students fill out all of the information on the answer sheet.

- If a student doesn't have a pre-ID label, make a note on your room roster so the supervisor can locally print one and affix it to the answer sheet. **All answer sheets must have a pre-ID label.**
- When students are finished, return to Collecting Answer Sheets on page 85 and complete the collection of answer sheets and dismissal for these students.

After Students Leave the Room

- Complete the seating chart.
- Describe any discrepancy on the SIR.
- A completed answer sheet must be submitted for a student to receive a score report. You or a proctor or other assistant must:
 - ♦ Transfer responses from braille pages to the regular answer sheet pages.
 - ♦ On the materials you transferred answers from, write the student's name and 6-digit school (AI) code.
- If you have any students approved to write their answers in the test book, do the following:
 - ♦ Transcribe student answers to a machine-scannable answer sheet. Clip the answer sheet to the test book.
 - ♦ On the test book, write the student's name and 6-digit school (AI) code.
 - ♦ On the front cover of the test book, write "Answers in book."
 - ♦ Include with the used answer sheets for the test supervisor to return with the used accommodated answer sheets.
- Make sure your room roster identifies who was present or absent. Return the annotated room roster to the supervisor.

Appendix

Overview of Accommodated Timing and Breaks

TIMING AND BREAKS

	Section 1	Section 2	Section 3	Section 4	Total Time (including breaks)	Total Time (without breaks)
	Reading	Writing and Language	Math – No Calculator	Math – Calculator		
Script 1 Standard Time	60 minutes	35 minutes	25 minutes	45 minutes	2 hours, 55 minutes	2 hours, 45 minutes
	5 min. break		5 min. break			
Script 2 100% Extended Time	60 minutes	70 minutes	50 minutes	45 minutes	Day 1: 3 hours, 20 minutes	Day 1: 3 hours, 10 minutes
	5-min. break			5 min. break		
	60 minutes			45 minutes	Day 2: 2 hours, 30 minutes	Day 2: 2 hours, 20 minutes
	5-min. break	End Day 1	5-min. break			
Script 3 50% Extended Time	45 minutes	53 minutes	38 minutes	34 minutes	4 hours, 34 minutes	4 hours, 9 minutes
	5-min. break			5 min. break		
	45 minutes			34 minutes		
	5-min. break	5-min. break	5-min. break			
Script 4 Standard Time with Extra Breaks	30 minutes	35 minutes	25 minutes	23 minutes	3 hours, 10 minutes	2 hours, 45 minutes
	5-min. break			5 min. break		
	30 minutes			22 minutes		
	5-min. break	5-min. break	5 min. break			
Scripts 1* and 2 Combined 100% Extended Time for Math Only	60 minutes	35 minutes	50 minutes	45 minutes	4 hours, 15 minutes	3 hours, 55 minutes
				5 min. break		
				45 minutes		
	5-min. break	5-min. break	5-min. break			
Scripts 1* and 3 Combined 50% Extended Time for Math Only	60 minutes	35 minutes	38 minutes	34 minutes	3 hours, 41 minutes	3 hours, 21 minutes
				5 min. break		
				34 minutes		
	5 min. break	5 min. break	5 min. break			
Script 5 MP3 Audio Format	60 minutes	58 minutes	50 minutes	45 minutes	Day 1: 4 hours, 10 minutes	Day 1: 3 hours, 55 minutes
	5-min. break	5-min. break		5-min. break		
	60 minutes	57 minutes			Day 2: 2 hours, 30 minutes	Day 2: 2 hours, 20 minutes
	5-min. break	End Day 1	5-min. break	45 minutes		

Students using MP3 audio will test with 100% extended time, plus additional time for Section 2. Students testing with 100% extended time or with MP3 audio will test over two days. Day 1 of two-day testing ends after Section 2. *For students using Script 4 instead of Script 1 with extended time for math only, the total time without breaks is the same, but the breaks are different.

PSAT 10 Script 1 Section Timing Chart for Standard Timing

STOP TIMES FOR STANDARD SECTIONS All times are “minutes after the hour.”

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

PSAT 10 Script 2 Section Timing Chart for 100% Extended Time

STOP TIMES FOR 100% EXTENDED TIME All times are “minutes after the hour.”

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

PSAT 10 Script 3 Section Timing Chart for 50% Extended Time

STOP TIMES FOR 50% EXTENDED TIME All times are “minutes after the hour.”

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

PSAT 10 Script 4

Section Timing Chart for Standard Time with Extra Breaks

STOP TIMES FOR STANDARD TIME WITH EXTRA BREAKS All times are “minutes after the hour.”

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

PSAT 10 Script 5 Section Timing Chart for MP3 Audio Format

STOP TIMES FOR MP3 AUDIO FORMAT All times are “minutes after the hour.”

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

Acceptable Calculators

For the Math Test – Calculator section of the PSAT 10, most graphing and all scientific calculators (as long as they do not have any of the prohibited features listed below) are acceptable; all four-function calculators are allowed, but not recommended.

THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

CASIO

FX-6000 series	CFX-9800 series
FX-6200 series	CFX-9850 series
FX-6300 series	CFX-9950 series
FX-6500 series	CFX-9970 series
FX-7000 series	FX 1.0 series
FX-7300 series	Algebra FX 2.0 series
FX-7400 series	FX-CG-10
FX-7500 series	FX-CG-20 series
FX-7700 series	FX-CG-50
FX-7800 series	FX-CG-500 (Use of the stylus is not permitted.)
FX-8000 series	Graph25 series
FX-8500 series	Graph35 series
FX-8700 series	Graph75 series
FX-8800 series	Graph95 series
FX-9700 series	Graph100 series
FX-9750 series	
FX-9860 series	

HEWLETT-PACKARD

HP-9G	HP-48 series
HP-28 series	HP-49 series
HP-38G	HP-50 series
HP-39 series	HP Prime
HP-40 series	

RADIO SHACK

EC-4033	EC-4037
EC-4034	

OTHER

Datexx DS-883	Smart ²
Micronta	

SHARP

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

TEXAS INSTRUMENTS

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

Unacceptable Calculators

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

- Laptops or other computers, tablets, mobile phones, smartphones, smartwatches, or wearable technology
- Models that can access the internet or that have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- Models that have a typewriter-like keypad, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

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

Sample Master Student List

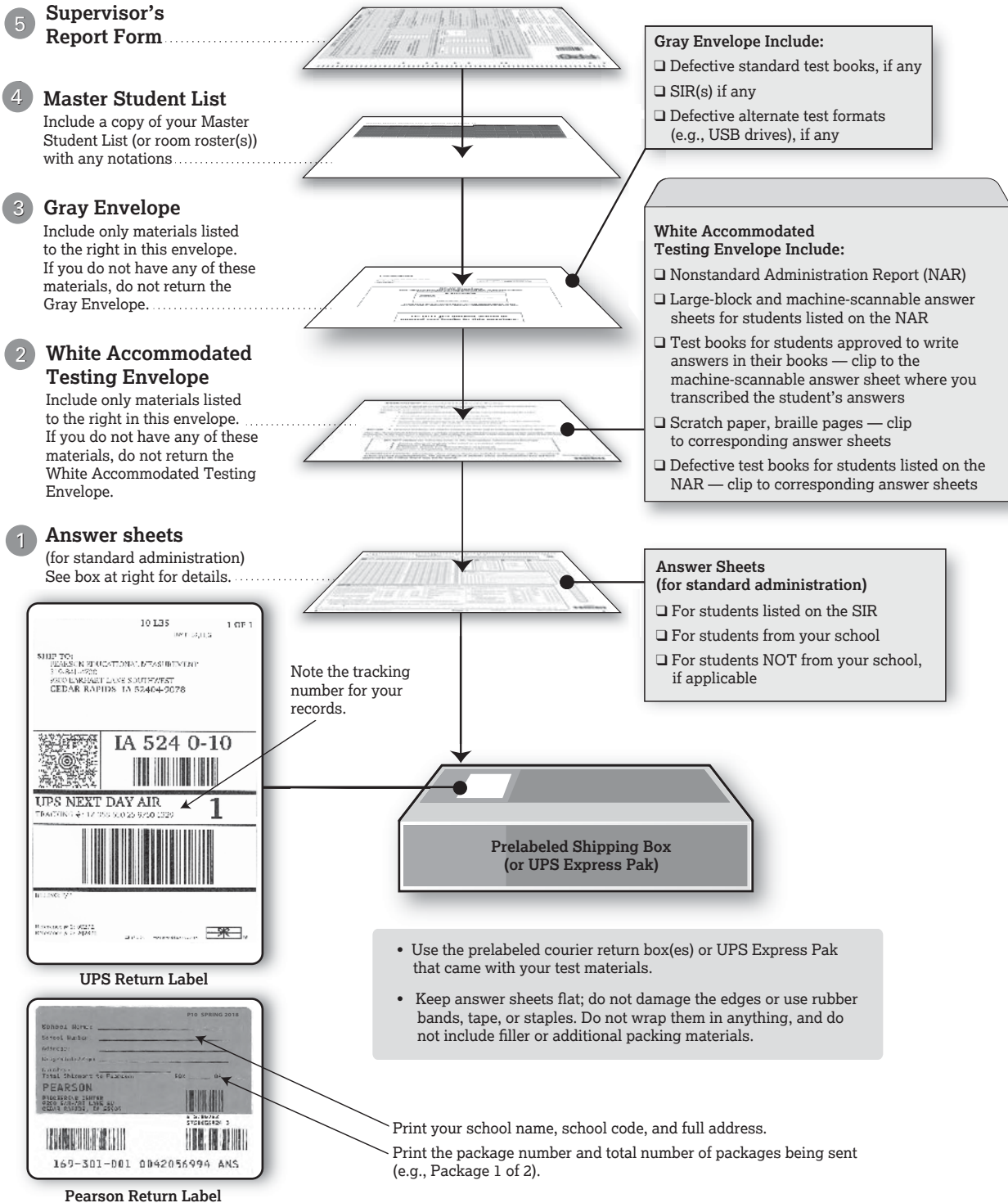
These are suggested fields; you should create a list that is based on your own school's needs.

Last Name	First Name	M.I.	Date of Birth	SSD/Student ID Number	Optional Code	P=present A=absent M=moved X=no entry	Testing Room (3-digit code/ room name)	Accommodated? Y=Yes N=No	Staff Assigned
1 Jones	Anita		3/5/2002			P	123	N	A. Teacher
2 Smith	Terry	O	10/15/2001			A	456	N	B. Proctor
3 Ramirez	Juan	J	2/15/2002			P	123	N	A. Teacher
4 Brown	Robert		9/1/2002	0001024191		P	789	Y	S. Scholar
5 Szymanski	Ella		8/12/2002	0001025199		P	012	Y	M.Coordinator
6 North	Adrian		11/30/2001	0001025188		P	234	N	T. Coach
7									
8									
9									
10									
11									
12									
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16									
17									
18									
19									
20									

Reminder: All students testing with accommodations are listed on the Nonstandard Administration Report (NAR). Reach out to your school's SSD coordinator to print copies in advance of the test. You will need to include these students when planning for staff and selecting test rooms.

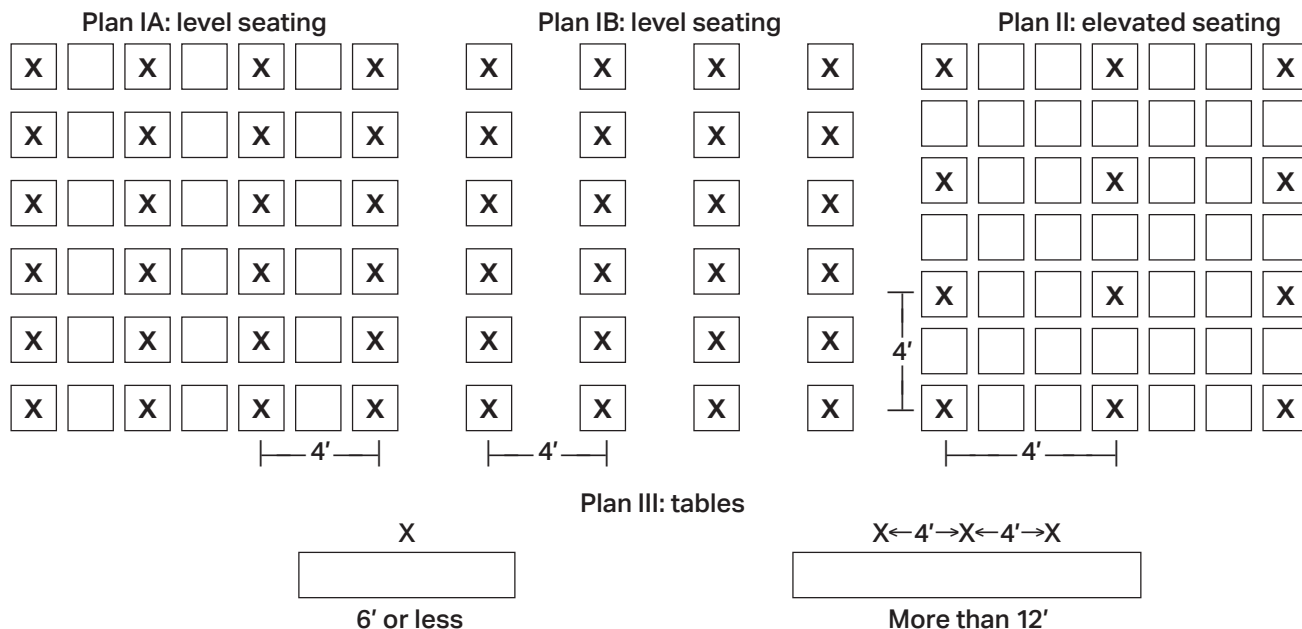
Returning Used Answer Sheets and Forms

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





Sample Seating Plans


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






Irregularity Chart

Irregularity	What you should do	How to fill out the 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. 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 students' answer sheets on top of other answer sheets.</p>	<p>Note the section(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 student(s) 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 students' answer sheets on top of other answer sheets.</p>	<p>Note the section(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 student(s) 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 students' answer sheets on top of other answer sheets.</p>	<p>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 staff and student safety if fire alarm, power failure, etc. occurs. Note the time, and take action to be sure no one has access to test materials while students are out of the room. Direct students not to use any prohibited device or discuss the test, and monitor the group the entire time. 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 students' answer sheets on top of other answer sheets.</p>	<p>Note the source, length, and impact of the interruption.</p> <p>On page 2 section 6, fill in the circle for "Disturbance/interruption." Fill in the testing room code in box 6b and list the affected students in section 10.</p>
Test cancellation  Call Michigan Support	<p>If a storm, flood, power failure, etc., necessitates cancellation of the test, call Michigan Support for instructions. Tell students that other arrangements are being requested.</p>	<p>Not applicable.</p>

Irregularity	What you should do	How to fill out the SIR
Materials missing before testing  Call Michigan Support immediately	Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the information on the test books does not correspond to the information on the Shipping Notice. If a test book is missing from a testing room, follow the procedures in “Prepare to Test.”	Identify students and explain circumstances. On page 2 section 6, Group Irregularities Information, fill in the circle for “Missing materials.”
Student Issues		
Late arrival	See “Prepare to Test.”	Identify student. On page 2 section 7, Check-in Issue, fill in the circle for “Student arrived late and was admitted to test.”
Prohibited aid or calculator use when not permitted	Collect test book and answer sheet from and dismiss any student who uses a calculator on a section where it is not permitted or who uses any of the aids listed in “Train Your Staff” and “Reading the Scripts” either during the test or during breaks. (For example: cell phones, smartwatches, and MP3 players.) Submit student’s answer sheet on top of other answer sheets.	Identify student. On page 2 section 7, Test Admin Issue, fill in the circle for “Student used an unauthorized aid.” Fill in the Dismissed circle indicating that the student was dismissed.
Test book misuse/ working on the wrong section If a student is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time	Ask student to close test book or direct them to proper section of test book or answer sheet. Say that a report will be submitted and that a subsequent violation will be grounds for dismissal. Submit student’s answer sheet on top of other answer sheets. OR If the student <i>continues</i> to keep test book open, to work on wrong section, or to work after time is called, collect test book and answer sheet and dismiss the student. 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 appropriate circle: “Student obtained improper access to test/part of test” or “Student worked on wrong section” or “Student worked after time called.” Fill in the appropriate circle for “Action Taken”: Warned, Dismissed, or None.
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 and then to continue in the appropriate place on the new answer sheet. Tell student a report will be submitted. If the student has time at the end of the section, they may transcribe their answers from the old answer sheet to the new one, but this is not necessary. Both answer sheets will be scored together. Answers may not be transferred between answer sheets by a student or school personnel after time is called for the section. Clip both answer sheets together; place on top of other answer sheets.	Identify student; indicate which answers were misplaced and amount of time lost, if any. On page 2 section 7, Test Admin Issue, fill in the circle for “Student misplaced/misgridded answers.”

Irregularity	What you should do	How to fill out the SIR
Answers recorded in test book	<ul style="list-style-type: none"> ▪ This irregularity does not apply to students approved for “writing answers in test book.” Notify the student that no credit is given or extra time allowed to transcribe answers to answer sheet. Monitor them to make sure they are not going back to add answers to sections that have concluded. ▪ After time is called for the test section, answers for that section recorded in the test book may not be transferred to the answer sheet by either the student or school personnel. 	<p>Note on the SIR the reason why the student wrote the answers in the test book. Return the student’s answer sheet with other answer sheets, and retain the test book for your records.</p> <p>On page 2 section 7, Test Admin Issue, fill in the circle for “Student recorded answers in book without approved accommodation.”</p>
Restroom use	Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet. Return them when student reenters. Do not allow extra testing time. Recheck the ID of any student you don’t know who left the room for a break.	Not applicable.
Student leaves during test	<p>If warranted, collect test book and answer sheet and permit student to leave without completing test. If a student is leaving for reason of illness, see the Irregularity Chart entry for “Illness.” Otherwise, tell the student that it is not possible to take the PSAT 10 again this year.</p> <p>Submit student’s answer sheet on top of other answer sheets.</p>	<p>Identify student, test section, last question number completed, and reason for leaving.</p> <p>On page 2 section 7, Test Admin Issue, fill in the circle for “Student left early/left without permission.”</p>
Disruptive behavior	<p>Remove disruptive student from testing room.</p> <p>Submit student’s answer sheet on top of other answer sheets.</p>	<p>Identify student, length of time, and affected sections.</p> <p>On page 2 section 7, Test Admin Issue, fill in the circle for “Student disrupted test.”</p>
Accommodations given that were not approved  Call Michigan Support	<p>Continue testing while you contact Michigan Support for instructions.</p> <p>Submit student’s answer sheet on top of other answer sheets.</p>	<p>Identify student, and note accommodations given and actions taken.</p> <p>On page 2 section 7, Test Center Staff Issue, fill in the circle for “Staff gave incorrect or unapproved accommodations.”</p>
Approved accommodations not given	<p>Advise the student they have not received accommodations they were approved for. Tell them a report will be submitted.</p> <p>Submit student’s answer sheet on top of other answer sheets.</p>	<p>Identify student, and note actions taken.</p> <p>On page 2 section 7, Test Center Staff Issue, fill in the circle for “Staff did not give approved accommodations.”</p>

Irregularity	What you should do	How to fill out the SIR
Illness	<p>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. Tell the student a report will be submitted.</p> <p>Submit student's answer sheet on top of other answer sheets.</p> <p>OR</p> <p>If a student has to leave early because of illness, collect the answer sheet and test book, and note the section and remaining section time where the student left so the student may pick up where they left off on the makeup day.</p>	<p>Identify student, length of absence, affected section(s), and questions.</p> <p>On page 2 section 7, Test Admin Issue, fill in the circle for "Student became ill."</p>
Student does not complete boxes 10 and 11 on the answer sheet	<p>Locate student's test book and direct them to fill in the information from the back of the book for boxes 10 (Form Code) and 11 (Test ID).</p> <p>OR</p> <p>If the student did not write their name on the test book, or if the irregularity is found after students have been dismissed, note on the SIR and return the answer sheet with other answer sheets.</p>	<p>Identify student.</p> <p>On page 2 section 7, Other Issue, fill in the circle for "Other" and enter "Answer sheet returned without Form Code and/or Test ID" in the COMMENTS section on page 3.</p>
Defective test book or USB drive  <p>Call Michigan Support if you do not have a replacement book, MP3 audio format test, or ATC format test</p>	<p>Replace defective book or drive with a book or drive that has the same form code (on the back cover) and that doesn't have the same defect. Direct student to use original answer sheet. Tell student that a report will be submitted. If defective test book or drive causes a loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss the test with others.</p> <p>On test book cover, write "Defective," identify error, and give school code number. Return defective book and the SIR as directed in "Returning Used Answer Sheets and Forms." (For multiple books, send a sample and note how many were defective.) Place affected answer sheet(s) on top of others.</p> <p>For defective MP3 audio or ATC format tests, return test material in the original packaging it was shipped in with the answer sheets in the gray envelope.</p>	<p>Identify student and describe defect. If time was not made up, indicate how much time was lost.</p> <p>Clip defective book to the Irregularity Report.</p> <p>On page 2 section 7, Defective Materials Issue, fill in the circle for "Defective Material Issue." Provide details in COMMENTS section on page 3.</p>
Defective answer sheet  <p>Call Michigan Support 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 a student or school personnel after time is called for the section. Student may enter their personal information on the answer sheet after the test.</p> <p>Clip both answer sheets together; place on top of other answer sheets.</p>	<p>Identify student; describe defect; if time was not made up, indicate how much time was lost.</p> <p>On page 2 section 7, Defective Materials Issue, fill in the circle for "Defective Material Issue." Provide details in COMMENTS section on page 3.</p>

Irregularity	What you should do	How to fill out the SIR
Possible test question ambiguities and errors  Call Michigan Support immediately after test	Direct student to give the best possible answer. Tell student a report will be submitted. If student expresses concern after the test date, tell them to report test form, test section, content of question, and nature of error as soon as possible to: Assessment Design & Development, The College Board, 250 Vesey Street, New York, NY 10281; or to send an email to: psatquestion@collegeboard.org . Submit student's answer sheet on top of other answer sheets.	On page 3 section 8, Test Question Ambiguity Information, fill in the circle for the appropriate type of ambiguity. Indicate name and address of student who reported ambiguity or error, form, section, and test question number.

Glossary of Terms

50% extended time: A preapproved accommodation that gives a student time-and-a-half for each approved section of the assessment. Students may receive extended time in reading or math.

100% extended time: A preapproved accommodation that gives a student double time for each approved section of the assessment. Students may receive extended time in reading or math.

Accommodated testing window: Designated period beginning on the primary test date when students with accommodations are eligible to test.

Advanced Placement Program (AP®): A College Board program that enables high school students to take college-level courses and exams.

AI code: A six-digit code that identifies an attending institution. Each attending institution has a unique AI code. This code is sometimes referred to as a CEEB code or a school code.

Alternate Test Format (ATF): An accommodated format of the test, such as braille or MP3 audio format.

Ancillary materials: Descriptive booklets, score interpretation guides, administration manuals, reporting forms, and so forth, that accompany the testing materials sent to test sites.

Assistive technology-compatible (ATC): A digital version of the test for use with screen readers and other assistive technology; delivered on a flash drive for preapproved students.

Associate supervisor: Staff member responsible for conducting a secure administration and reading the scripts aloud to students. Accountable for and monitors everyone and all testing materials in the testing room.

Bulk registration: The process a state uses to submit a file to order pre-ID labels for PSAT 10 answer sheets. See Pre-ID label.

College Board–approved accommodation: A modification of a test or its administration that allows access for a person with a disability. Must be preapproved by the College Board. Can include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, and extended or more frequent rest breaks.

Delayed score: A score report that has been delayed because of an issue resolved too late to include the score in on-time reporting.

ELL: English language learner.

ETS: Educational Testing Service. ETS, on behalf of the College Board, supports various aspects of test administration.

Extended breaks: A preapproved accommodation that gives students 10-minute breaks at break times, rather than 5 minutes.

Extra breaks: A preapproved accommodation that gives students a break halfway through longer sections and a break after every section.

Form code: A seven-character code, printed on the back of the test book, that identifies which PSAT 10 test form the student is taking. The correct form code is required on the answer sheet for scoring.

Grid (verb): To enter a response (multiple choice or text) onto a machine-readable paper form such as the answer sheet. Also referred to as filling in the bubbles. Entries on the answer sheet must be made using a No. 2 pencil.

Invalidated score: A score that has been removed from, or never posted to, a student's record or designated as nonreportable by ETS/College Board for testing irregularities, misconduct, or score invalidity. See "Irregularity." Invalidated scores will be shared with your state or district for accountability purposes.

Irregularity: A problem, disruption, or unacceptable behavior during a test administration. An irregularity may result in an invalidated test score for the student or, less frequently, for an entire testing room or school.

Large-block answer sheet: A special answer sheet with large answer blocks (squares) instead of bubbles, designed for students with disabilities.

Makeup test: An administration offered to students who miss an original administration of the test or encounter an irregularity that invalidates their original administration.

Master Student List: The list of students taking the test, developed by the PSAT 10 supervisor for a test administration at a particular school.

Michigan Student Data System (MSDS): Where changes to a student's name, date of birth, or gender can be updated if they're incorrect on the the student's pre-ID label.

Misconduct: Action or behavior by a student that results in a score hold, incident report (SIR), or other disruption in a test administration.

MP3 audio: An alternate test format that delivers an audio version of the test on a USB flash drive.

Nonstandard Administration Report (NAR): A list of all students approved for accommodations with detailed information about the accommodations the students are approved for.

OEAA: Office of Educational Assessment and Accountability

Office of Testing Integrity (OTI): An ETS department in charge of test security that investigates reported security breaches.

Pre-ID label: Label provided for each student who is preidentified in the Secure Site. The pre-ID label is applied to the answer sheet before the test. Students without a label must be pre-ID'd and a label printed locally.

Proctor (hall proctor or room proctor): Staff member who assists the supervisor and associate supervisor in setting up the testing area, monitoring testing, and patrolling the hallways during testing.

Reader: A member of the testing staff who reads the test aloud to the student. This must be completed in a one-to-one environment. Students approved for the reader accommodation automatically get 50% extended time and extra breaks on all sections.

Room roster: The list of students assigned by the supervisor to a testing room. Distributed to the associate supervisor for the room to let them know which students they're testing.

Score hold: A temporary hold on the release of not-yet-reported scores. If ETS suspects that one or more students' scores may be invalid, ETS places the scores on hold to prevent them from being released while the issue is being investigated. The scores may be those of an individual student, a testing room, or an entire school.

Secure Site: A web-based application used for Michigan state assessments and accountability.

Services for Students with Disabilities (SSD) office: College Board department that supports accommodation requests and accommodated testing.

Small-group testing: A preapproved accommodation where students test with a small number of test takers.

SSD coordinator: School staff member who works with students to apply for College Board–approved accommodations through the SSD Online portal, accesses and prints the NAR, and assists the supervisor in determining testing rooms and staff needed for administering the test with accommodations.

SSD eligibility number: The code for a student who has been approved for one or more SSD accommodations.

SSD Eligibility Form: A paper form that a student can use to request College Board approval for specific accommodations on College Board assessments. The College Board typically responds to the form with a letter that contains an eligibility code for the student if they're approved.

SSD Online: The College Board's online system for submitting and managing accommodation requests for students with disabilities.

State-allowed accommodation (SAA): An accommodation approved by the school that does not result in a college- or scholarship-reportable score and is only applicable to state-provided PSAT 10 testing.

Student-produced response question: A math question that requires the student to arrive at and record an answer rather than select a multiple-choice answer.

Student score report: The score report provided to students who take the PSAT 10. It is provided both in paper and online formats and is also shared with the school and, if stipulated by contract, the district and/or state.

Supervisor's Irregularity Report (SIR): Scannable form used to document any irregularities that occur including security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or student complaints.

Supervisor's Report Form (SRF): Scannable form used by the supervisor to document how many answer sheets are being returned for scoring. The supervisor returns this completed form with the used answer sheets after testing.

Test ID code: A seven-character code on the back of the test book that identifies the version of the test and is required for scoring.

Test supervisor: The staff member responsible for managing the test site and staff and for ensuring all test materials are handled securely. The person assuming this role is expected to be at the school to supervise all activities related to testing, including accommodated testing.

Testing room code: A three-digit code assigned by the supervisor to each test room. It allows timely identification of answer sheets related to any reported irregularities. Supervisors provide the code to associate supervisors, and students will fill in this code on their answer sheet.

Writer/Scribe: A staff member who transcribes answers onto the answer sheet for a student who is approved for this accommodation. Students automatically get 50% extended time and extra breaks on all sections.

PSAT 10 Seating Chart

Associate Supervisor Name _____

School Name _____ Testing Room Code _____ School Code _____

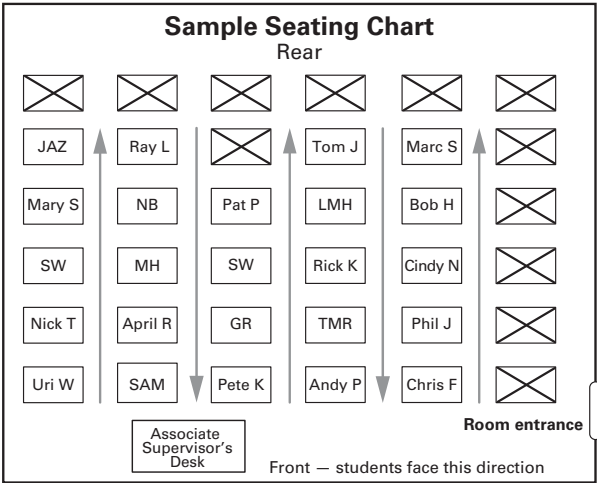
Type of seating chart: Single chart _____ OR Section _____ of _____ sections in large testing room.

Use the diagram below to indicate how test books were distributed in your testing room. Proctors assisting the associate 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 abut each other.
2. Indicate the position of the associate supervisor's desk or table if it is not at the front of the room.
3. Indicate the location of the entrance doors.
4. Draw a boundary line around the group of seats occupied in the room or your assigned area.
5. Draw a large X to cross out any unused area outside the boundary. Draw an X through any unused seats within the boundary.
6. For each occupied seat, write the name or initials of the student assigned to that seat.
7. For each row, draw directional arrows to indicate the direction in which the books were distributed.
8. If any student 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 student was moved and complete a Supervisor's Irregularity Report explaining the reason for the change.

PSAT 10 Supervisor

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



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

Name: _____

Title: _____

Date: _____

Rear

Associate Supervisor's Desk

Front — students face this direction

Answer Sheet Tracking Numbers

00854-011



MS81MI01