

**Spring 2023**

# PSAT™ 8/9

# Coordinator Manual

## Look inside for:



SECURITY REQUIREMENTS



STANDARD AND ACCOMMODATED  
TEST SCRIPTS



TESTING ROOM PROCEDURES



INSTRUCTIONS FOR  
RETURNING MATERIALS

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For further information, visit [collegeboard.org](https://collegeboard.org).

## Contact Us

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

**MICHIGAN PSAT 8/9 SUPPORT HOTLINE:** 866-870-3127

- General College Board assessments and policies
- Test material questions or issues
- Services for Students with Disabilities (SSD) questions about testing with accommodations
- Security issues to report to the Office of Testing Integrity (OTI) or other test administration questions

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

**WEB:** [michigan.gov/psat](https://michigan.gov/psat)

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

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

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### Contact Information for Students and Parents

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

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

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### Test Question Ambiguity/Error

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

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# PART 1:

# For Test Coordinators

This manual is split into 2 parts.

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

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

## Introduction

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

After the Test Tasks and Information ensures that students receive their scores.

### Part 2: For Proctors and Monitors

Give staff who will be administering the test a copy of this manual, and direct them to read Part 2 carefully. If they're administering the test with accommodations, they should pay special attention to Prepare to Administer Accommodations on page 52, which explains the use of the different accommodated scripts in this manual, and Administer Accommodations on page 58, which explains the different accommodations.

## Using This Manual

This manual is your guide for supervising the administration of the Michigan-provided PSAT™ 8/9 for 8th and 9th grade and for creating the best possible environment for your students on test day.

### Part 1: For Test Coordinators

Part 1 contains the tasks and information you'll need to administer the PSAT 8/9 successfully.

#### 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 oversee, including admitting students, assisting your staff, maintaining security, and distributing and collecting materials. Completing the tasks in During the Test Tasks and Information will help ensure a smooth administration.

#### After the Test

After the test you'll be in charge of wrapping up the administration, which includes tasks such as completing test day forms, returning materials correctly, and ordering makeup materials. Completing the tasks in

### Appendix Resources


You'll find timing charts, the Irregularity Chart, a seating chart, and other resources in the Appendix (see the table of contents for a complete list with page references).

### Typographical Icons

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

 *Contact by phone*

 *Procedures or information for providing accommodations to students with disabilities*

 *Security requirement*

## New for Spring 2023

### Important Changes and Reminders

College Board has made the following changes for this school year.

1. The “Master Student List” is now referred to as the Schoolwide Student List.
2. College Board will introduce a redesigned Nonstandard Administration Report (NAR) for 2022-23, but policies and procedures regarding the NAR will remain largely unchanged from previous administrations.
3. Test book logistics:
  - ◆ There are separate test books for 8th and 9th graders used with both the primary testing window and the accommodated testing window. Test books for 8th grade have an **apple** on the cover. Test books for 9th grade have a **crescent** on the cover. Makeup test books for both 8th and 9th grade have a **flower** on the cover.

### Test Dates

Schools must administer the PSAT 8/9 for grade 8 on April 12, 2023 unless students are approved for accommodations that allow them to test in the accommodated testing window. Students absent on April 12 can test in the remaining days of the primary testing window of April 13–18, 2023.

Schools must choose a primary test date to administer the PSAT 8/9 for grade 9 between April 12–18, 2023 unless students are approved for accommodations that allow them to test in the accommodated testing window. Schools can choose which of the dates works best for them. The remaining days within the primary testing window can be used for students absent on the primary test day.

Students eligible to test in the accommodated testing window, as identified on the NAR, can complete testing between April 12–25, 2023. For accommodations that don't require multiple days, student testing must be completed on 1 of the days in the window. Students who test over 2 days must test on consecutive days. However, if a student is absent on the second day of testing, they can resume testing on the next day they return to school. Their testing must begin by April 24 at the latest in order for testing to be completed by April 25.

### Makeup Test Dates

Students testing without accommodations who are absent during the primary testing window or need to test due to an irregularity can be scheduled to take the makeup between April 25–26. There is no specific makeup date for students testing with accommodations; they can test at any time in the accommodated window.

## Testing Basics

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

### Standardized Testing

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

Please ensure that you and all testing staff comply with all applicable laws, including those relating to discrimination and any local health or safety guidelines. By strictly following College Board policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

### Test Sections and Timing

The PSAT 8/9 is composed of the following sections, which you must administer in order unless explicitly instructed otherwise by College Board:

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

Time allotted:

- 55 minutes for the Reading Test
- 30 minutes for the Writing and Language Test

**Math:** Includes multiple-choice and student-produced response questions (math questions that require the student to arrive at and record an answer rather than select a multiple-choice answer). This section is divided into 2 portions: one that permits calculator use, and one that doesn't.

Time allotted:

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

### Accommodated Testing Overview

College Board is dedicated to ensuring that students with disabilities receive appropriate accommodations on its tests, such as braille, large print, and extended time. Using the College Board SSD Online system, SSD coordinators can manage student requests and approvals for accommodations. SSD coordinators can request College Board–approved accommodations or state-allowed accommodations (SAAs). SAAs are recommended for 8th grade students. College Board–approved accommodations are recommended for 9th-grade students. SAAs must be requested each academic year for students who need

them. See Prepare to Test with Accommodations on page 23 for more information.

Most students will test in 1 or 2 days. In rare occasions, students may need more than 2 days for testing (for example, if they require more than double time or if they're approved for limited testing time).

SAAAs are unique student circumstances that may require additional documentation or discussion with College Board and the Office of Educational Assessment and Accountability (OEAA). The individual accommodation needs of students may be in addition to the eligible scholarship-reportable supports offered by College Board.

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## Staff Roles and Responsibilities

The main testing staff is described in this section. You may require additional support staff depending on the needs of your students. See Plan Your Staff on page 14.

The Michigan-provided PSAT 8/9 has a PSAT 8/9 grade 8 coordinator and a PSAT 8/9 grade 9 coordinator for their respective grades. Also, there is a PSAT 8/9 grade 8 SSD coordinator for that grade and a PSAT 8/9 and PSAT™ 10 SSD coordinator for grades 9 and 10. In both cases, they may or may not be the same person. SSD coordinators are assigned in the Michigan Educational Entity Master (EEM) but must also separately request access to SSD Online.

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

As the test coordinator, you're responsible for the test site and staff. You ensure that all testing materials are received, handled, and stored securely. You're expected to be at the school to supervise all activities related to testing, including preadministration sessions and accommodated testing.

Online training is provided for all Michigan test coordinators and is required each year. Be sure to complete it well before test day.

We recommend that you designate a backup test coordinator in case you're absent on test day. The designated backup test coordinator will need to sign the Testing Staff Agreement form to signify their acceptance of the conditions and requirements and their commitment to administering the PSAT 8/9 on the scheduled date. Be sure to have your designated backup test coordinator complete the online training well before test day.

### SSD Coordinator

The SSD coordinator works with students, case managers, and/or counselors to request accommodations and certain English learner (EL) supports through the SSD Online portal. In addition, the SSD coordinator works with the test coordinator to administer accommodated testing. SSD coordinators should collaborate with district and school EL coordinators to determine which students will use EL supports, if applicable, and ensure requests are submitted.

As part of the testing staff, the SSD coordinator accesses, verifies, and prints the NAR and assists the PSAT 8/9 coordinator in determining testing rooms and staff needed for administering the test with accommodations.

All testing materials, including accommodated materials, are shipped to the appropriate PSAT 8/9 coordinator; however, the SSD coordinator can assist in ensuring the secure storage and timely return of materials for scoring.

Students may be approved for accommodations that require assistance from support staff such as human readers to read aloud the test questions, sign language interpreters for test directions, or scribes to record responses. The SSD coordinator can assist the PSAT 8/9 coordinator in identifying appropriate staff in these cases.

For students approved to use the pre-recorded audio format, the SSD coordinator plays a significant role in gaining and granting access to the streaming application (through SSD Online). See Set Up Computers for Pre-recorded Audio on page 26 for more information.

### Proctors

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

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

### Hall and Room Monitors

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

# PSAT 8/9 Test Materials

## Materials Tables

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

- Coordinator Planning Kit with sample manual (schools giving multiple assessments will receive 1 consolidated Coordinator Planning Kit)
- Preadministration Shipment with all manuals needed for testing, answer sheets, pre-ID labels, copies of the *PSAT 8/9 Student Guide* and other materials to help students complete personal information on the answer sheet and prepare for test day
- Test Shipment, including test books and Coordinator Testing Materials Kit with forms, return envelopes, and other materials needed for test day

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

**IMPORTANT:** Note that scannable forms, like the answer sheet, Coordinator Report Form (CRF), and Irregularity Report (IR), shouldn't be photocopied because photocopies won't scan properly. Contact Michigan PSAT 8/9 Support if you need additional copies. Other forms can be copied if needed.

### STAFF MATERIALS—MANUAL AND INSTRUCTIONS

Material	What It Is and How It's Used	Shipment(s)
<i>PSAT 8/9 Coordinator Manual</i>	Detailed instructions and policies for the test coordinator to plan setup and management of the PSAT 8/9 administration.	Coordinator Planning Kit
	Detailed instructions and scripts for the proctor to hold the preadministration session and administer the PSAT 8/9 in the standard and accommodated rooms.	Preadministration Shipment
Coordinator Testing Materials Kit	A packet sent with the test shipment containing forms and return envelopes. Used by the test coordinator to administer the test and report on the administration. You'll receive an additional kit to use for students testing in the accommodated window.	Test Shipment

### STAFF MATERIALS—REPORTS AND FORMS

Material	What It Is and How It's Used	Shipment(s)
PSAT 8/9 CRF	Scannable form used by the test coordinator to report the number of used answer sheets and other materials being returned with each shipment for scoring.	Test Shipment
Testing Staff Agreement	Form for each staff member to read and sign, attesting they have no conflicts of interest that bar them from administering the PSAT 8/9.	Test Shipment
Testing Room Materials Report Form	Form for staff to list test books and related test materials distributed to and returned by each proctor, including the serial number ranges of test materials. Used by the proctor to confirm they've received the correct materials. Also appears on the inside back cover of this manual.	Test Shipment
PSAT 8/9 IR	Scannable form for testing staff to report irregularities that might affect scores or result in a misadministration.	Test Shipment



**STAFF MATERIALS—ENVELOPES AND LABELS**

<b>Material</b>	<b>What It Is and How It's Used</b>	<b>Shipment(s)</b>
Answer Sheet Return Materials	Carton(s) or UPS Express Pak for the test coordinator to return answer sheets and reports.	Test Shipment
Gray-Bordered Envelope	Envelope for test coordinator to return any IRs and any defective materials.	Test Shipment
White Accommodated Testing Envelope	Envelope for returning the NAR, answer sheets for students listed on the NAR, and any other score-related materials for students with accommodations.	Test Shipment
Test Book Return Materials	Two types of return labels provided in a packet: UPS return label(s) and red label(s). Test coordinators should affix 1 of each label to boxes reused from the original test book shipment to send back test books after testing is completed. Do not use these materials to return answer sheets.	Test Shipment

**STUDENT MATERIALS**

<b>Material</b>	<b>What It Is and How It's Used</b>	<b>Shipment(s)</b>
Pre-ID Labels	Preidentification labels with student information printed out and encoded in barcode. Applied to the answer sheet by the testing staff to ensure accurate data for each student.	Preadministration Shipment
PSAT 8/9 Answer Sheet	Scannable form for students to record answers to preadministration and test questions, in bundles.	Preadministration Shipment
PSAT 8/9 Answer Sheet—Large Print	Enlarged answer sheet used by approved students to record answers to preadministration questions and test questions.	Preadministration Shipment
<i>PSAT 8/9 Student Guide</i>	A booklet for students that explains the assessment, including test directions, test-taking tips, and PSAT 8/9 Terms and Conditions.	Preadministration Shipment
PSAT 8/9 Test Books	Test books for the PSAT 8/9, distributed by the proctor for students' use. Test books for use with certain alternate test formats (see next row) have a subtitle indicating the formats they're used for. Test books for the <b>makeup</b> date are requested by the test coordinator after primary testing. Both 8th and 9th grades use the same test books for makeup testing.	Test Shipment
PSAT 8/9 Alternate Test Formats	Specific formats of the test for taking the test with certain accommodations (e.g., large-print test book, assistive technology-compatible (ATC) format, or braille with raised line drawings).	Test Shipment

## Manual and Scripts

This *PSAT 8/9 Coordinator Manual* includes instructions for both the coordinator and the testing staff. It should be distributed to every staff member who will either be overseeing testing or administering the test on test day.

## Test Books and Answer Sheets

The PSAT 8/9 test books have covers with dark red accents. The book cover displays the test name and important notes for the student.

- Standard test books for **8th-grade primary testing** and the accommodated window have an **apple** on the cover.
- Test books for **9th-grade primary testing** and the accommodated window have a **crescent** on the cover.
- Both 8th and 9th grades use test books for the **makeup** date with a **flower** on the cover.

Use these symbols to make sure you distribute the correct test books.

Both 8th and 9th graders will use the same answer sheet. Standard answer sheets have a matching dark red color. You may also have some large-print answer sheets with a red title. These have dark gray type and answer squares in place of bubbles.

## Alternate Formats for Some Accommodations

Students testing with SAAs will test with materials that have lime green accents on the cover.

All other students, including those testing with accommodations, will use the standard test books unless approved in SSD Online for an alternate test format. Alternate test formats include pre-recorded audio, human reader, braille with raised line drawings, ATC, large print, and raised line drawings. See Materials Provided for Accommodated Testing on page 30 for a list of available formats.

**For students testing with a human reader, pre-recorded audio, ATC, or braille format as College Board–approved accommodations, you’ll receive test books with the subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC.”** Make sure to distribute these subtitled test books to the appropriate students to use for reference along with their approved format. (You can’t substitute a standard test book for use with these 4 formats.) Students using these formats as SAAs will use the regular-print lime green test book along with their approved format.

## Rosters

For your own management of testing at your school, you’ll need to develop a Schoolwide Student List, or roster, of test takers for the PSAT 8/9; recommendations for compiling this Schoolwide Student List are given in Before Test Day Tasks and Information later in this manual. Each proctor will need a room roster.

You will need to return your Schoolwide Student List (or your individual room rosters if you don’t reconcile them to the Schoolwide Student List) with used answer sheets for scoring. Before returning your Schoolwide Student List in your used answer sheet shipment, make a copy to store in a safe location for 3 years after test day. In the event of an irregularity or discrepancy, you may need the list to respond to inquiries from Educational Testing Service (ETS®) or College Board during an investigation.

## Forms and Reporting

Review the reports and forms you will be using to manage your test administration.

### Nonstandard Administration Report (NAR)

Your SSD coordinator will have access to the NAR throughout the year, but they should check the NAR for updates regularly and as close to test day as possible. The NAR lists students with College Board–approved accommodations, SAAs, and EL time and one-half. Several days before test day, print copies of the NAR and distribute them to proctors.

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

### Testing Staff Agreement Form

Before the test begins, all testing staff must review, agree to, and sign the Testing Staff Agreement. You and your backup test coordinator also need to sign the Agreement. Please make sure you and your staff understand the requirements you’re agreeing to. See Staff Policies on page 14 for more information. All staff with a role in the administration must also complete and sign the OEAA Assessment Security Compliance Form. For information, see the *Assessment Integrity Guide* at [michigan.gov/psat](http://michigan.gov/psat).

### Testing Room Materials Report Form

The test coordinator uses the Testing Room Materials Report form to indicate testing room information, including the proctor assigned to the room, the room number, and the test materials issued to the proctor. Make copies of the form or use the one provided on the inside back cover of this manual.

In the testing room, the proctor uses the Testing Room Materials Report form to check the testing materials received against the serial numbers listed on the form.

After testing, the proctor returns the form with all testing materials to the test coordinator, who uses the form to verify that they've received back all materials distributed.

### Seating Chart

Proctors will record test book serial numbers on the chart on the back of this manual (along with students' names if time permits). This task can be completed during Section 1 (the Reading Test).

### PSAT 8/9 Irregularity Report (IR)

You'll receive copies of the IR form to use in the event of an irregularity. Distribute at least 1 IR to each proctor to use in the testing room. Remember, these scannable forms can't be photocopied for use, but your school can call Michigan PSAT 8/9 Support ahead of test day to request additional copies.

Without information, College Board can't resolve issues that may occur. Please ensure all proctors are familiar with the IR form. All IRs submitted are thoroughly reviewed and should include the names of all affected students. If you're submitting an IR, keep a copy for your records and return the original.

### Coordinator Report Form (CRF)

You'll receive a CRF in each testing materials kit. Use this form to report the count of answer sheets being returned. Fill the form out carefully to ensure accurate reporting and billing. See Complete the CRF on page 42 for more information.

## Standard and Accommodated Testing Rooms

Students without accommodations or supports test in a standard room during the primary testing window using standard dark red test books.

Your NAR should be printed from SSD Online by your school's SSD coordinator. It will list all students testing with accommodations and EL students testing with time and one-half. The table that follows provides an overview of some of the most common accommodations. Check your NAR to ensure that all students with approved accommodations or supports 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 1 accommodation. Proctors may need to use more than 1 script for some students (for example, math-only extended time requires a standard time script and an extended time script).

Note that certain accommodations can be provided in the standard room, as long as the student has no other accommodations that require an accommodated room.

**GUIDE FOR TESTING WITH ACCOMMODATIONS**

	Standard Room(s)	Accommodated Room(s)	
<b>Number of Testing Days</b>	1 day	1 day	2 days
<b>Test Book Color</b>	Dark red (or lime green for SAAs, which must test in a separate room)	Dark red (or lime green for SAAs, which must test in a separate room)	Dark red (or lime green for SAAs, which must test in a separate room)
<b>Script(s)</b>	Script 1	Scripts 1–4	Scripts 4 and 5
<b>Accommodation Examples</b>	<ul style="list-style-type: none"> <li>▪ 14-pt large-print test book</li> <li>▪ Large-print answer sheet</li> <li>▪ Magnification device (non-electronic)</li> <li>▪ Printed copy of verbal instructions</li> <li>▪ Permission for food/drink/medication</li> <li>▪ Wheelchair accessibility</li> <li>▪ Preferential seating</li> <li>▪ Record answers in test book</li> <li>▪ Use of colored overlay</li> <li>▪ Auditory amplification/FM system</li> <li>▪ Sign language interpreter for test directions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extended breaks</li> <li>▪ Extra breaks</li> <li>▪ 4-function calculator on Math Test – No Calculator</li> <li>▪ Permission to test blood sugar</li> <li>▪ Small-group setting</li> <li>▪ Time and one-half</li> <li>▪ 20-pt (or larger) large-print test book</li> <li>▪ Magnification device (electronic)</li> <li>▪ Braille with raised line drawings</li> <li>▪ Braille writer</li> <li>▪ Human reader</li> <li>▪ Writer/scribe to record responses</li> <li>▪ ATC format</li> <li>▪ Breaks as needed</li> <li>▪ One-to-one testing</li> <li>▪ Late start time</li> <li>▪ Home/hospital testing</li> <li>▪ Double time for math (Math Test only)</li> <li>▪ Michigan-provided SAAs (some may require 2 days)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pre-recorded audio (MP3 via streaming)</li> <li>▪ Double time for reading (entire assessment)</li> <li>▪ Limited testing time (may use any script[s]; some may test over 1 day)</li> </ul>

**IMPORTANT:** Students testing with extended time for reading or as an EL support receive extended time on the entire assessment.

## Test Coordinator's Checklist

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

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

### THREE TO FOUR WEEKS BEFORE THE TEST DATE

Activity	Where to Learn More
<input type="checkbox"/> Complete the online test coordinator training. (We'll email you instructions for accessing it.)	<a href="http://michigan.gov/psat">michigan.gov/psat</a>
<input type="checkbox"/> Designate a secure area for receiving, checking, and securely storing your test materials.	Plan Your Space on page 12
<input type="checkbox"/> Check test materials within 24 hours of receipt.	Prepare Your Materials on page 32
<input type="checkbox"/> Identify students required to test and create a Schoolwide Student List.	Build Your Schoolwide Student List for Testing on page 12
<input type="checkbox"/> Distribute copies of the <i>PSAT 8/9 Student Guide</i> .	Prepare Your Students on page 31
<input type="checkbox"/> Work with your SSD coordinator to review the NAR to ensure it includes all students testing with accommodations, including SAAs, and/or EL time and one-half support.	Accessing the NAR to Determine Room Needs for Students with Accommodations on page 12 <b>SSD Online:</b> <a href="http://collegeboard.org/ssdonline">collegeboard.org/ssdonline</a>
<input type="checkbox"/> Estimate how many standard and accommodated rooms you'll need based on the number of students testing. Identify which rooms in your facility can be used for testing.	Plan Your Space on page 12
<input type="checkbox"/> Make a list of available staff and their roles. Use the number of testing rooms and their capacity to determine testing room assignments.	Plan Your Staff on page 14
<input type="checkbox"/> Work with the SSD coordinator to identify any students who will need support staff such as human readers, scribes, or sign language interpreters. Recruit staff to fill these positions.	Plan Your Staff on page 14
<input type="checkbox"/> Create room rosters by assigning students to testing rooms. Assign testing room codes and note them on the room rosters.	Build Your Room Rosters on page 16
<input type="checkbox"/> Arrange to minimize distractions—no fire drills or other disruptive events should be scheduled for test day.	Manage Test Day Impacts on page 19
<input type="checkbox"/> Reschedule lunch for all participating students, if necessary.	Manage Test Day Impacts on page 19
<input type="checkbox"/> Plan activities for students who won't be testing.	Manage Test Day Impacts on page 19
<input type="checkbox"/> Notify your school population of modifications to the normal school day.	Manage Test Day Impacts on page 19
<input type="checkbox"/> Plan your preadministration session.	Prepare Your Preadministration Session on page 35
<input type="checkbox"/> Make sure computers are provided in testing rooms for students approved to use them.	Plan for Computer Usage on page 24
<input type="checkbox"/> If you have students approved for the pre-recorded audio (MP3 via streaming) format, work with the SSD coordinator to make sure the streaming application has been installed and tested on all computers being used for testing.	Set Up Computers for Pre-recorded Audio on page 26

**TWO WEEKS BEFORE THE TEST DATE**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Schedule and conduct staff training.	Train Your Staff on page 20
<input type="checkbox"/> In order for student answer sheets to be scored, be sure all answer sheets have a valid pre-ID (barcode) label attached.	Verify and Apply Labels on page 36
<input type="checkbox"/> Help staff conduct your preadministration session.	Prepare Your Preadministration Session on page 35 Conduct the Preadministration Session on page 51
<input type="checkbox"/> Update Schoolwide Student List and room rosters as necessary to include newly enrolled students and any additional approved accommodations or EL supports needed.	Build Your Room Rosters on page 16
<input type="checkbox"/> Plan test day schedule and accommodated window schedule.	Build Your Plan for Testing on page 17
<input type="checkbox"/> Notify school staff of testing room assignments and alternative arrangements for nontesting students.	Manage Test Day Impacts on page 19

**ONE WEEK BEFORE THE TEST DATE**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Have your SSD coordinator review and print your NAR to make sure you have accounted for all students testing with accommodations and EL time and one-half support.	<b>SSD Online:</b> <a href="https://collegeboard.org/ssdonline">collegeboard.org/ssdonline</a>
<input type="checkbox"/> Revise room rosters if needed.	Build Your Room Rosters on page 16
<input type="checkbox"/> Print necessary translated test directions.	Prepare to Test Students with English Learner Supports on page 23
<input type="checkbox"/> If EL students are providing their own word-to-word dictionaries, collect the dictionaries and confirm they don't include any improper writing or pages. You'll redistribute to students on test day.	Prepare to Test Students with English Learner Supports on page 23
<input type="checkbox"/> Download and print any necessary printed directions or ATC scripts from SSD Online.	Prepare to Test Students with English Learner Supports on page 23 Download Scripts for ATC Users on page 26
<input type="checkbox"/> Notify students of when and where to report on test day.	Prepare Your Students on page 31
<input type="checkbox"/> Post testing room assignments.	Post Testing Room Assignments on page 18
<input type="checkbox"/> Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students on page 19
<input type="checkbox"/> If applicable, update Schoolwide Student List as necessary to include any students who don't regularly attend your school.	Build Your Room Rosters on page 16
<input type="checkbox"/> Help staff conduct your preadministration session if you haven't already.	Prepare Your Preadministration Session on page 35 Conduct the Preadministration Session on page 51
<input type="checkbox"/> Review room assignments with staff. Ensure all proctors have reviewed scripts associated with their room types.	Share Role and Room Assignments on page 20
<input type="checkbox"/> Review the Testing Staff Agreement with all testing staff, including support staff.	Staff Policies on page 14
<input type="checkbox"/> Hold a brief assembly with students who are testing to prepare them for test day.	Prepare Your Students on page 31

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Review facility preparation with custodial staff.	Manage Test Day Impacts on page 19
<input type="checkbox"/> Call UPS at 800-PICK-UPS (742-5877) to arrange pickup of materials.	Return Materials on page 47
<input type="checkbox"/> Have staff test the equipment to be used for pre-recorded audio or ATC testing.	Prepare to Test with Accommodations on page 23
<input type="checkbox"/> Prepare testing room packets for proctors. (You'll add test books on test day.)	Prepare Your Materials on page 32
<input type="checkbox"/> Check that all staff have signed the Testing Staff Agreement.	Plan Your Staff on page 14
<input type="checkbox"/> Ensure testing room arrangements align with seating policies.	Plan Your Space on page 12

**ON TEST DAY**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Complete your testing room packets for proctors. Add test books to the packets for proctors.	Count and Distribute Test Materials on page 37
<input type="checkbox"/> Post any revised testing room assignments and room assignments for nontesting students.	Manage Admission to the Testing Area on page 37
<input type="checkbox"/> Distribute testing room packets to proctors.	Equip Testing Rooms on page 37
<input type="checkbox"/> Remind staff to cover any instructional materials in the testing rooms before admitting students.	Maintain Security on page 20
<input type="checkbox"/> If administering the pre-recorded audio format, work with the SSD coordinator and proctors to confirm the test is downloaded for each test taker.	Set Up Computers for Pre-recorded Audio on page 26
<input type="checkbox"/> Make sure all announcements are discontinued for the duration of testing.	Manage Test Day Impacts on page 19
<input type="checkbox"/> Admit students to the testing area/rooms. Annotate your Schoolwide Student List or have staff annotate room rosters as students check in.	Manage Admission to the Testing Area on page 37
<input type="checkbox"/> Maintain security in your school and support testing staff while testing is in progress.	The Test Coordinator's Role During Testing on page 39
<input type="checkbox"/> Report test administration irregularities, if any.	Report Test Administration Irregularities on page 40

**AFTER TESTING IS COMPLETED**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Collect materials from proctors.	Collect Testing Materials on page 41
<input type="checkbox"/> Prepare materials for return.	Prepare Documentation on page 42
<input type="checkbox"/> Make copies of key forms and store securely.	Store Materials for Your Records on page 48
<input type="checkbox"/> Return test materials. This includes returning all test books.	Return Materials on page 47
<input type="checkbox"/> No more than 2 days after the test, identify any students who require makeup testing and complete the makeup survey (emailed to you) to request materials for makeup testing.	Makeup Ordering on page 47

# Before Test Day Tasks and Information

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

## Prepare Yourself

- Read this entire manual.
- Complete online test coordinator training if you haven't already.
- Sign the Testing Staff Agreement and the OEAA Assessment Security Compliance Form.
- Plan to meet with your SSD coordinator to ensure you have plans in place for testing students with accommodations.
- Begin the Test Coordinator's Checklist.
- When your manuals arrive, distribute manuals to proctors for their review.

## Build Your Schoolwide Student List for Testing

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

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

## Compile a List of Students

Create a Schoolwide Student List, which will include all students eligible for testing—standard and accommodated. See the Sample Schoolwide Student List on page 111 with suggested headings.

1. Pull the list of eligible students from your school student information system, or you can run a Pre-ID Student Report from the OEAA Secure Site. Refer to [michigan.gov/securesitetraining](https://michigan.gov/securesitetraining) for assistance on generating this list.
  - a. All students **MUST** be pre-IDed in the OEAA Secure Site before testing. If a student was not pre-IDed by the February deadline, or enrolled after that date, pre-ID them in the OEAA Secure Site as soon as possible.
  - b. Closer to test day, you may need to add any newly eligible students, including students who have recently transferred to your school.
2. You may be asked to test homeschooled students. Make sure these students are pre-IDed in the OEAA Secure Site and accounted for as part of the Schoolwide Student List.
3. Ask your SSD coordinator to print a copy of the NAR and make sure you've accounted for students testing with accommodations or supports in your Schoolwide Student List.
4. Make sure your Schoolwide Student List notes the support type and languages for any students testing with EL supports.
5. Students in 8th and 9th grades will use different test books and must test separately.

You will now have 1 Schoolwide Student List to use for each grade to add room and staffing information. Check your list against the Sample Schoolwide Student List on page 111 to confirm that your list has all the information you'll need for planning rooms and staff.

## Accessing the NAR to Determine Room Needs for Students with Accommodations

The NAR for the PSAT 8/9 includes the names and SSD numbers of all students testing with accommodations and English learners testing with time and one-half. Before test day, the SSD coordinator can access the NAR in SSD Online to help you organize testing for students with accommodations.

## Plan Your Space

You'll need to work with the school administration and facilities staff to determine how best to use your available space to support the test administration.

## Designate a Secure Area for Materials

Designate a location for receiving, checking, and storing your test materials securely. See Prepare Your Materials on page 32 for more information.



## Evaluate Rooms for Testing

- Work with the school administration to identify which rooms will be used for testing.
- Make a list of available rooms at your school and how many students each room can hold, based on the seating and room requirements given later in this section.
- If you're using 1 or more off-site testing locations, identify the number of rooms needed and confirm they meet the facility and seating requirements given later in this section.

## Identify the Number of Rooms You Need for Testing

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

## Facility Requirements

To prepare for test day, you will need:

- A place to securely receive and store testing materials.
- An area where students can assemble before testing.
- Rooms for testing standard students and students with accommodations.
- A late-arrivals room for students who arrive late but still in time to be tested.

## Testing Room Requirements

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

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

## Room Selection Tips and Recommendations

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

**IMPORTANT:** *If your school is staggering start times for testing, assign rooms for separate overlapping testing groups in different areas of the school building to limit contact between students.*

## Seating Requirements

The following are seating requirements for all testing rooms:

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

The following seating arrangements are not allowed:

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

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

## Additional Requirements for Accommodated Testing

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

- Students who require different timing or breaks must be tested in separate rooms.
- Students with the same type of timing may be seated together. EL students receiving time and one-half can be seated with other time and one-half students as long as they use the same testing schedule (e.g., same breaks).
- An additional testing room is required if a student's accommodations would disturb other students or if the student is approved for an accommodation that requires one-to-one testing. Students approved for breaks as needed, a human reader, or a scribe must test in a one-to-one setting.
- A computer must be provided for students approved for use of pre-recorded audio and ATC formats. These 2 formats also require specialized timing and must be administered in separate rooms from each other. They also may not share a room with students taking other formats of the test. See the requirements in Plan for Computer Usage on page 24.

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

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

- Preferential seating
- Wheelchair access
- Large-print answer sheet
- Permission for food, drink, or medication
- 14-point large-print test book
- Magnification device (non-electronic)
- Sign language interpreter for oral instructions
- Printed copy of verbal instructions
- Auditory amplification or FM system
- Colored overlay
- Approval to record answers in the test book

If a student is approved in SSD Online for one of these as a College Board–approved accommodation, and is not approved for another accommodation that would require a separate setting, assign the student to a standard testing room.

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

Seat students using a large-print test, a large-print answer sheet, a calculator with large or raised display, or a magnification device 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.

### Identify Staff for Testing

Make a list of available staff and their roles. Be sure to include any additional support staff needed for accommodated testing.

- Work with school administrators to review teacher schedules. Teachers of classes that aren't meeting due to testing are likely candidates to serve as proctors and monitors.
- If you're testing students approved in SSD Online for accommodations, SAAs, or EL time and one-half support, work with your SSD coordinator to ensure you have proper staffing to meet students' needs.
- If your school is staggering the testing of multiple groups, you'll need additional testing staff to support each group. Consider assigning proctors to help with other duties when they are finished testing their own groups.

### Assign Staff to Testing Rooms

Starting with the number of testing rooms you previously identified, determine testing room assignments for staff who will administer the test (proctors) or act as monitors. If you'll be using additional staff to administer the pre-recorded audio format, work with the SSD coordinator or appropriate school staff to give testing staff access to the application in advance.

### 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 integrity and maturity expected of a member of the school staff. They should reflect the diversity of the students being tested and act in a fair, courteous, nondiscriminatory, and professional manner.

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

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

When making staff assignments, adhere to these policies:

- If a staff member has a child or member of their household taking the PSAT 8/9 at any test site during the same testing period, they must not take a role that gives them access to test books before test day. At a minimum, this includes the roles of test coordinator, SSD coordinator, and backup test coordinator. **When this policy is not followed, the related student's scores are subject to invalidation.**
- Never assign a proctor or other support staff to administer the test to a member of their family. If a staff member administers the test to their child or a member of their household, the scores will be invalidated, and the student will require a makeup test.

A test coordinator or a proctor must be present in each room to read aloud the instructions from this manual. In large testing rooms, if students might have difficulty hearing instructions, you may use a microphone or public address system. Do not use a public address system to administer the test in more than 1 room simultaneously. Monitors don't administer the test but may perform other duties.

Before accepting assignment to the testing staff, all individuals that you recruit, including any backup coordinator, must review, agree to, and sign the Testing Staff Agreement. You're also required to sign the form as test coordinator.

## Supplementing Testing Staff

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

## Proctors Needed

Proctors are responsible for conducting a secure, valid administration in the testing room. Each testing room requires 1 proctor. A human reader or scribe can serve as proctor in their room because they are testing just 1 student in a one-to-one setting.

## Room Monitors Needed

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

Room monitors help set up the testing area, monitor testing and breaks, and check the hallways during testing and breaks. They may also help with other duties such as seating students and distributing and collecting test materials.

### FOR EACH STANDARD TESTING ROOM

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

### FOR EACH ACCOMMODATED TESTING ROOM

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

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

## Hall Monitors Needed

You will always need at least 1 hall monitor to supervise students during breaks. Depending on the number of testing rooms, you may need more.

### NUMBER OF HALL MONITORS NEEDED

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

## Support Staff Needed for Accommodated Testing

Work with the SSD coordinator to check your dashboard in SSD Online for students approved for any of the following support staff:

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

Support staff must meet the same requirements as all other staff. No specific training is required for SSD support staff, but the test coordinator may choose to share proctor training materials with human readers, scribes, etc.

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## Build Your Room Rosters

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

## Assign a Testing Room Code to Each Testing Room

Testing room codes allow you to better manage your administration. If a group disturbance occurs, the testing room code allows you to identify students who may have been affected by the irregularity and makes it easier to quickly locate the right personnel to answer any questions related to such group irregularities. By speeding up investigations of irregularities, testing room codes help ensure scores for your school are released as quickly as possible.

- Assign a 3-digit testing room code to each room you've identified as a testing room. When using codes shorter than 3 digits, be sure to include leading zeros (e.g., 001, 020).
- Record the testing room code on each room list you created. The staff will give the testing room code to students to enter on their answer sheets and test books on test day.
- If you're using 1 or more off-site testing locations, assign a unique testing room code or set of codes for each location. (If you'll be using more than 1 testing room at a location, assign a testing room code to each room.)

## Assign Students to Testing Rooms

Divide your students into testing rooms based on room capacity.

- Separate your list of students into standard and accommodated test takers.
- Next, separate your list of students testing with accommodations or supports into testing rooms based on their accommodations listed on your NAR.
  - ◆ Remember that students testing in the same room must have the same color testing materials and the same testing schedule.
  - ◆ Some students with accommodations may also test in a standard testing room.
  - ◆ Students may require testing in small groups. Generally, small groups should consist of 15 students or fewer, but this may be smaller or larger depending on room size and individual student needs.
- Students in 8th and 9th grades must be tested separately.
- Add each student's testing room assignment to your Schoolwide Student List.
- On your Schoolwide Student List and your room rosters, indicate students' specific accommodations and identify any EL students testing with time and one-half.

## Create Individual Room Rosters

Build the room rosters of students testing in a given testing room to distribute to proctors.

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

## Update and Finalize Your Room Rosters

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

## Build Your Plan for Testing

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

### Plan for Preadministration

The preadministration session allows students to prepare their answer sheets for testing by filling in their demographic information in advance of test day. Students taking the PSAT 8/9 will fill out fields 1–8 only (page 1 of the answer sheet). We recommend that you schedule a preadministration session prior to test day. This will reduce the time needed for pretest activities on test day and improve the test-taking experience for your students and staff.

- Decide if you will need to schedule a preadministration session prior to test day. If so, you may hold preadministration sessions in any number of ways (for example, in a class, in an assembly for students taking the test, or in small groups). Don't let students take the answer sheets out of the room. All activities related to answer sheets must take place with school supervision.
- Filling out the required information fields may take as much as 20 minutes.

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

- Plan to distribute copies of the *PSAT 8/9 Student Guide* in advance of the preadministration session. The student guide provides a link to College Board privacy policies.
- If students are absent for your preadministration, plan a session with them at some other time before test day.
- On test day, have blank answer sheets on hand for any students who missed the preadministration session.

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

### Plan Training Sessions

You'll receive a link to access training approximately 6 weeks before test day. Training is required for test coordinators every year. Other test day staff must either take the online training or be trained by the test coordinator. You can share the link in the email with other test day staff, such as SSD coordinators and proctors. Make sure any off-site test coordinators and proctors are also given training. You can determine the best way to train other test day staff. Additional requirements for the Michigan Department of Education Assessment Security Training are documented in the *Assessment Integrity Guide* at [michigan.gov/psat](http://michigan.gov/psat).

See Train Your Staff on page 20 for a list of topics your staff should review prior to testing.

### Plan Your Test Day Schedule

On test day, plan to hold a session with staff before testing begins to share last-minute reminders and hand out testing room packets.

As you plan your schedule, you can review the Overview of Timing and Breaks for the timing of the test. It shows the total timing with breaks and without, as well as timing for various accommodations you may provide.

- Be sure to plan for the additional time it will take to test any student(s) approved for extended time.
- Select a start time that allows for the full time for testing within a typical school day. Begin testing early enough to complete testing before the end of the school day (a morning start time would best ensure this). For standard testing, you may not break for lunch and then resume testing.
- Schools can use flexible start times when testing groups of students taking the same assessment or taking different assessments. (For example, if you're administering both SAT School Day and PSAT 8/9, the group of SAT School Day testers could begin first, with PSAT 8/9 testers starting at a later time.)
- If your school is testing groups of students at different times:
  - ◆ All testing must start before the first group to test completes testing. Each group must have completed all testing before they are dismissed.
  - ◆ Consider multi-day test takers and students with extended time when assigning testing groups. College Board recommends assigning students testing with extended time to the earliest testing group.

## Plan Accommodated Testing Window Schedule

- All students on the NAR are eligible to test in the accommodated window.
- 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.
- For students who require 2-day testing, schedule the second day of accommodated testing on the next consecutive school day.
- Be sure to allow for rooms needed for 2 days of testing.
- Track any absentees and plan for them to test as soon as they return to school within the accommodated window.
- Plan for secure storage of materials used for 2-day testing. Materials for students testing during the accommodated testing window must be securely stored until all students have been tested. You'll return their answer sheets when all accommodated window testing is complete, no later than the end of the accommodated window.
- Students with double time (for the entire assessment) or using the pre-recorded audio format will test over 2 days.

## Plan Student Check-In

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

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

## Post Testing Room Assignments

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

When you post room assignments, include names and room numbers only. Take care not to post any student's personally identifiable information such as date of birth, address, accommodations, or supports.

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

## Plan for Breaks

Students may have snacks and drinks in supervised designated areas during scheduled breaks in testing. Before test day, designate 1 or more areas near the testing rooms to use for this purpose. In general, you should

avoid allowing snacks in the testing room unless local health and safety guidelines require it. In particular, food and drinks should never be allowed near testing materials unless a student has an approved accommodation.

Your staff may need breaks. While testing is in progress, testing rooms cannot be left unattended. Plan a schedule of break times with your staff before test day, and work out how you will rotate to allow each staff member at least 1 break. Staff in extended time rooms may require 2 breaks.

## Plan for Makeup Testing

Be aware of the makeup window for your school if you plan to administer makeup testing. Makeup testing requires that you follow all of the same policies as those for the primary testing window. For students absent during the primary testing window, securely store any pre-labeled or pregridded (i.e., with filled-in responses) answer sheets until you hold the makeup test.

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

- Compile the list of students who were absent or experienced an irregularity and who require a makeup test.
- Request materials. (You'll get an email before the primary test day with instructions.)
- Identify the number of rooms needed.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary. Students in 8th and 9th grade must be tested separately.
- After testing, return materials following procedures in After the Test Tasks and Information on page 41.

## Plan for Off-Site Testing

Most schools participating in PSAT 8/9 administrations will use their school as the test location. However, some schools, due to space restrictions, may need to plan for 1 or more off-site testing locations. The school (AI) code is common across all of your school's testing locations.

- Assign a unique testing room code or set of codes for each off-site location. (If you'll be using more than 1 testing room at a location, assign a testing room code to each room.)
- Assign an off-site test coordinator for each off-site location and off-site proctors as needed.
- Make sure off-site test coordinators and proctors are provided with training.
- Plan for secure transport of materials to off-site locations.
- Each location's test coordinator is responsible for ensuring that the off-site test location meets the requirements for test materials security, room configuration, seating (round tables are prohibited for testing), and test day staffing as described in this manual.

## Timing for the PSAT 8/9

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

### TIMING FOR THE PSAT 8/9

	Total Testing Time Including Breaks	Total Testing Time (Not Including Breaks)
Standard Time	2 hours, 35 minutes	2 hours, 25 minutes
Standard Time with Extra Breaks	2 hours, 50 minutes	2 hours, 25 minutes
Time and One-Half	4 hours, 3 minutes	3 hours, 38 minutes
Double Time, Day 1	3 hours	2 hours, 50 minutes
Double Time, Day 2	2 hours, 10 minutes	2 hours
Math Only Time and One-Half	3 hours, 15 minutes	2 hours, 55 minutes
Math Only Double Time	3 hours, 45 minutes	3 hours, 25 minutes
Pre-recorded Audio (MP3), Day 1	3 hours, 50 minutes	3 hours, 35 minutes
Pre-recorded Audio (MP3), Day 2	2 hours, 10 minutes	2 hours

## Manage Test Day Impacts

Administering the PSAT 8/9 will affect how your school normally operates. Plan ahead to ensure the day will go smoothly for those who are testing and those who aren't.

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

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

### Establish a Signaling System

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

## Minimize Distractions

Only test takers, testing staff, authorized observers, and SSD support staff (e.g., sign language interpreters) are allowed in the testing area on test day. Parents and guardians may need to be reminded of this policy.

Displaying signs or posters stating this policy can help minimize disruptions. When you train your staff, be sure to emphasize that this policy is both for security reasons and to protect students from disruptions on test day.

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

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

## Train Your Staff

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

### Hold Training Sessions

About 6 weeks before test day, you'll receive an email with online training information.

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

If you haven't already done so, have prospective staff read and sign the Testing Staff Agreement and the OEAA Assessment Security Compliance Form.

Be sure to review the following:

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

### Share Role and Room Assignments

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

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


## Maintain Security

Because electronic devices, including smartwatches and mobile phones, can be used to record test questions and answers or to bring answer keys into the testing room, College Board strictly prohibits such devices.


Phone access is not allowed in the testing site (unless approved for use as an accommodation). **Consequences for possessing prohibited devices include dismissal, score invalidation, and collection of the electronic device for investigation. Students who possess prohibited devices during the test, including breaks, may be barred from future College Board assessments.** Refer to the Irregularity Chart on page 117 for direction on how to address students caught using prohibited devices and aids. An IR must be completed for all incidents.

### Inform Staff of Policies

Make sure your staff understands and follows these policies:

- Prepare testing rooms by covering up or removing any instructional material, such as maps and charts.
  - Review instructions under Collect Students' Personal Belongings on page 55 to plan ahead for collecting or storing electronic devices (depending on school policy) as students enter the testing room. Instruct students to disable any alarms and power off electronic devices.
  - 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 unrelated to testing, such as using a phone, using a computer, or grading papers.
  - Make sure at least 1 staff member is in the testing room at all times.
  - Make sure students are monitored during scheduled and unscheduled breaks.
  - Make sure students don't access calculators, phones, or prohibited aids during breaks.
-  *Some mobile phones can be disguised as calculators with the use of a plastic covering. Also, separate erasers and calculator covers can be used to conceal aids and notes.*
- Don't leave test materials unattended by testing staff under any circumstances.
  - Make sure test materials aren't removed from the room.
  - Don't allow any student to eat or drink during testing unless they have an approved accommodation.



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

## Prohibited Devices Policies

Review College Board prohibited devices policies with your testing staff. See Check Student Desks for Prohibited Items on page 64 for a list of prohibited devices and aids.

- Students are advised to leave their devices in their lockers during test day. Despite this, many students will have their phones and other devices with them. College Board policy requires staff to collect phones and electronic devices, including wearable technology, before testing begins.
- Devices must be completely powered off before collection. A phone or other prohibited device that makes noise is grounds for score invalidation. Some alarms are set to sound even when the device is turned off.
- Before testing begins, students have 1 more chance to turn off and turn in their phones and other electronic devices if they haven't already.
- **Once the warning script has been read, if a prohibited device is seen in a student's possession, regardless of whether it's making noise, the test coordinator should collect the device, inspect the device for test-related content, and dismiss the student.** (Refer to the Irregularity Chart for more information.)
- If a student's phone makes noise or creates a disturbance while in the proctor's possession or stored away from the student's desk, this shouldn't be considered grounds for dismissal, but the proctor should power off the phone to prevent additional disturbances during testing and warn the student that additional disturbances will result in dismissal.
- Full direction on how to address students caught using prohibited devices and aids appears in the Irregularity Chart under Security Violations. Contact Michigan PSAT 8/9 Support immediately for further instructions if a device has been collected and test content is detected on the device.

## Prohibited Devices and Aids

Students may not have the following in the test area or break area, except in the case of approved accommodations for particular testing aids:

- Mobile phones, smartwatches, fitness trackers, or other wearable technology (simple nondigital watches are acceptable)
- Audio players or recorders, tablets, laptops, notebooks, Bluetooth devices (e.g., wireless earbuds/headphones), or any other personal computing devices

- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, or mechanical or colored pencils
- Books or references of any kind (except for EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper (except for EL supports)
- Earplugs
- Unacceptable calculators that have computer-style (QWERTY) keyboards, use paper tape, make noise, or use a power cord
- Weapons or firearms

## Device Collection Procedures

Students must power off and turn in all phones, wearable technology (e.g., smartwatches or fitness trackers), and other electronic devices before beginning to test. It's important for students to feel confident that their devices are safe and will be returned to them promptly at the end of testing. Depending on your school policy, you must follow 1 of these 2 options for adhering to College Board policy requiring collection of devices:

- Option 1 – Collect devices and put them in individual bags. (Follow this option if school policy permits.)
- Option 2 – Keep devices in students' bags and collect bags.

**IMPORTANT:** *If your school has different testing groups starting at different times, mobile phones may be returned to students completing testing only after the last group of students has begun testing.*

For more details and suggested collection procedures, see Collect Students' Personal Belongings on page 55.

## Medical Devices

Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. Follow your school or state's policies regarding EpiPens.

Other medical devices, such as devices used for testing blood sugar, require an accommodation. In some cases, a student may be approved in SSD Online to have a mobile phone in the testing room for use with a glucose monitor. Only students specifically approved to have a mobile phone in the testing room may do so. Approval to test blood sugar doesn't permit the student to have a mobile phone; they must also be approved for use of a mobile phone. For more information, see Use of Medical Devices on page 56.

## Students with Service Animals

Students are encouraged to request accommodations for both service animals, such as guide dogs, and emotional support animals. Service animals may be permitted without an accommodation so long as they're trained and the student can explain what service the animal provides. Don't admit untrained emotional support animals that haven't been approved as an accommodation. Contact the SSD office for further information.

## Test Monitoring Responsibilities

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

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

Staff should allow only 1 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 in SSD Online for breaks as needed). Staff should collect the test book and answer sheet as the student leaves the room, make sure the test book is the actual test book and not a substitute, and fan the test book to make sure no pages have been removed.

## Seating Policies

Have proctors follow these procedures:

- Develop a seating plan ahead of time that follows the seating guidelines for type and spacing of seats. (Find Sample Seating Plans under Test Coordination at [psat.org/downloads](https://psat.org/downloads).)
- Assign seats at random or by prearrangement with the test coordinator. Seating should not be arranged in any predictable order. **Never allow students to select their own seats.**
- Use the seating chart on the back cover of this manual to record the seating in their rooms for future reference. Test coordinators should keep all seating charts for at least 3 years.

## Calculator Policies and Guidelines

Calculators may only be used on the Math Test – Calculator portion of the test, unless a student is approved to use a basic 4-function calculator as an accommodation on the Math Test – No Calculator portion. Students may have calculators on their desks only when working on the Math Test – Calculator questions. Calculator covers should be stored under desks during testing.

General policies are as follows:

- All questions can be answered without a calculator.
- We recommend students use a scientific or graphing calculator they are familiar with on the Math Test – Calculator portion of the PSAT 8/9.
- Students should supply their own calculators. If your school provides calculators, you must ensure the devices are included in the Acceptable Calculators list in the Appendix, have working batteries, and are functional. Make sure students are comfortable using them, and have a few extras on hand in case of malfunction.
- Students may also bring acceptable backup calculators in case their primary equipment and batteries fail, but they need the proctor's permission to use backup equipment. If your school provides calculators, be sure to have a few extra on hand.

## Monitoring Equipment Use

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

- Only handheld equipment that doesn't require an external power source can be used for testing.
- All scientific calculators and most graphing calculators are acceptable. See the Acceptable Calculators list in the Appendix. All 4-function calculators are permitted on the Math Test – Calculator, but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

**SSD** *Students approved to use a calculator on the Math Test – No Calculator questions must use a basic 4-function calculator on this section. (Percentage and square root functions are allowed.) Confirm that the calculators aren't more advanced models (scientific or graphing calculators).*

## Calculator Malfunction

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

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

## Prepare to Test Students with English Learner Supports

College Board provides supports for English learners approved by their school to use them. The supports used for testing should align to the supports that students use for classroom tests. The available EL supports include time and one-half on the entire test, translated test directions, and permission to use an approved word-to-word bilingual dictionary. (Students using the time and one-half EL support must be entered in SSD Online.) Students can use any of the supports alone or in combination with one another. Refer to the guidance provided by the Michigan Department of Education on appropriate use of EL supports at [michigan.gov/psat](https://michigan.gov/psat).

Once you identify the students who require EL supports and the languages they need, you'll have to obtain the supports and plan for time and one-half for those who need it. This support must be requested each academic year for students who need it.

### Provide Translated Test Directions and Dictionaries

No preapproval or request is required to use translated test directions or word-to-word dictionaries.

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

### Prepare for Extended Time EL Support

Requests for EL students testing with time and one-half must be entered in SSD Online in advance of the deadline. These students will be listed on the NAR to facilitate planning. When determining room assignments, you can place these students with other students taking the test with time and one-half on the entire test as long as no other accommodations are being administered that would require different timings or breaks.

## Prepare to Test with Accommodations

The use of accommodations for the PSAT 8/9 is limited to students who, due to a disability, require accommodations to access a test, such as students with a disability who have documented needs on an Individualized Education Program (IEP) or 504 plan. It is important to note that different accommodations may be required for the PSAT 8/9 than for other state assessments given in the same time frame, such as the Michigan Student Test of Educational Progress (M-STEP).

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

College Board requires preapproval for all accommodations. Providing accommodations without authorization may result in the student's scores being invalidated.

To help ensure students testing in your school receive reportable scores, only provide testing accommodations to students if they are listed on the NAR or the SSD Online dashboard. If you can't find a student's name in either place, call the SSD office for assistance.

Students with accommodations must be tested with the correct testing materials, using the corresponding scripts. Students testing with SAAs will use lime green test books. All other students, including those testing with College Board–approved accommodations or EL supports, will use the standard test books (with red covers) unless approved for another format (for example, large print or braille with raised line drawings).

For their reference, students using a human reader or pre-recorded audio, ATC, or braille format as a College Board–approved accommodation will receive a test book with the subtitle, "For Pre-Recorded Audio, Human Reader, Braille, ATC." Students using these formats as SAAs will use the regular-print lime green test book along with their approved format.

This manual includes scripts for standard and accommodated testing. Downloadable standalone scripts for ATC users are available from SSD Online (see Download Scripts for ATC Users on page 26).

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

Students with accommodations absent on test day should test later in the accommodated testing window using the same testing materials. If you have students with accommodations who experience an irregularity on test day that may invalidate their results, contact the SSD office as soon as possible.

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

## TASKS FOR TEST COORDINATORS

The test coordinator oversees all testing, including the testing of students with accommodations. You'll need to work with the SSD coordinator to plan and adjust room assignments and staffing to meet the needs of your students.

### Check Room Assignments for Students with Accommodations

As the test coordinator, you're responsible for creating room assignments for all students, including those testing with accommodations, as covered in Build Your Room Rosters on page 16. Proctors testing in accommodated rooms should closely review the content related to the accommodations they're administering, as provided in this manual.

### Plan for Computer Usage

If you're testing students with any of the following accommodations, your school must provide a computer or device for the student (a student may not use a personal computer or a computer belonging to their family):

- Pre-recorded audio format
- ATC format
- Electronic braille writer (braille notetaker)

Make sure appropriate computers are provided in rooms where needed.

- For students using an accommodation requiring a flash drive, make sure the computers have USB ports.

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

- For students using pre-recorded audio format, you'll need computers with access to the internet for downloading the streaming application and test content. On test day the SSD coordinator or proctor will need to launch the streaming application, and the SSD coordinator, proctor, or student will need to download the test content. Internet availability will be disabled by the application once testing begins and is not needed during the test itself. If your school is unable to connect to the internet, contact the SSD office as soon as possible.
- If you require staff other than the SSD coordinator to proctor the pre-recorded audio streaming administration, you'll need to work with the SSD coordinator to give proctors access to the pre-recorded audio streaming application. The SSD coordinator will receive an access code to set up additional proctors if needed.
- For students approved to use a braille notetaker for math calculations (scratch work), provide a display monitor to connect to the braille notetaker so the proctor can see what the student is typing.
- Instruct the staff to test the equipment before test day and ensure that important precautions for electronic equipment are followed. See Set Up Computers for ATC Users on page 26, Set Up Computers for Pre-recorded Audio on page 26, and Administer Accommodations on page 58 for more information.

### Ensure Approved Transcription Is Planned

Some accommodations require transcription. For students using braille writers or other devices, or students approved to write their answers in test books, testing staff must transfer the answers to the answer sheet after the student completes the test. Large-print answer sheets shouldn't be transcribed.

### Assign Any Support Staff for Students with Accommodations

- Using the list supplied by your SSD coordinator, assign support staff, such as human readers, scribes, or sign language interpreters (for directions only), to students approved in SSD Online for them. Follow the same guidelines as for other staff assignments (see Plan Your Staff on page 14).
- Don't assign a student's relative to be their support staff.
- Assign a single human reader or scribe to each student. (Human readers and scribes can't be shared.) Students assisted by a human reader or scribe must test in a one-to-one setting.
  - ◆ Because of the one-to-one testing, the human reader or scribe may serve as the student's proctor if feasible.
  - ◆ Be sure to fully train any support staff who are serving as proctors.

- Notify human readers and scribes that their students will take the test with time and one-half unless a student is already approved in SSD Online for double time (or more).

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

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

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

## TASKS FOR SSD COORDINATORS

### Work with the Test Coordinator

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

- A copy of the NAR. The SSD coordinator will need to review the students listed on the NAR to confirm that all students are reflected as anticipated. If any student eligible to test is approved for accommodations in SSD Online but doesn't appear on the NAR, the SSD coordinator should handwrite the student's name, SSD number, and accommodations at the bottom of the NAR.
- A list of students approved for accommodations, and notification of any updates to apply to the Schoolwide Student List. This includes any students who will be using the time and one-half EL support.
- A list of needed support staff for students testing with accommodations.
- Help setting up any computers for computer-based formats (e.g., pre-recorded audio or ATC format).
- Assistance with planning for rooms and materials.
- Assistance with providing access to pre-recorded audio if staff other than the SSD coordinator will be proctoring the pre-recorded audio format.

### Request Accommodations and EL Supports

The SSD coordinator submits requests for accommodations and EL supports for your students. All accommodations for students with disabilities must be approved in advance of the test in SSD Online. Some requests will require documentation for College Board review. Requests that require documentation review may take approximately 7 weeks to process from the date we receive all documentation.

For EL students requiring time and one-half for the entire test, the SSD coordinator will work with the test coordinator to enter the request in SSD Online. Unlike College Board accommodations, the EL time and one-half support must be requested each year for students who need it. This is the only EL support that must be requested in SSD Online. Refer to the Supports and Accommodations Guidance Document available at [michigan.gov/psat](http://michigan.gov/psat).

- For detailed instructions on how to access SSD Online, see [collegeboard.org/ssdonline](http://collegeboard.org/ssdonline).
- If a student needs temporary assistance for an injury such as a broken arm, download and submit a Support for Students with Temporary Physical/Medical Conditions form as soon as possible. The form is available online at [accommodations.collegeboard.org/pdf/state-provided-temporary-conditions-form.pdf](http://accommodations.collegeboard.org/pdf/state-provided-temporary-conditions-form.pdf). Don't submit these requests in SSD Online.

### Review Approvals and Add New Requests

The SSD coordinator will:

- Identify students testing this year and confirm accommodations.
- Use the SSD Online dashboard to look up students.
- Submit a request in SSD Online for new students or students who need accommodations that have not yet been requested.
- Verify the following information for students with previously approved accommodations:
  - ◆ The accommodations approved match the student's current accommodation needs and will be used by the student on test day. (Submit changes in SSD Online.)
  - ◆ The student's name, birth date, and graduation date are correct.
- For any student no longer at your school, use SSD Online to have the student removed from the dashboard.
- Submit requests in SSD Online to transfer newly enrolled students with previously approved accommodations to your school's SSD dashboard.
- Work with the test coordinator to determine which students will be using the EL support of time and one-half and submit the request in SSD Online by the EL deadline.

**IMPORTANT:** If the SSD coordinator submits late requests for supports after the deadline, including SAAs or extended time for EL students, or if accommodations are approved close to test date, call the SSD office to confirm that materials can arrive in time for testing.

### Download and Verify the NAR

The SSD coordinator will need to supply the test coordinator with the NAR regularly in the weeks leading up to the test administration. The NAR, which can be accessed through SSD Online, will be updated as accommodations are approved. A final NAR should be provided to the test coordinator in the days before testing to ensure proper planning for test day. If the SSD coordinator cannot print the up-to-date NAR from SSD Online, or if you need to add students who do not attend your school, you may write in these students on the NAR.

### Set Up Computers for ATC Users

Follow these steps to set up computers for ATC users:

1. Print the student's last name, first name, and middle initial on the back of the ATC packaging.
2. Remove each flash drive from its packaging.
3. Insert the flash drive into a USB port on a computer that has Microsoft Word and the student's approved assistive software installed (JAWS or ZoomText, for example).
4. Follow the instructions under the opened flap on the flash drive packaging.
5. Disable the following functions:
  - ◆ Disconnect the computer from any networks and from the internet.
  - ◆ Disable camera and recording functionality.
  - ◆ Verify all spelling and grammar check tools are disabled so errors to be identified by the student as part of the assessment aren't flagged by software running on the computer.
6. Once you've set up and tested the flash drives:
  - ◆ **Before test day:** Eject them and return them to their packaging. Securely store them with other test materials.
  - ◆ **On test day:** Set up the computers again, and leave the flash drives inserted in the computers and the packaging on the desks for the students to reference. The students will need the password on the packaging to open the test each time it has been paused.

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

### Download Scripts for ATC Users

College Board has developed specialized scripts for the ATC format so proctors don't have to move back and forth between different scripts. While setting up computers, the SSD coordinator or designated staff member with access to SSD Online should set aside time to download and print the correct script for a student testing with ATC format.

The scripts can be found on SSD Online. From the dashboard, select **Helpful Links** and then **Test Scripts & Instructions**. Proctors still need this full-length manual to guide them in setting up their rooms and following testing policies. If no one on staff has access to SSD Online, call the SSD office for assistance.

### Set Up Computers for Pre-recorded Audio

You'll need internet access and access to SSD Online to download the streaming application and test content. Internet availability will be disabled by the application once testing begins. A sample test form will be available to ensure your school's computers can support audio streaming.

**IMPORTANT:** The streaming application must be installed prior to test day. If computers at your school are set up to require staff or students to log in, the application has to be installed on the user profile for the computer that the student will be signed in to on test day. (The streaming application will be visible as a desktop icon only on the user account it was originally installed on.)

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

To prepare and administer the pre-recorded audio format, the following steps are needed. Complete instructions are provided in this section and in the streaming access instructions accessed by the SSD coordinator or designated staff in SSD Online.

1. The SSD coordinator (or designated staff member with access to SSD Online) receives and shares an access code (used in SSD Online) with proctors administering the pre-recorded audio format. The access code is sent via email a few days before the test.
2. The SSD coordinator or designated staff member works with technology staff to download and install the application, creating a desktop icon on all PCs or Macs. (The application is launched from the apps link on Chromebooks.)

3. Staff downloads and launches the sample form to confirm functionality on all testing devices.
4. Each day of testing, the proctor will launch the application for each student.
5. Either the proctor or the student will download and launch the relevant test content before testing begins.

These are the steps required to ensure successful use of the streaming application. You can also refer to the streaming instructions page in SSD Online.

1. Work with the technology staff to download and install the application from SSD Online to any computers that will be used for testing. An application icon will be created during installation. It's critical to ensure each person proctoring the test on either Day 1 or Day 2 can view the application icon when they sign in to the testing machines.
2. The streaming application can be pushed to all managed Chromebooks and PCs by your IT administrator. Detailed installation instructions are available via the mass install instructions link in SSD Online through the pre-recorded audio application access instructions page. Share these instructions with your IT staff before test day. If you aren't able to use the mass install through your technology staff, see *Install the Streaming Application on Single PCs and Macs* later in this section.
3. Once the application has been installed on each student's computer, you must launch the sample test form on every computer to confirm functionality, using the account (if login is required) the student will use to sign in on test day. Printable instructions for how to run the sample test form are available for download on SSD Online. From the SSD Online dashboard, select **Pre-recorded Audio (MP3 via streaming)**.
4. For both the sample test and the actual test form, you or the proctors will need a College Board account and an access code to access the relevant information in SSD Online. The SSD coordinator can share their access code with up to 10 additional proctors. Proctors won't have access to all information in SSD Online; they will only have access to download and administer the test content. Each student's College Board SSD number will be required on test day to download the test content. The SSD coordinator should print the NAR before testing.
5. On test day, the SSD coordinator or proctor will launch the streaming application and download the test form (unless students are downloading the test form themselves). This needs to be repeated for each student, prior to the start of testing.

When testing is complete, all test content will be removed from the computers. The application can remain installed for future College Board testing.

**IMPORTANT:** *Start early! The streaming application must be installed prior to test day. Call the SSD office for assistance (see the contact information at the front of this manual). If the SSD office cannot address a technical issue, or internet access is not available at your school, College Board will need to ship pre-recorded audio on flash drives in time for test day.*

### **Install the Streaming Application on Single PCs and Macs**

If you don't use the mass install through your technology staff, the application must be installed on Windows PCs and Mac computers by the SSD coordinator or designated staff with appropriate rights to install applications.

Prior to test day, for single PC or Mac installation, the SSD coordinator or other designated staff member should:

1. Sign in to their user account on each computer.
2. Sign in to SSD Online and find the link to download the streaming application on the streaming instructions page.
3. Download and install the application. Once installed, the application will appear as an icon on the desktop.
4. Run the sample test form on every computer. From the SSD Online dashboard, select **Pre-recorded Audio (MP3 via streaming)** to access instructions.

## **Types of Accommodations and Materials**

College Board offers extended time; special formats such as braille, pre-recorded audio, and large-print materials; and other accommodations to students with documented needs and an approved request in SSD Online. Some students may be approved for 1 or more alternate test formats. See *Materials Provided for Accommodated Testing* on page 30 for a list of materials provided for specific accommodations.

The information provided here will help you plan for administering the test to students with accommodations that affect their room assignments, support staff requirements, and provided aids (including computers).

## Accommodated Timing and Breaks

Some of your students may be approved for accommodations that require different timing or breaks for 1 or more sections on the test.

- Students approved for extended time in reading will receive extended time on all sections of the test. Students using the time and one-half EL support also receive extended time for the entire test.
- Students approved for extended time only in math will get extended time only for the math section.
- See the chart Overview of Timing and Breaks on page 104 for detailed information about which scripts to use for various accommodations.

A student can be approved for accommodated breaks of various types. During their breaks, students approved for accommodated breaks are still subject to the same regulations that apply to standard breaks. The proctor will post break times for them as noted in the scripts. See Administering Accommodated Breaks and Extended Time on page 60 for more details.

## Test Aids and Support Staff

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 for the scribe to grid on a standard answer sheet. Students who test with a scribe will test with time and one-half unless they have already been approved for double time (or more). These students test in a one-to-one setting.
- **Braille Writer:** Students will use a braille device (for example, Perkins Brailler) to record responses. Answers must be transcribed by school staff after the test (return braille pages with answer sheets). Electronic braille writers/notetakers (for example, BrailleNote) 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 display 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. Students recording their answers on a braille device may also be approved to use scratch paper.
- **Record Responses in the Test Book:** Students will record all answers in the test book. The staff must transfer the responses to the standard answer sheet after the test.
- **Record Answers on a Large-Print Answer Sheet:** Large-print answer sheets are returned with other used answer sheets in the white Accommodated Testing Envelope. No transcription is required.

Students who are deaf or hard of hearing:

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

Students assisted by a human reader:

- Take the test with time and one-half unless already approved for double time (or more).
- Test in a one-to-one setting.
- Will need a script for dictation of test questions (for use by the human reader), a subtitled test book or an SAA lime green test book, if applicable (for the student's reference), and possible additional test materials as approved in SSD Online (for example, braille with raised line drawings).

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

## General Notes for Electronic Devices

Computers used for the audio streaming application must have internet access in order to set up the test; during the test itself, access to other applications will be disabled and internet access is no longer needed. Use of the internet in the testing room is only permitted in order to set up the streaming application.

Make sure that any other electronic device used for testing in any format, including a computer for use of ATC, a braille writer, or any electronic magnification device, 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, computer, or monitor connected to an electronic magnification device must not be able to copy, store, or print the magnified images. Any capability for recording, storage, snapshot, or transmission of data, whether in the form of pictures, text, or other information, is strictly prohibited.

## Large Print

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



## Braille Test Formats

- Students approved for braille with raised line drawings test with braille test formats. These students have standard time and breaks (Script 1) unless approved in SSD Online for other accommodations.
- Braille test formats are in Unified English Braille (UEB) with Nemeth Code for math. They include raised line drawings of graphs and figures when graphs and figures are included in the test.
- Provide each student with a copy of the *Guide to the Nemeth Code* and the *Braille Reference Information* (a braille math reference book). 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're taking the braille test. The *Braille Reference Information* contains math reference material required for the braille test.

To supplement each braille test, a subtitled test book or an SAA lime green test book, if applicable, is included as a reference. A reader's script will also be sent in case the student asks to have a question read.

## Raised Line Drawings

Some students using formats other than braille may be approved for the accommodation of raised line drawings (also called braille graphs and figures or braille figure supplements) along with a human reader or pre-recorded audio format. See *Administering Raised Line Drawings* on page 62 for more information.

## Pre-recorded Audio and ATC Formats

Chromebook, Mac, and Windows are supported for both pre-recorded audio and ATC formats.

The school must provide suitable computers for pre-recorded audio and ATC formats. Schools can also provide earphones (which are required for the pre-recorded audio format and for use with any text-to-speech software used with the ATC format).

**The pre-recorded audio format** is an audio recording of the test. It's delivered via streaming application and consists of read-only files.

- Setup for pre-recorded audio testing should be done before test day to ensure a smooth administration. Setup information is in this manual (see *Set Up Computers for Pre-recorded Audio* on page 26) and on the streaming instructions page accessed by the SSD coordinator in SSD Online.
- Setup requires 2 steps: installing and testing the application prior to test day and downloading the actual test content during each day of testing.

- If your school's computers require login credentials, the person who installed the application before test day must also be present on each day of testing to sign in to each computer and start the application.
- To launch the test form, the staff member or student will require the student's College Board SSD number. The SSD coordinator can locate this number through the SSD Online dashboard; it's also listed on the NAR.
- All students using pre-recorded audio format will test with double time for the entire test and will have an additional 45 minutes to complete Section 2. These students test over 2 days.
- If your school has been approved to use pre-recorded audio flash drives, they also must be set up before test day. The flash drives contain read-only files and a built-in player to deliver the test content.

**The ATC format** requires double time for Section 2 only. For all other sections, students will receive the timing they are approved for (standard, time and one-half, or double time). ATC standalone scripts for specific timings are available for download from SSD Online. For more information, see *Download Scripts for ATC Users* on page 26.

A test book with the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" is provided for reference to each student using pre-recorded audio or ATC format as a College Board–approved accommodation. Students testing with these formats as SAAs will use the regular-print lime green test book along with their approved format.

## Troubleshooting for Pre-recorded Audio (MP3 Via Streaming)

Set up audio streaming before test day to ensure a smooth administration. If problems arise, check your internet access before seeking additional assistance.

Contact Michigan PSAT 8/9 Support if you have any additional questions or issues with the application, including but not limited to:

- Downloading and installing the application
- Administering the sample form
- Data collection
- Administering the test form

## State-Allowed Accommodations

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

## Materials Provided for Accommodated Testing

Use the table that follows to confirm you have received all materials for students testing with accommodations and students using the time and one-half EL support.

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

ACCOMMODATED TESTING	
Accommodation	Materials Provided for Each Approved Student
<ul style="list-style-type: none"> <li>▪ Time and one-half (includes EL support)</li> <li>▪ Double time</li> <li>▪ Auditory amplification/FM system</li> <li>▪ Breaks as needed</li> <li>▪ Extra or extended breaks</li> <li>▪ 4-function calculator on Math Test – No Calculator portion</li> <li>▪ Home/hospital testing</li> <li>▪ Late start time</li> <li>▪ Limited testing time</li> <li>▪ One-to-one testing</li> <li>▪ Permission for food/drink/medication</li> <li>▪ Permission to test blood sugar</li> <li>▪ Preferential seating</li> <li>▪ Record answers in test book</li> <li>▪ Sign language interpreter</li> <li>▪ Small-group setting</li> <li>▪ Use of colored overlay</li> <li>▪ Wheelchair accessibility</li> <li>▪ Writer/scribe</li> <li>▪ Printed copy of verbal instructions (Download instructions from SSD Online)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Standard-print test book</li> <li>▪ Standard answer sheet</li> </ul>
Large-print answer sheet <ul style="list-style-type: none"> <li>▪ Large print - 14-point test book</li> <li>▪ Large print - 20-point test book</li> <li>▪ Large print - 24-point test book</li> <li>▪ Large print - Larger than 24-point test book</li> </ul>	<ul style="list-style-type: none"> <li>▪ Large-print answer sheet</li> <li>▪ Large print—14-point/20-point/24-point/larger than 24-point test book, as applicable</li> <li>▪ Standard answer sheet</li> <li>▪ Large-print answer sheet (for students approved to use them)</li> </ul>
Pre-recorded audio (MP3 via streaming) format	<ul style="list-style-type: none"> <li>▪ Streaming application with MP3 files*</li> <li>▪ Test book with subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC” (for College Board–approved accommodations)</li> <li>▪ Standard lime green test book (for SAAs)</li> <li>▪ Standard answer sheet</li> </ul>
ATC	<ul style="list-style-type: none"> <li>▪ Flash drive with ATC files</li> <li>▪ Test book with subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC” (for College Board–approved accommodations)</li> <li>▪ Standard lime green test book (for SAAs)</li> <li>▪ Standard answer sheet</li> <li>▪ Large-print answer sheet (for students approved to use them)</li> <li>▪ ATC standalone script (Download script from SSD Online)</li> </ul>

**Accommodation**

Human reader

**Materials Provided for Each Approved Student**

- Reader's script
- Test book with subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" (for College Board–approved accommodations)
- Standard lime green test book (for SAAs)
- Standard answer sheet

Braille with raised line drawings

Students might be separately approved to use a raised line drawings supplement (see below) in conjunction with a test format such as an audio version of the test, or with a human reader. This is not the same as testing with a braille test.

Braille kit:

- Braille Book 1—Reading Test, Writing and Language Test
- Braille Book 2—Math Test – No Calculator, Math Test – Calculator
- *Guide to the Nemeth Code*
- *Braille Reference Information*

Also:

- Standard answer sheet
- Test book with subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" (for College Board–approved accommodations)
- Standard lime green test book (for SAAs)
- Reader's script

Raised line drawings

*Braille Figure Supplement* book

\*Flash drives with MP3 audio files may be provided on request to schools unable to stream pre-recorded audio.

## Prepare Your Students

### Inform Students About the PSAT 8/9

- Several weeks before test day, meet with students, including those with accommodations, to review important information for test day. Let them know their schedule and that they won't have lunch until after testing ends for the day if testing in the morning.
- Distribute the *PSAT 8/9 Student Guide*, delivered in your preadministration shipments, to your students as soon as possible. Encourage students to read the Terms and Conditions. The student guide also provides sample test questions and test-taking tips.

### Inform Families About the PSAT 8/9

We suggest you inform students' families of what students can expect on test day and what the PSAT 8/9 means to their college and career planning. Make them aware of additional privacy policies and Terms and Conditions as described in the *PSAT 8/9 Student Guide* so they can discuss them with their child. Parents should know that students taking the PSAT 8/9 won't complete the optional demographic questionnaire.

### When and Where to Report

Ensure students know what time to arrive on test day. Arrange to notify students about their designated rooms for test day as they arrive at school. We recommend assigning a monitor to each entrance of the school on test day with a list of the assigned testing rooms to help direct students. If you do not have enough staff to assign a monitor to direct students, consider posting a

list of students' assigned testing rooms at each entrance of your school. If you post a list, please do so in a way that doesn't call attention to students testing in accommodated rooms.

### What to Bring on Test Day

Tell students to bring the following on test day:

- Two No. 2 pencils with soft erasers; no pens or mechanical pencils.
- Acceptable calculator (for the Math Test – Calculator portion of the test only).
- Earphones, if using an ATC or pre-recorded audio format (unless the school is providing earphones).
- Current and valid school or government issued photo ID that includes their name and signature, if necessary.
- For students approved to use a calculator on the Math Test – No Calculator portion of the PSAT 8/9, a separate, basic 4-function calculator. (Percentage and square root functions are permitted.)

We also recommend that students bring:

- Snacks and drinks (which must be stored under the students' desks during testing).
- Extra batteries and a backup calculator.

If applicable, give this information to all students who don't regularly attend your school but who will be testing at your school.

## What Not to Bring on Test Day

Students may not have items listed under Check Student Desks for Prohibited Items on page 64 (except in the case of accommodations approved in SSD Online for specific aids).

## Marking the Answer Sheet

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

- No. 2 pencils with soft erasers are required. Mechanical pencils are not allowed because they may punch through the answer sheet or may not have No. 2 lead. Marks made with the wrong kind of lead don't scan properly and may not be scored.
- Students must fill in each bubble darkly and completely. Students using a large-print answer sheet must mark Xs 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 sheet—no credit is given for answers recorded in the test book (unless approval has been given in SSD Online for this accommodation).

## Important Reminders for ATC and Pre-recorded Audio Users

Share these important details with your ATC and pre-recorded audio format users ahead of test day:

- Students using pre-recorded 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—only wired earphones are permitted.
- Students using either format should practice to become familiar with the software before testing. For tips and practice tests, go to [collegeboard.org/request-accommodations/how-students-can-practice/psat-nmsqt-psat-10](https://collegeboard.org/request-accommodations/how-students-can-practice/psat-nmsqt-psat-10). While these practice materials are for the PSAT/NMSQT® and PSAT 10, students can use them to become familiar with the navigation tools.
- Pre-recorded audio users should know how much testing time they'll have and that they'll be testing over 2 days.
- The ATC format will be administered with the same approved timing as a paper test format with 1 exception: Section 2 requires double time.
- Students use ATC and pre-recorded audio formats to access test questions, but still must record their answers on an answer sheet (or another method according to an approved accommodation).

## Protecting Student Privacy

We are committed to protecting student data.

- As test coordinator, it is your responsibility to ensure that test day rosters are only handled by staff supporting the administration and are stored securely or returned to College Board.
- Student information, including date of birth, address, and accommodations or supports, should not be posted or otherwise shared publicly. If you post room assignments at your school, include name and room number only.

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

For more information about privacy practices, please visit:

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

## Prepare Your Materials

Plan ahead to check and secure materials as you receive them and assign no more than 2 other staff members to access the materials.

## 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 to never allow unauthorized individuals near test materials.

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

## Check the Preadministration Materials Shipment

Preadministration and test materials typically arrive in 1 or more separate shipments.

Preadministration materials include:

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


**IMPORTANT:** *If you do not have enough answer sheets, use the additional material ordering window in the OEAA Secure Site to request more be sent to you. Photocopied answer sheets will not be scored.*

## Check the Test Materials Shipment

Select a secure, locked location for storing test materials, and confirm access to the storage area is limited to no more than 3 authorized individuals.

Standard and accommodated materials will be shipped separately to the test coordinator. Test materials for 8th and 9th grade will be shipped separately. You should receive testing materials approximately 3 weeks before test day.

Each shipment may include more than 1 box.

 *If you do not receive testing materials by the expected date, call Michigan PSAT 8/9 Support immediately.*

**IMPORTANT:** *Check the contents of the test materials shipment within 24 hours of delivery to allow enough time to get missing or extra materials to you, if needed. Use the packing list(s) to make sure all items are accounted for. Do not remove any testing materials from the test site without the consent of OTI.*


See Materials Tables on page 4 for further information about each shipment.

Your shipments will include:

- Shipment-level shipping notice. One box will contain a summary list of all materials in the shipment.
- Shrinkwrapped standard test books.
- Accommodated test materials for individual students approved to use them.
- Subtitled test books for individual students approved by College Board for a human reader or pre-recorded audio, ATC, or braille format. (Be sure to keep these separate from the standard test books used by other students.) Students using these formats as SAAs will use regular-print lime green books along with their approved format.

- Lime green materials for individual students testing with SAAs, if necessary.
- Coordinator Testing Materials Kit containing:
  - CRF.
  - IR forms.
  - White Accommodated Testing Envelope for return of answer sheets for students tested with accommodations.
  - Gray-Bordered Envelope.
  - Tape to seal the boxes when you return materials.
- Carton(s) or UPS Express Pak(s) with preapplied labels for returning used answer sheets.
- Preprinted UPS label(s) and red labels for returning all test books.

For security reasons, do not unseal or open the test book wrapping until test day. Check them as follows:

- Verify that you have received all boxes in the shipment. If more than 1 box was used for your shipment, each will be marked accordingly (e.g., 1 of 3, 2 of 3, 3 of 3).
  - Validate each item on the box-level materials list is in each box.
  - Verify the quantities of test materials by carefully counting the test books enclosed inside the shrinkwrapped bundles, but do not open the shrinkwrap. Check the test book covers to ensure they specify the correct symbol:
    - ◆ Test books for 8th-grade primary testing have an **apple** on the cover.
    - ◆ Test books for 9th-grade primary testing have a **crescent** on the cover.
  - Compare the serial numbers on test materials against those on your shipping notice.
-  *Call OTI immediately if materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books do not correspond with those on the shipping notice. Also note any such irregularities on an IR.*
- Check the CRF to be sure it displays the correct school (AI) code. If the school code on the CRF is incorrect, call Michigan PSAT 8/9 Support to request a new copy.

**IMPORTANT:** *If you need additional standard test books, standard answer sheets, or coordinator manuals, these can be ordered in the OEAA Secure Site during the additional materials ordering window, as specified in the Important Dates listed on [michigan.gov/psat](http://michigan.gov/psat).*

After you check the test materials, reseal the boxes with the tape provided. Sign your name across the tape extending onto the boxes and store the sealed cartons until the test date in a locked, secure area that has limited access. Do not store materials in a classroom, trunk of a vehicle, or residence. Never allow students to transport test materials. Materials may not be shared with other schools.

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

**Also keep the original boxes from your shipment along with the test book return label(s) included in your test shipment.** You will use them to return the used and unused test books after the test.

See Count and Distribute Test Materials on page 37 for instructions on proper handling of test books on test day. See After the Test Tasks and Information on page 41 for instructions on how to handle test books after the test.

## Secure Materials for Off-Site Testing

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

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

## Create a Testing Room Cover Sheet

We recommend that you create a testing room cover sheet for each testing room.

Include the following information:


- Number of students assigned to a room.
- Type of test administered in the room (standard or accommodated, e.g., time and one-half).
- Name of proctor administering the test in that room.
- Monitor name(s) (if applicable).
- School (AI) code and address.
- Testing room code.
- Test date.

## Assemble Testing Room Packets

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

Use the following items to create a testing room packet for each room:

- Testing room cover sheet.
- Testing Room Materials Report form (you'll finish filling this out on test day).
- A copy of the room roster you created showing students assigned to the testing room.
- For accommodated rooms, a copy of the NAR page(s) showing the name(s) of students testing in that room, their SSD numbers, and the accommodations they're approved for.
- If applicable, printed copy of verbal (spoken) test directions for any students approved for this accommodation.
- If applicable, EL supports (translated directions and/or word-to-word dictionaries) for students who will be using them.
- A supply of No. 2 pencils.
- Answer sheets for the testing room:
  - ◆ Prelabeled answer sheets and/or answer sheets used in a preadministration session.
  - ◆ Blank answer sheets or large-print answer sheets, if necessary (plus a few extra if using prelabeled and/or pregridded answer sheets).
- IR form.
- Copy of the *PSAT 8/9 Coordinator Manual*, if not already distributed during training (strongly encouraged) or used for a preadministration session.
- Clear plastic bags for storage of collected electronic devices. Also include any other materials needed, such as sticky notes or envelopes. Note that the bags can also be used to store medical devices (e.g., EpiPens).
- For accommodated rooms testing with the pre-recorded audio format, individual index cards or sticky notes with each student's SSD number (required to access the test).
- If testing students using ATC format, a printed copy of the appropriate standalone ATC script.

 *Test books must be kept securely stored until test day. Do not add them to the kits until the morning of the test (unless required for off-site locations). See Equip Testing Rooms on page 37 for associated tasks.*

## Assemble Packets for Off-Site Testing

Schools may choose to send test materials from off-site locations back to the school for a consolidated return shipment. If test materials are returned directly from off-site locations, however, test coordinators should assemble packets for off-site testing. Include the following materials:

- Coordinator Testing Materials Kit containing the following necessary test day materials: a CRF, Testing Room Materials Report forms, IR forms, a white Accommodated Testing Envelope, a Gray-Bordered Envelope, and enough copies of the *PSAT 8/9 Coordinator Manual* for the testing rooms
- Answer sheet return Express Pak or carton(s)
- Empty boxes to return test books
- UPS test book return labels
- Red test book return labels

If you plan to deliver all test materials to the off-site locations before test day, follow the instructions under Secure Materials for Off-Site Testing earlier in this section to add the test books and additional test day materials to the packets before delivering to the off-site locations. You will use 1 Testing Room Materials Report form to record the test books delivered to the off-site test coordinator. The off-site test coordinator will complete the Testing Room Materials Report form(s) for individual proctors on test day.

## Prepare Your Preadministration Session

Holding a preadministration session in advance of test day allows students to fill out their identifying information on the answer sheets early to reduce extra test day activities.

You may hold a preadministration session once you receive your preadministration materials. At no point should students take their answer sheets outside the room. All activities related to answer sheets must take place under school supervision.

**IMPORTANT:** *Students will fill out only fields 1–8 on the answer sheet, which are required for scoring. They won't fill out the optional questionnaire.*

If your school can't conduct a preadministration session or if you have students absent for the preadministration session, the preadministration scripts are also included in the test day scripts in Part 2 of this manual. The scripts for fields 1–8 appear before the actual test, and the scripts for the other fields appear after the timed test.

## Plan the Session

- Use your Schoolwide Student List of who will be testing (both standard students and students with accommodations).
- Work with your SSD coordinator to identify which students on the NAR should receive large-print answer sheets instead of standard ones.
- Before your scheduled preadministration, distribute the *PSAT 8/9 Student Guide* to each student. They should share this information with their parents as well.
- Inform students of the planned sessions. Explain the purpose of the preadministration and alert them to come prepared with No. 2 pencils with soft erasers.
- Determine how you plan to conduct the preadministration session (for example, in a class, in an assembly for students taking the test, or in small groups). Work with your school administration if additional space is needed to conduct the session.
- Determine staffing needs prior to preadministration. Depending on the number of students you're testing, the preadministration session may be conducted by you, or you may need 1 or more proctors to conduct multiple sessions.
- Before the preadministration, meet as a group with the staff who will administer the sessions.
  - ◆ Distribute copies of the manual and instruct staff to become familiar with the preadministration scripting. They should keep their manual for use on test day.
  - ◆ Review roles and responsibilities of staff conducting the sessions.
  - ◆ Review the materials students and staff will use during the session: answer sheets and pre-ID labels. For a complete list of materials to provide to staff for the session, see Conduct the Preadministration Session on page 51.
  - ◆ Instruct staff to display the school (AI) code in a prominent place in the preadministration room for students to see.
  - ◆ Instruct staff to sort the answer sheets alphabetically before returning them to you. You'll need to organize the answer sheets for test day by placing them in the correct testing room packets.
- After the session is complete, collect all answer sheets from staff. Answer sheets must be securely stored until test day.





## Equip Testing Rooms


Complete these tasks to ensure your proctors have the materials and information they need to conduct the test successfully.

### Count and Distribute Test Materials

The morning of test day:

- Count test books before placing them in the packets for proctors. You'll need to count the test books again when collecting materials from proctors and preparing them for return.

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

 *Proctors administering the test with a human reader or pre-recorded audio, braille, or ATC format will need a test book with the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" for each student to use with their approved format. For students using these formats as SAAs, provide the regular-print lime green test book to use with their approved format.*

- Fill out the Testing Room Materials Report forms.
- Distribute testing room packets to proctors. Proctors must count the materials when they receive them from you.

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

- A pencil sharpener.
- A supply of No. 2 pencils.
- Extra calculators, if your school is providing them.
- Supplies for collecting or storing personal items (e.g., clear plastic bags and sticky notes).

### Provide Materials to Off-Site Locations

Follow these steps to count and distribute the tests to your off-site test coordinator(s).

- Only full bundles of test books should be sent to off-site locations. Shrinkwrapping should be broken at the off-site location on test day.
- Count test books for the off-site location. Include any subtitled test books that are needed for testing with a human reader or pre-recorded audio, ATC, or braille format.
- Add the test books to the package of tests for the off-site location.
- Fill out a single Testing Room Materials Report form to record the quantities and serial number ranges of test books for the off-site test coordinator to check against. The test coordinator for the off-site location will need to distribute the tests by filling out separate Testing Room Materials Report forms for each proctor at their location.

## Information to Post in Testing Rooms

Your testing room packets should contain the information under Create a Testing Room Cover Sheet on page 34. Proctors will use the list you provide to post the following information:

- Test date.
- Your school's address.
- 3-digit testing room code.
- Your 6-digit school (AI) code.
- The proctor testing students with pre-recorded audio format should post common commands for the equipment students are using. These are listed in Post Information for Students Using Pre-recorded Audio Format on page 59.

## Manage Admission to the Testing Area

Depending on the size of your testing population and other considerations, you may decide on a centralized check-in for students, or it may be more efficient to have students check in at their testing rooms.

You can test students who recently enrolled in your school as long as you have enough materials, staff, and seats. Be sure to print and apply a pre-ID label for these students. If unable to test them, plan to test them in the makeup window on the makeup date. (You'll order test materials for them using the email survey, as detailed in Makeup Ordering on page 47.)

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.

### Manage Central Check-In

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

- Check ID for students you don't recognize. If a student doesn't have a valid ID, you should record this on an IR but allow the student to test. (See Photo ID Requirements on page 112.)
- Annotate your Schoolwide Student List as students check in.
  - 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 know which materials and quantities of materials to request for the makeup administration via the makeup survey.

- ◆ Add student information for any student not on your original Schoolwide Student List.
- ◆ Use “M” to indicate students who are moved. Also specify which room the student was moved to, if possible.
- If you change a student’s room assignment, give them a signed note with their name and UIC (state student ID number) to present to the proctor.
- If adding a student to a room, ensure that the proctor has the necessary testing materials.

## Manage Classroom Check-In

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

Staff should:

- Write a “P” (present) next to the name of each student who checks in.
- After check-in is complete, put an “A” (absent) next to the name of any student who is absent. You’ll use this information to help you know how many of which materials to request for the makeup administration.
- If a student who isn’t on the roster provides a note from the test coordinator, the proctor should write the student’s information (name and UIC) on the room roster. If a student who isn’t on the roster can’t provide a note, the proctor should send them to the test coordinator.
- Check ID for students who aren’t familiar to them. If a student can’t present acceptable ID, staff should record this incident on an IR but allow the student to test.

## Manage Late Arrivals

You can admit latecomers at your discretion if you can assign them to a room where the proctor hasn’t 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 latecomers are escorted to the appropriate testing room.

- 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’ve planned for a late-arrivals room, instruct the proctor to add the student’s name to the late-arrivals room roster. If your school is testing students in timed groups and you have space in a later group, instruct the proctor to add the student’s name to the appropriate room roster.
- Students who arrive after testing has begun in the late-arrivals room can’t test. They should be marked as absentees on your Schoolwide Student List for follow-up actions.

A few things to note about admitting latecomers:

- If you’re admitting them 1 at a time to rooms where testing procedures are already in progress, they may be admitted only if the proctor is still reading the preliminary instructions for the test, and the student has time to read the instructions on the back cover of the test book.
- The preliminary instructions include directions to complete required fields for students who have unlabeled or blank answer sheets. Before beginning the test, the proctor must ensure that students admitted during these preliminary instructions complete these fields.
- If you have a late-arrivals room, late testing should start no more than 45 minutes after testing has begun in the other testing rooms.
- Admittance to the late-arrivals room shouldn’t be allowed after other testing rooms have begun their first break. The proctor must close the door to the late-arrivals room before the start of the first scheduled break in testing that is already in progress.
- If testing in the morning, ensure that testing in any late-arrivals room begins early enough to end before the school breaks for lunch so testing is not disrupted.

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

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

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

- If a student requests accommodations not noted on your NAR, and SSD Online doesn’t show the student as approved for the accommodations, do not supply the accommodations until you have checked with the SSD office.
- Mark the student as moved by printing an “M” next to the student’s name in the original assigned room roster.
- Add the student to the accommodated room roster by printing their name and eligibility number at the bottom of the roster. Write a note with the student’s name and UIC to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Deliver test materials for the student to the testing room. Remember to update the Testing Room Materials Report form if you have to send additional test books to the room.

- If a student requests to change to testing that requires specific accommodated materials that aren't available, you may still have time to request materials for testing later in the accommodated window. If so, note the student as absent and immediately call the SSD office to request materials for testing.
- If it's too late to request materials for testing in the accommodated window, call the SSD office to see if materials can be requested for the makeup date.

**SSD** *Make sure that students are approved for accommodations before providing them. 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 Waive Accommodations 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 Schoolwide Student List, if necessary.
- Write a note with the student's name and UIC to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room. The proctor should add the student's name to the room roster by printing the student's name and UIC number at the bottom of the roster.
- Deliver test materials for the student to the testing room. Remember to update the Testing Room Materials Report form. If adequate materials are not available, request makeup materials for the student.
- Keep the letter on file at your school (it doesn't need to be returned to College Board).

## The Test Coordinator's Role During Testing

The test coordinator is responsible for ensuring the administration runs as smoothly as possible.

### Verify Authorized Test Observers and Visitors

Staff from College Board, ETS, or monitors from the Michigan Department of Education may visit your school the day of the test or the week(s) preceding it. Verify visitors have government issued identification and a letter of authorization from College Board, ETS, or the Michigan Department of Education.

Staff, including assistants for students with approved accommodations in SSD Online, and authorized visitors are the only individuals allowed in the testing rooms besides test takers. 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 the test coordinator, you'll be called on to address many kinds of situations, most of which can be resolved on the spot.

Always contact Michigan PSAT 8/9 Support and consult the Irregularity Chart for more instructions on what to do if you encounter:

- Security breaches of any kind (suspicion of tampering, attempts to steal test materials, missing materials, etc.).
- Unauthorized visitors.
- Observed rule violations that warrant dismissal, such as attempted impersonation, removing test materials from the testing room, or leaving the building during testing.
- 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.

### Handle Dismissals

Do not allow students who have been referred to you for rule violations to return to the testing room. Explain the reasons for their dismissal and refer them to the Terms and Conditions provided in the *PSAT 8/9 Student Guide*. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an IR. Escort the student to their normally scheduled class or to the location predetermined by your school's protocol for students dismissed from testing for misconduct (e.g., the principal's office). Students dismissed because of rule violations are usually not eligible for makeup testing (see the Irregularity Chart on page 117 for details). Please indicate on the IR all actions taken.

**🔒** *If you or a staff member suspects 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 when testing at the school is complete. Follow instructions in the Irregularity Chart under Use or possession of test content/answers.*

## Handle Student Complaints

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

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

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

## Report Test Administration Irregularities

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

Refer to the Irregularity Chart in the Appendix when filling out an IR. Record the following types of incidents:

- Security incidents
- Rule violations
- Test question errors or ambiguities
- Other incidents or disturbances
- Student complaints
- Staff misadministrations

Follow these steps when recording irregularities:

- For all irregularities, fill in the general information in fields 1–5 (page 1) and field 9 (page 3) of the form.
  - ♦ In field 2, fill in the date the irregularity occurred.
  - ♦ 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 fields 6 (page 2), 9 (page 3), and 10 (page 4) to show the type of occurrence, describe the events and actions, and list information about the students affected. Note the grade for each affected student. If your school is using testing room codes, note the testing room code in box 6b. Providing a testing room code and roster of impacted students will ensure scores are not held for your entire school and only the scores for the students impacted by the group irregularity will be held until any investigations of the incident have been completed.
- To report an **individual irregularity** (an issue that affects 1 student, such as illness), fill in fields 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to show the type of occurrence and the events and actions taken. List the student's name and grade.
- In all situations, provide as much detail as possible (e.g., indicate if the student was dismissed and during which section). Do not attach answer sheets to the IR, but return them with the other used answer sheets. You'll also countersign and complete any IRs provided by testing staff.

## Proctor Role During Testing

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

# After the Test Tasks and Information

Complete the test administration with the following activities. These activities may take place more than once: after the primary testing window, again for students testing in the accommodated testing window, and finally after any makeup testing. **Always keep materials in secure storage until pickup.**

## Collect Testing Materials

Collect all the materials you provided to proctors in the testing room materials packets. Use your Testing Room Materials Report forms to ensure all serialized test books have been returned.

The off-site test coordinator must follow these same procedures with materials distributed to off-site testing locations.

## Collect Materials from Proctors

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

- Copy of this manual, with completed seating chart on the back.
- Testing Room Materials Report form.
- Annotated room roster or NAR (if applicable).
- Test books, both used and unused.
- Any additional test materials related to accommodated testing (such as test books with answers, flash drives, etc.).
- Answer sheets, both used and unused.
- Any printed translated testing instructions and copies of verbal instructions.
- Any word-to-word dictionaries.
- Any completed IRs. (You must countersign any IRs submitted by your proctors.)
- ATC standalone script (if applicable).

Also perform these tasks:

- Use the Testing Room Materials Report form to verify that the materials returned by each proctor match the materials you initially issued to them.
- Ensure the proctor or support staff have transcribed answers to a scannable answer sheet for answers recorded in the test book, use of a braille device, or use of a computer to record answers.

- Count test materials to ensure you received all the materials you gave to proctors. **Count answer sheets by hand.**

- ◆ As you count, ensure that each answer sheet includes a pre-ID label and that required information is filled in on the front (Last and First Names, Student ID Number (UIC), and Date of Birth) and back (Form Code, Test ID, and Test Book Serial Number). Students without a pre-ID label must have one printed from the OEAA Secure Site to affix to the answer sheet. This includes any homeschooled students that may be testing at your school.
- ◆ Don't mix 8th- and 9th-grade materials. They must be counted, stored, and returned separately.

**IMPORTANT:** You may correct errors in a student's grade, school code, student ID, or Form Code, but you must not change any other information on the answer sheet.

**IMPORTANT:** If an answer sheet has answers but no name, work with the proctor to identify the student and have the student complete fields 1–8 before materials are returned. (If you're unable to identify the student, indicate the issue on an IR, using the Other field.)

- Ask each proctor to double-check their room to see if anything has been left behind, either by staff or by students.
- Make sure each staff member has signed the Testing Staff Agreement.
- Review and sign IRs. Confirm your school code is gridded correctly. If needed, complete additional IR(s).
- Release staff members when materials and forms from their room have been accounted for.

## What Is a Used Answer Sheet?

An answer sheet is considered used if it has 1 or more answers to test questions gridded in for the test, and the answer sheet includes a label or gridded student information.

Answer sheets are also considered used if they have demographic information or labels but no test responses (i.e., absentees). These should be stored securely until all accommodated window testing and/or any makeup testing is complete. Return these in the last outgoing used answer sheet return shipment, being sure to count them in the total number of used answer sheets on the CRF.

## Sort Materials

### Sort Answer Sheets, Test Books, and Forms

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

**IMPORTANT:** *Test materials for 8th and 9th grades must be sorted, stored, and returned separately.*

### Answer Sheets

Separate the answer sheets into the following groups (see What Is a Used Answer Sheet? if you need clarification).

To be placed in storage:

- 1. Completely blank, unused answer sheets.** Place these answer sheets in secure storage for use during other testing windows. Destroy any blank, unused answer sheets once all testing is complete.
- 2. Answer sheets that have student information (i.e., a pre-ID label and/or student's gridded information) but no answers marked for the test questions.** Place these answer sheets in secure storage for use later in the primary testing window, during the accommodated window, or for makeup testing. If not used for testing, return them with other used answer sheets after all accommodated and makeup testing is completed.
- 3. Used answer sheets for accommodated testing with students listed on the NAR who need to complete Day 2 of testing.** Place these answer sheets in secure storage for the next day of testing in the accommodated window.

To be returned in the primary testing window answer sheet return shipment:

- 1. Used answer sheets for standard testing with no accommodations.** Separate this category into:
  - a.** Materials for students from your school
  - b.** Materials for homeschooled students (if applicable)
- 2. Used answer sheets for students listed on the NAR who completed testing in the primary testing window.** Make sure that test books for students approved to write their answers in them are clipped to and returned with their respective answer sheets.

**SSD** *The answer sheet of any student listed on the NAR who tested with their approved accommodations must be returned in the white Accommodated Testing Envelope for accurate scoring, even if they tested with the time and one-half EL support or tested in the standard room (for example, with a 14-point test book).*

### Test Books

- Separate standard test books from alternate test formats.
- Set aside test books for students approved to record answers in test books, clipped to the corresponding transcribed answer sheets. Ensure the test book says "Answers in Test Book" on the cover.
- Securely store any accommodated materials, including any subtitled test books, for later testing in the window. Ensure that materials for students with accommodations who haven't completed testing stay with their associated answer sheets.
- Set aside all other test books for return once the primary testing window has ended (new materials will need to be requested for makeup testing).

### Forms and Other Materials

Sort any materials that will be included inside return envelopes in the return shipment. These include Schoolwide Student Lists (or room rosters), NARs, and IRs. Keep completed Testing Room Materials Report forms in your records for future reference (don't return them to College Board).

For all other materials, refer to What to Do with Materials on page 48 for what you should keep or destroy.

## Prepare Documentation

As you prepare your reports and testing materials for return to College Board, please follow the instructions in this section carefully. Following procedures will help you avoid pitfalls that could cause scoring delays.

### Complete the CRF

Fill out a CRF for the testing materials you're returning. See How to Fill Out the CRF on page 115 for step-by-step instructions. You'll fill out separate CRFs for 8th- and 9th-grade materials, which must be returned in separate shipments.

- Please complete the report entirely, including signature, with a No. 2 pencil. Do not use ink. You'll need the following counts:
  - ◆ Used standard answer sheets for students from your school.
  - ◆ Used standard answer sheets for homeschooled students (if applicable). This information will be used for answer sheet count reconciliation activities.
  - ◆ Total used answer sheets for accommodated students (including homeschooled students, if applicable).
- Return 1, and only 1, answer sheet for each student unless the NAR or the IR notes a reason for more than 1 (e.g., misplaced answers). In this case, indicate 2 answer sheets for the 1 student when you do the count for the CRF.

- Indicate in field 3c whether or not you're returning answer sheets for 9th graders. Return 8th- and 9th-grade answer sheets separately.
- Leave the back of the CRF blank; do not fill in any information.
- Test coordinators at off-site locations need to follow these same procedures for completing the CRF if returning materials directly from the off-site location.

Complete the CRF under the following circumstances:

- **Testing during the primary testing window:** Fill out and return a CRF with answer sheets for all students who completed testing during the primary testing window, including those with accommodations or EL supports. Use the primary test date as your administration date in field 3.
- **Accommodated testing window:** After all students testing in the window have completed testing, fill out a separate CRF and return with answer sheets for these students. Use the date accommodated testing started as your administration date in field 3.
- **Makeup testing:** At the end of makeup testing, fill out a CRF and return with answer sheets for all students who tested on any of the makeup dates. If your school administered makeup testing on more than 1 date, use the date of the first makeup test as the administration date in field 3. (Do not return answer sheets for students who tested during the primary testing window or during the accommodated window in this shipment.) Indicate in field 3b that this is a makeup test.

**IMPORTANT:** Remember to include in your last answer sheet shipment any answer sheets with student information but no answers recorded. Include these in the count recorded on the CRF.

## Ensure Completeness of Room Rosters

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

- Once you've collected all materials from proctors, carefully check each room roster against your Schoolwide Student List, noting on it the room assignment and testing room code of each student. Make and store copies of the student list and room rosters in your records for reference if needed. You'll return the original Schoolwide Student List (or room rosters if a Schoolwide Student List wasn't produced) with the answer sheet return shipment.
- Complete the NAR for return in the white Accommodated Testing Envelope, indicating the accommodations each student received.

Make copies of any forms and other materials as indicated in Store Materials for Your Records on page 48.

## Common Errors That May Delay Score Reporting

Scores will not be released to your school unless your CRF is completed, signed, and returned with answer sheets. Please make sure students fill out their answer sheets correctly and that the information on the CRF is complete and correct.

Use care to avoid these common issues:

- The number of used answer sheets returned doesn't match the number of used answer sheets reported on the CRF.
- The test coordinator doesn't sign the CRF in pencil. A signature on the CRF certifies that your school administered the test properly.
- Used answer sheets for students with accommodations (including English learners testing with time and one-half) who appear on the NAR are not returned in the white Accommodated Testing Envelope.
- Used answer sheets are otherwise not returned according to the instructions specified in this manual.
- The school hasn't responded to a query from ETS or College Board regarding a testing irregularity.
- Materials are not returned in a timely fashion.
- Answer sheets are missing pre-ID labels.
- Answer sheets have mismatched pre-ID labels and gridded information.
- Students bubble incorrect codes (Form Code, Test ID, and/or Test Book Serial Number).
- The school didn't use the provided label(s) and/or didn't record tracking number(s).

## Pack Materials for Return

Use the instructions and diagrams in this section to prepare your materials for shipping.

### Pack Used Answer Sheets, Forms, and Envelopes for Return

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

In your test materials shipment, you received an Express Pak or 1 or more shipment cartons you must use to return your answer sheets and associated forms and envelopes. Each Express Pak or carton will have a return label and another label affixed to the outside. Each used answer sheet shipment includes the items listed in this section.

**IMPORTANT:** *Answer sheets for 8th graders and answer sheets for 9th graders must be returned in separate shipments.*

Place items in the prelabeled Express Pak or carton(s) **from bottom to top** in the order detailed in this section. Don't use rubber bands or other fastenings that might damage the answer sheets. If you're returning more than 1 carton of materials, Carton 1 should include all of the forms and envelopes, along with any answer sheets that fit.

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

- Place the used standard answer sheets on the bottom.
- Place the white Accommodated Testing Envelope (if any) on top of the answer sheets, containing the following items (don't return the envelope if you have none of these items):
  - Test books for students listed on the NAR as approved to write answers in their books, clipped to corresponding transcribed answer sheets.
  - Braille pages or scratch paper (approved use only), all clipped to the corresponding answer sheets.
  - Used answer sheets (standard and large print) for students testing with accommodations listed on the NAR.
  - A signed copy of the NAR (required for scoring). Print out, sign, and annotate a copy of either the PDF or CSV version of the NAR.
- Next, place the Gray-Bordered Envelope (if needed) containing the following items (don't return the envelope if you have none of these items):
  - Defective flash drives, if any, in their original packaging.
  - Defective test books, if any, clipped to the corresponding IR.
  - IRs, if any.
- Next, include a copy of your final Schoolwide Student List (or room rosters) with any notations.
- Place the completed and signed CRF on top of Package 1 and close the carton or Express Pak.

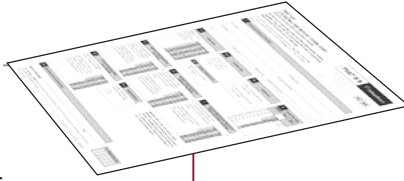
Once all answer sheets and forms are packed as described in this section, seal the Express Pak or carton(s) and fill in the information requested on the label(s) or international waybill(s). See the diagrams for additional instructions. Make sure to complete all necessary information on the preapplied colored labels, including school name, school code, school address, and total number of answer sheet return packages included in the shipment (e.g., Package 1 of 1). (Don't count your test book return packages in the total number of answer sheet return packages.)



## Returning Used Answer Sheets and Forms

**Pack your test materials in the order shown:**

**5 Coordinator Report Form (CRF)**



**4 Annotated Schoolwide Student List (or Room Rosters)**

Include a copy of your Schoolwide Student List or a copy of each room roster with any notations



**3 Gray-Bordered Envelope**

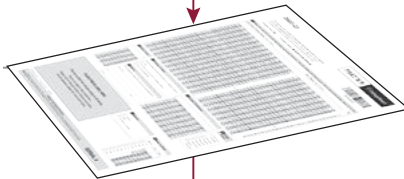


**2 White Accommodated Testing Envelope**



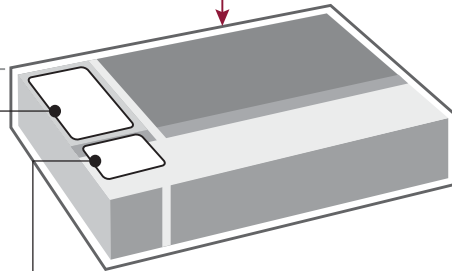
**1 Answer sheets**

(for students not listed on the NAR)



Refer to the instructions earlier in this section for how to pack the Gray-Bordered and white Accommodated Testing Envelopes.

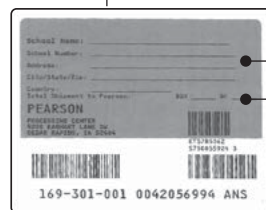
**Prelabeled Shipping Carton (or UPS Express Pak)**



Copy the tracking number for your records and to schedule your UPS pickup.



UPS Return Label



Colored Label

Print your school name, school (AI) code, and full address.  
Print this package number and total number of answer sheet return packages (e.g., Package 1 of 2).

**Note:** Supplied labels may be different from samples shown.

**Don't forget to:**

- Put forms and envelopes in the first carton of answer sheets with the CRF on top.
- Place answer sheets flat without wrapping, rubber bands, tape, or staples.
- Make sure package labels are legible and complete.
- Return 8th grade and 9th grade answer sheets in separate shipments.

## Returning Test Books

### 1 Pack

Use box(es) from original test materials shipment and include only the items listed for each shipment. **Return 8th and 9th grade test books in separate shipments.**

#### Primary

(Once all students eligible to test in the window have completed testing)

1. Used **primary** test books. Pack 8th and 9th grade test books separately.
  - a. **8th grade primary** test books have an **apple**.
  - b. **9th grade primary** test books have a **crescent**.

#### Accommodated window

(Once all students eligible to test in the window have completed testing)

1. Used and unused alternate test formats, if any (place flash drives in original packaging)
2. Used test books for students who completed testing in the accommodated window

#### Makeup

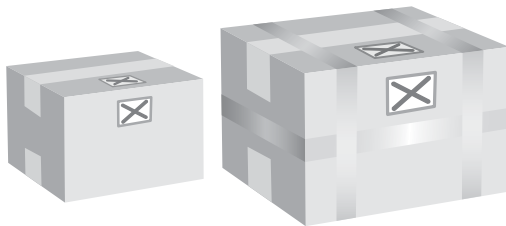
1. Used and unused **makeup** test books (cover has a **flower** for both 8th and 9th grades). Pack 8th and 9th grade test books separately.



### 2 Seal

Use supplied tape and remove, cover, or cross out the original shipping labels.

- For small boxes, the tape should extend 3 inches.
- For large boxes, place tape around the perimeter of the box.



### 3 Label

- Use the supplied UPS return labels from your test book materials shipment.
- Remove any old labels from the box, then place one UPS and one red Pearson label on each box. Don't put more than one UPS return label on each box. Make sure each label can be clearly read.
- Copy the UPS tracking number (starting with "1Z" in the center of the label) for your records and to schedule your UPS pickup.

**Note:** Supplied labels may be different from samples shown.



### 4 Ship

Test coordinators will schedule their own pickups with UPS to return materials shipments no later than:

1. Day after primary testing has completed (no later than end of the window)
2. Day after accommodated testing has completed (no later than end of the window)
3. Day after all makeup testing is complete

#### Important Notes

- Don't put answer sheets inside test books.
- Return 8th and 9th grade test books in separate shipments. For each shipment, clearly mark all packed test book boxes as a set (e.g., "Box 1 of 2").
- If your return labels are missing, contact Michigan PSAT 8/9 Support.

## Pack Test Books for Return

You'll receive a packet of loose test book return labels and red labels in your test materials shipment. Reuse the boxes that your original test materials arrived in and apply 1 of each label (the UPS label and the red label) to each box you are returning. Test books for 8th and 9th grade must be returned in separate shipments using the appropriate labels. Cover or remove any existing labels on the exterior of the shipping boxes. If you're missing the preaddressed labels, contact Michigan PSAT 8/9 Support.

Place items in the box **from bottom to top** in this order:

- Used and unused standard test books (and, for the accommodated shipment, subtitled test books). Confirm no answer sheets have been left inside test books.
- For the accommodated shipment, used and unused alternate test formats, such as flash drives, braille materials, reader's scripts, etc. Place flash drives in their original packaging before packing them in the return box.

See the diagram Returning Test Books for a visual guide.

**IMPORTANT:** All test books for the primary test day (with an **apple** on the cover for 8th grade and a **crescent** on the cover for 9th grade) must be returned. You'll receive new test books for the makeup date.

## Return Materials

**IMPORTANT:** You must return all used and unused test books and accommodated test formats. Please refer to Pack Test Books for Return above.

## Schedule Pickups and Ship Materials

Test coordinators will schedule their own return material shipments at the end of the primary testing window, the end of the accommodated testing window, and the end of the makeup window. You'll receive an email closer to test day with more detailed information about materials return procedures.

- If you administered multiple assessments (for example, PSAT 8/9 and PSAT 10), return the materials for each assessment separately as instructed. Return 8th-grade materials separately from 9th-grade materials.
- Arrange for packages to be picked up no later than the next school day after the test administration. Keep materials secure until pickup.
  - ◆ If UPS makes daily stops at your school, you can provide any packages to them during their pickup.

- ◆ If UPS doesn't make a daily stop at your school, schedule a pickup at [ups.com](https://www.ups.com), or call 800-PICK-UPS (742-5877).

- **Make sure to use the tracking number printed on the preapplied answer sheet return labels when scheduling pickups.**
- You can also take packages to any UPS counter, but **don't** place materials in a UPS drop box. You must hand them directly to a UPS driver or UPS counter employee so you have a chain of custody for the shipment.

- ◆ Write down your UPS package tracking number(s) in the space provided on the seating chart located on the back of this manual and check the shipment status the following day.
- ◆ If UPS isn't available in your area, contact Michigan PSAT 8/9 Support for further guidance.
- ◆ Do not use first-class mail or any other nontraceable method.
- ◆ Follow the same procedure for each off-site testing location.

## Additional Shipping Information

### Return Timetable

For testing completed during the primary testing window, return materials no later than the day after the primary testing window ends.

For testing in the accommodated testing window, return materials the day after all testing is complete, but no later than the end of the accommodated window.

For makeup testing, return materials no later than the day after the makeup test administration.

Make sure to record the tracking numbers for all of your shipments and keep them on file for 3 years.

**Answer sheets returned later than April 28 will not be scored.**

### Makeup Ordering

You'll receive an email prior to test day with instructions on how to order makeup materials if needed for students who were absent during the primary testing window or experienced an irregularity. Place the makeup order as soon as possible and no later than the deadline. No materials will be shipped to support the makeup administration if you don't complete the survey in the email.

**IMPORTANT:** Only test books with a **flower** on the cover may be used for 8th- and 9th-grade makeup testing. Students who use any other test book for makeup testing may have their scores invalidated.

## Store Materials for Your Records

### What to Do with Materials

Use this table to help you organize your materials and handle them correctly. Store any necessary materials for your records for 3 years.

#### HOW TO HANDLE TEST MATERIALS WHEN TESTING IS COMPLETE

Test Materials	Return	Keep Copies for Your Records	Destroy
Used answer sheets containing student responses to test questions	Yes—in package provided for answer sheet return shipment	No	No
Used answer sheets (standard and large print) containing student responses to test questions for students listed on the NAR	Yes—in white Accommodated Testing Envelope in answer sheet return shipment (primary testing window or accommodated window)	No	No
Answer sheets with demographic information and/or label but no test question responses (absentee)	Yes—store until all testing is complete and then return with used answer sheets	No	No
Completely blank unused answer sheets (no pre-ID label or gridded demographic information)	No	No	Yes—after all testing is complete
Leftover pre-ID labels	No	No	Yes—shred any unused labels
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
All test books, used and unused	Yes	No	No
Defective test books	Yes—clipped to corresponding IR in Gray-Bordered Envelope in answer sheet return shipment	No	No
Braille pages used in accommodated testing	Yes—clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Student scratch paper used in accommodated testing	Yes—with student's name written on each page, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
NAR	Yes—in white Accommodated Testing Envelope in answer sheet return shipment	Yes	No
IR(s) (if used)	Yes—in Gray-Bordered Envelope in answer sheet return shipment	Yes	No
CRF	Yes—in each answer sheet return shipment	Yes	No
Testing Staff Agreement form	No	Yes	No
Testing Room Materials Report forms and seating charts	No	Yes	No

Test Materials	Return	Keep Copies for Your Records	Destroy
Annotated Schoolwide Student List	Yes—in answer sheet return shipment	Yes	No
Room rosters	Yes—in answer sheet return shipment if all information was not transferred to your Schoolwide Student List	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
Printed copies of spoken test directions for approved students	No	No	Yes—after all testing is complete
Translated directions for EL students	No	No	Yes—after all testing is complete
Word-to-word dictionaries for EL students	No	No	No—keep for future use
ATC standalone scripts	No	No	Yes—after all testing is complete
<i>PSAT 8/9 Coordinator Manual</i>	No	No	Yes—after students receive their scores
Leftover return materials (envelopes, cartons, labels)	No—store securely if needed for accommodated or makeup testing	No	Yes—after all testing is complete
Leftover copies of the <i>PSAT 8/9 Student Guide</i>	No	No	Yes

## Receive Scores

PSAT 8/9 scores are shared with the school, district, and state. (Homeschooled students' scores won't be shared with the school that administers the test.)

## Online Scores

Scores will be available to educators once answer document verification activities are complete.

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

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

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

## Appropriate Uses of Scores and Reports

Go to [research.collegeboard.org/about](https://research.collegeboard.org/about) and select **Guidelines on the Uses of College Board Test Scores & Related Data** for a publication that highlights proper and beneficial uses of test scores and cautions against uses that are inappropriate.

# PART 2:

# For Proctors and Monitors

## Introduction for Proctors

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

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

Proctors must do the following:

- Before test day:
  - ◆ Know where and when to report for testing.
  - ◆ Be thoroughly familiar with test procedures.
    - Participate in training if you haven't already.
    - Read Part 2 and the Appendix of this manual.
  - ◆ Prepare seating plans for your assigned room.
- On test day:
  - ◆ Assume responsibility for test materials in your assigned room, including distributing, accounting for, collecting, and counting test books and answer sheets before dismissing students.
  - ◆ Prepare your testing room.
  - ◆ Administer the test according to the manual's directions.
  - ◆ Complete the seating chart.
  - ◆ Return test materials to the test coordinator after students are dismissed.

## Before Test Day

### Prepare Yourself

- Take time to study the scripts and timing before test day. Uniform testing conditions depend on you reading the scripts aloud to students exactly as written in the manual.
  - Review and sign the Testing Staff Agreement and the OEAA Assessment Security Compliance Form provided by your test coordinator.
  - Prepare to conduct a preadministration session at your test coordinator's direction. The preadministration scripts appear in both Conduct the Preadministration Session on page 51 and Test Day Scripts on page 62 (in case you have students who need to complete these fields on test day).
- If you're testing students with accommodations, before test day:
    - ◆ Review Using Accommodated Scripts on page 53 to determine the correct script(s) to use.
    - ◆ Test any equipment needed.
    - ◆ Be prepared to assist students approved for alternate test formats such as braille.
    - ◆ If testing students with pre-recorded audio or ATC formats, you may be asked to work with the SSD coordinator to set up students' computers before test day.

# Conduct the Preadministration Session

## Prepare for the Preadministration Session

- Your test coordinator will provide these materials for your session:
  - ◆ Pre-labeled answer sheets
  - ◆ Pre-labeled large-print (large-block) answer sheets (if applicable)
  - ◆ Extra blank answer sheets
  - ◆ A list of students with the type of answer sheet needed (standard or large print)
- Post the following in a location visible to all students:
  - ◆ Your school's 6-digit school (AI) code
  - ◆ Address of your school
- Give each student their pre-labeled answer sheet.
- Each answer sheet must have a pre-ID (barcode) label affixed for the student to receive test scores. If there isn't a pre-ID label affixed to the student answer sheet, inform your test coordinator to print a valid pre-ID label from the OEAA Secure Site and affix to the answer sheet.
- Some students may be using large-print answer sheets. This accommodation will be noted on the list of students received from the test coordinator.
- Read aloud from the shaded scripts that follow to guide students through filling in the personal information in fields 1–8. Read slowly enough to give students time to fill in their information. Pause where you see *[pause]* in the script to allow students time to follow instructions. Instructions for proctors that shouldn't be read aloud appear outside the shaded scripts.
- Note the following:
  - ◆ Students must fill in the appropriate bubbles (or squares on a large-print answer sheet) for the fields.
  - ◆ All students are required to bubble their first and last names (field 1), state student ID number (field 5), and date of birth (field 8). For students who have a pre-ID label affixed, you may decide to adjust the preadministration and test day scripts to direct students to skip fields 2, 3, 4, 6, and 7. For students who don't have a pre-ID label affixed to their answer sheets, you'll need to read the scripts as written to fill in fields 1–8. Homeschooled students should fill in field 2 whether or not they have a label.

- ◆ Students should skip fields A–D on the answer sheet until test day.

## Preadministration Script

Fill in the school code in the script before beginning.

---

### When everyone is ready, say:

We will now fill out important information on the PSAT 8/9 answer sheet. As we proceed, look up when you finish each part of the answer sheet.

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### To students using large-print answer sheets, say:

If you're using a large-print answer sheet, please read the directions on page 1 of your answer sheet about how to mark your answers. Your page numbers will be different from the ones I announce, but the field numbers will be the same as the field numbers I give for everyone. You'll mark the squares with an X instead of filling in bubbles. Raise your hand if you need assistance at any time. *[pause]*

---

### To all students, say:

Please check to make sure your full name, school, and grade appear correctly on the label on your answer sheet. Raise your hand if there are any errors on your label. *[pause]*

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

If any information on the student's label is incorrect, make a note on your room roster. Your test coordinator will need to notify the appropriate person to update the student's profile in the Michigan Student Data System. The student can still use the answer sheet.

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### Next, say:

You will need to use a Number 2 pencil with a soft eraser. Raise your hand if you don't have one. *[pause]*

Provide No. 2 pencils to students who don't have them.

---

### To all students, say:

I'll read the directions for fields 1 through 8. You will complete these fields only, not fields 9 through 20. If I don't give directions for a field, leave it blank.

**For field 1, say:**

Begin by filling in your legal last name, first name, and middle initial if you have one, as they appear on your label, in field 1. 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. *[pause]*

Your first name must be your legal first name. If you use a preferred first name and you have a College Board online account, you can enter it there. College Board uses your legal name on test day to confirm your identity, but they'll use your preferred first name in all other communications with you.

Look up when you're done. *[pause]*

**For field 2, say:**

In field 2, if you attend this school, print our 6-digit school code \_\_\_\_\_ and fill in the corresponding bubbles. Look up when you're done. *[pause]*

If any students are homeschooled, tell them to leave field 2 blank.

**For field 3, say:**

In field 3, if you attend this school, fill in the bubble for "Yes." If you're homeschooled, fill in the appropriate bubble. Raise your hand if you have any questions. *[pause]*

**For field 4, say:**

In field 4, if you attend this school, print our school's name, city, and state. Look up when you're done. *[pause]*

If any students are homeschooled, tell them to leave field 4 blank.

**For field 5, say:**

In field 5, print and bubble the 10-digit state student ID number, your UIC, from the top left corner of the label on the front of your answer sheet, starting with the first column to the left. If you don't know your UIC, raise your hand. Look up when you're done. *[pause]*

If a student doesn't have a pre-ID label, tell the student to leave field 5 blank. Tell the test coordinator after the session that the student is missing a pre-ID label.

**For field 6, say:**

In field 6, fill in the bubble for your current grade.

**For field 7, say:**

Complete field 7.

**For field 8, say:**

For your date of birth, fill in the month, day, and last 2 digits of the year you were born. Start with a zero if filling in a 1-digit number. Fill in the corresponding bubbles and look up when you're done. *[pause]*

## Completing the Preadministration Session

**When everyone is ready, say:**

Leave all remaining fields blank. We are now finished with completing your personal information. Please sit quietly while I collect the answer sheets.

- Collect all answer sheets from students, making sure that each student has completed their name (field 1), UIC (field 5), and date of birth (field 8). Page 2 of the answer sheet will not be completed. Notify the test coordinator of any student without a pre-ID label.
- The session is now over. You may dismiss your students or carry on with your regular school day.
- Organize the answer sheets as directed by your test coordinator and return them to your test coordinator for secure storage until test day.
- Notify the test coordinator of any students whose information was incorrect on their labels. The test coordinator will need to notify the appropriate person to update the student's record in the Michigan Student Data System.

## Prepare to Administer Accommodations

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

Students testing with time and one-half as an EL support may test in the same room as other students taking the test with time and one-half on the entire test as long as no other accommodations are being administered that would require different timings or breaks.



- Before test day, your test coordinator or SSD coordinator will let you know which accommodations each student in your room has been approved for.
- Some students may be approved in SSD Online for a special format (pre-recorded audio, ATC, human reader, or braille).
  - ◆ Students using these formats as College Board–approved accommodations will also have a test book with the subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC” to use along with their approved format. **These students must receive this subtitled test book, not another regular-print test book.**
  - ◆ Students using these formats as SAAs will use the regular-print lime green book along with their approved format.
- Any students testing with accommodations that don’t require specific materials will use the same test books as students in the standard room. On test day, your packet will include the NAR, which lists the accommodations your students have been approved to receive.
- Review Using Accommodated Scripts below to determine which script(s) to use for the students assigned to your room. Also see the timing chart Overview of Timing and Breaks on page 104.

**IMPORTANT:** *It’s very important that you provide only the accommodations a student is approved for. A student who tests with accommodations not approved in SSD Online may have their scores invalidated.*

## Using Accommodated Scripts

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

### Script 1: Standard Time

Use Script 1 for students who receive standard time on some or all of the test. This includes students approved for accommodations such as breaks as needed or use of braille materials.

### Script 2: Standard Time with Extra Breaks

Use Script 2 for students who receive standard time on some or all sections of the test and are approved for extra breaks. (Use Script 1 for students testing with standard time and approved for extended breaks or breaks as needed.)

### Script 3: Time and One-Half

Use Script 3 for students approved for time and one-half for reading and for EL students using time and one-half support. **These students receive time and one-half on the entire test.**

### Script 4: Double Time

Use Script 4 for students approved for double time for reading. **These students receive double time on the entire test.** They test over 2 days.

### Script 5: Pre-recorded Audio Format

Use Script 5 for students testing with the pre-recorded audio (MP3) format. These students test over 2 days.

### Combined Scripts for Math-Only Extended Time

- Begin with Script 1 for students approved for extended time on math only with **no extra breaks**. Begin with Script 2 for those who have math-only extended time with **extra breaks**.
- For students approved for time and one-half for math, switch to Script 3 before Sections 3 and 4.
- For students approved for double time for math, switch to Script 4 before Sections 3 and 4.

### Scripts for ATC Format

The ATC format requires 2 specific changes to the scripts:

1. Students need to be guided to enter their password every time they reopen the test after a break.
2. All students must receive double time on Section 2, the Writing and Language Test, unless they’re approved for more than double time.

To support these specific differences, College Board has created specialized ATC scripts for different timing accommodations. Your test coordinator will provide the ATC format script you need for the students in your room. Take time to review the Introduction in your standalone script. It will explain how to integrate the script with the instructions in this manual. For more information, see Download Scripts for ATC Users on page 26.

# During the Test

On test day, proctors must:

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

## Prepare to Test

As a proctor, you have various tasks to complete as you prepare to test students. These apply to standard and accommodated rooms.

### Prepare the Testing Room

Make sure you do the following:

- Double-check that your testing room meets seating requirements given in Part 1 of this manual, including guidelines for type and spacing of seats.
- Cover or remove any instructional material, such as maps and charts.
- Confirm the clock works and is visible from all seats in the room.
- Post the following information for students on the board (refer to the packet provided by your test coordinator):
  - ◆ Today's date
  - ◆ Your school's 6-digit school (AI) code
  - ◆ Your school's address or city and state
  - ◆ Testing room code (3 digits including any leading zeros) if your school is using testing room codes to assist with resolving irregularities

**IMPORTANT:** *If your school doesn't use testing room codes, list the room name or number for students to write on the back cover of the test book.*

### Account for Test Materials

Your test coordinator will provide a packet of testing materials containing:

- A room roster showing students assigned to your room.
- A Testing Room Materials Report form listing the test materials for your room.
- For accommodated rooms, a copy of the NAR page(s) showing the name(s) of students testing in that room, their SSD numbers, and the accommodations they're approved for.

- Information to post and/or provide for students to enter on their answer sheets.
- Test books and any additional testing materials and alternate test formats that your students require.

**IMPORTANT:** *Make sure your test books have the correct symbol for the students in your room: For primary testing, 8th graders must use books with an **apple** on the cover, and 9th graders must use books with a **crested** on the cover. For makeup testing, both 8th and 9th graders must use books with a **flower** on the cover.*

**SSD** *If your students are approved by College Board for a human reader or pre-recorded audio, ATC, or braille format, make sure the test books have a subtitle that says "For Pre-Recorded Audio, Human Reader, Braille, ATC" on the cover. Students testing with these formats as SAAs will use regular-print lime green test books along with their approved format.*

- Answer sheets for your students with their pre-ID labels and pregridded information, if your school held a preadministration session.
- A blank IR form.
- A supply of No. 2 pencils.
- Blank answer sheets for students who need to complete some or all of the preadministration information on their answer sheets.
- If applicable, printed copy of verbal test directions for any students approved for this accommodation.
- Translated test directions and/or word-to-word dictionaries for EL students, if needed.
- If testing students using ATC format, a printed copy of the appropriate standalone ATC script.

Count all of your testing materials when you receive them from your test coordinator, when you distribute them to students, and when testing is complete before dismissing students from the testing room.

- Before admitting students to the room, count the test books for your room and compare the serial numbers to those listed on the Testing Room Materials Report form in your testing room packet.
- Later, after testing has begun, you'll show the distribution of test books in your room by recording the serial numbers on the seating chart on the back cover of this manual.
- After testing, when you prepare to return materials to the test coordinator, you'll record the serial numbers of the test books you're returning on the form, along with the number of answer sheets being returned.

## Missing Test Materials

If you discover a test book is missing, follow these procedures:

- 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, notify the test coordinator as soon as possible, but wait until a scheduled break or the end of the testing session to search the room. Before dismissing students or starting a break, announce that a test book is missing and no one will be dismissed until it's located. If no one acknowledges having the test book, check all desks in the room. If the test book is still missing, report this on an IR.

**IMPORTANT:** *If the test book is still missing or is discovered missing after the students have been dismissed, ask the test coordinator to call OTI immediately. Report the incident on an IR.*

## Admit Students to the Testing Room

Admit students 1 at a time, taking care to assign their seats at random or by prearrangement. Verify that students have powered off their mobile phones as they are admitted to the room. If your school is conducting classroom check-in, check each student against the room roster as they enter the room:

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

## Collect Students' Personal Belongings

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

Your test coordinator will tell you which of the following is the case at your school (depending on school policy).

Option 1 – Collect devices and put them in individual bags:

- At the door, ask students to confirm that their phone and other electronic devices are powered off.
- Ask students to label devices with their names. Give them envelopes, plastic bags, sticky notes, or another method of reliably identifying their items.
- Reassure students their devices will be returned after testing.
- Collect labeled items from students as they enter or once they're seated. Keep them out of students' reach during the entire test, preferably at your desk.

Option 2 – Keep devices in students' bags and collect bags:

- At the door, ask students to confirm that their phone and other electronic devices are powered off.
- Ask students to place their devices in their backpacks or bags and place these bags to the front or side of the room, away from desks.
- If a student doesn't have a bag, provide a clear plastic bag (or label the device and collect it if school policy permits).
- Tell students to remove their No. 2 pencils, calculator(s), drinks, snacks, and ID (if applicable) from their bag and take them to their seat. If a student is approved to use an aid, they should include it with the items they take to their seat.

Returning devices:

- Mobile phones and other collected devices should remain out of reach until testing is complete and all test materials have been collected.
- At the end of the test, students will collect their devices as their row is dismissed. If possible, arrange the items to make the return process easy.
- Before returning a device, check the name on the label and advise students to check the name on the device to make sure it's theirs.
- If an item is left behind, return it with other materials to the test coordinator. Record the student's name so the student can be contacted.

**IMPORTANT:** *If your school has different testing groups starting at different times, mobile phones may be returned to students completing testing only after the last group of students has begun testing.*

## Use of Medical Devices

Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. If needed during testing, monitor the student while they use the device. Secure test materials and, if possible, have a monitor supervise the testing room while the student uses the device. Follow your school or state's policies regarding EpiPens.

In some cases, a student may be approved in SSD Online to have a mobile phone in the testing room for use with a glucose monitor. Only students specifically approved to have a mobile phone in the testing room may do so. Approval to test blood sugar doesn't permit the student to have a mobile phone; they must also be approved for use of a mobile phone.

In these circumstances, the phone must remain on the proctor's desk and can only be viewed under direct supervision. The proctor should confirm with the student prior to testing what actions are needed in the event there is a notification.

- If the student is using an iPhone, it must be in guided access mode.
- If the student is using an Android phone, it must be in airplane mode. (If needed to check their blood sugar, the phone may be taken off airplane mode when the student is accessing the share app, under direct supervision of the proctor, and reengaged following use.)
- **The camera feature must be disabled for all phones.** Bluetooth may only be enabled to connect the phone's share app to a continuous glucose monitor (CGM).

No other device may be connected to the phone. Under no circumstances may a student keep their phone at their desk.

**IMPORTANT:** *Students will be dismissed from testing if they're seen with a phone or if their mobile phone makes noise or creates a disturbance during the test (including breaks) while in their possession. Phones on or under the desk are considered in their possession.*


## Seat Students

Never allow students to select their own seat. Assign seats at random or by prearrangement with the test coordinator.

## Process Late Arrivals

Admit and seat students who arrive late only if you haven't started the timed test (i.e., Section 1). Continue reading the script to all students. Work with late arrivals after the test to complete their identifying information on the test materials.

Send students who arrive after the timed section begins to the test coordinator for assignment to another room where proper supervision, complete instructions, and correct time allotments can be provided.

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

## Administer the Test

- Administer each section of the test in sequence.
- Read scripts exactly as written.
- Complete the count of materials.
- Maintain security in the testing room.
- Report any test administration irregularities.

## Time the Test

Time the test as follows:

- Accurately time each test section. Students must be given the entire amount of time and can't move on to the next section until time is called.
- Record the start and stop times on the lines provided in the script as students begin working on each section; post the times for students to see.
- Announce the remaining time at regular intervals, as noted in the script. This is particularly important if the room clock malfunctions.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with the monitor, if one is assisting in the room.
- Refer to the appropriate Section Timing Chart in the Appendix to ensure that the stop time is correctly calculated.
- All students must receive the entire time on each section of the test, even if they finish before time is called. Do not end a section early.
- Immediately inform the test coordinator of any timing irregularities. Record irregularities and actions taken on an IR.

## Complete the Count of Materials

- On the Testing Room Materials Report form provided to you by the test coordinator, account for all test materials (used and unused for testing). The test coordinator may give you a loose form or may have filled in the form on the inside back cover of this manual. If a book appears to be missing, follow procedures in Missing Test Materials on page 55.
- Use the chart on the back cover of this manual to record the serial numbers of the test books distributed to students and the order you used to hand out the test books.

## Maintain Security in the Testing Room

- Remain vigilant at all times during testing, including breaks. Staff must not engage in activities that aren't related to testing, such as talking, reading, using a phone, using a computer, or grading papers.
- Make sure at least 1 staff member is in the testing room at all times.
- Make sure students don't access calculators, phones, or prohibited aids during breaks.

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

- Don't leave test materials unattended under any circumstances.
- Make sure test materials and phones aren't removed from the room.
- Don't allow students to access or use phones or wearable technology in the testing room or during breaks, or eat or drink during testing unless they have an approved accommodation.
- If a student's calculator malfunctions before or during the test, they should raise their hand. See Calculator Malfunction on page 22 for instructions on how to handle a malfunction.

## Prevent Copying and Communication

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

- Ensure proper spacing between students to prevent copying and communication among students during testing.
- Watch for possession of mobile phones or other prohibited items, or for "cheat sheets" written on paper, calculators, skin/clothing, or shoes/footwear.
- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators. Calculator covers should be stored under desks during testing.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

**IMPORTANT:** *Always note activities like these on an IR. Immediately report significant problems or events that interfere with specific testing procedures or compromise test security.*

 *If the Irregularity Chart indicates to call Michigan PSAT 8/9 Support, report the situation immediately.*

## Monitor Breaks

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

Before the test, have students place their bags and backpacks at the side of the room, away from the testing area. Do not allow students to access their bags or backpacks or go to their lockers until the test is over.

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 printed instructions or word-to-word dictionaries are closed and left on the desks.
- Make sure that students do not have possession of phones or other prohibited devices during breaks for any reason. Phones and other prohibited devices should be collected (if school policy permits), and must remain powered off and stored away from the testing area until the test is over.
- Allow students to eat and drink during breaks in designated areas as long as they placed their food and drinks under their desks before the start of the test, as instructed.
- If students ask, give permission for them to go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

Follow these guidelines for unscheduled breaks (e.g., requests to use the restroom):

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

## Complete the Irregularity Report (IR)

This form is scanned, so use a No. 2 pencil and do not write any notes or make any other extraneous marks on the form. Be sure to neatly print all information and fill in bubbles completely. Always include the names of students involved in an irregularity. See Using the Irregularity Chart later in this section.

- For all irregularities, fill in the general information in fields 1–5 (page 1) and field 9 (page 3) of the form.
  - ◆ In field 2, fill in the date the irregularity occurred.
  - ◆ 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 fields 6 (page 2), 9 (page 3), and 10 (page 4) to show the type of occurrence, describe the events and actions, and list information about the students affected. Be sure to include the testing room code in box 6b. Note the grade for each affected student in field 10.
- To report an **individual irregularity** (an issue that affects 1 student, such as illness), fill in fields 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to show the type of occurrence and the events and actions taken. List the student’s name, grade, and date of birth.
- In all situations, provide as much detail as possible (e.g., indicate if the student was dismissed and during which section). Do not attach answer sheets to the IR—the proctor should return them to the test coordinator, who will countersign and complete any remaining information on the IR before returning associated answer sheets with the other used answer sheets.

### KEY INFORMATION

Information on the following topics appears in Part 1 of this manual:

- Prohibited Devices Policies on page 21
- Calculator Policies and Guidelines on page 22
- Monitoring Equipment Use on page 22
- Verify Authorized Test Observers and Visitors on page 39

Your test coordinator will also have this information.

## Using the Irregularity Chart

The Irregularity Chart lists the most common irregularities with the procedures and actions you should use to respond to them. When the chart indicates the need for immediate action, respond immediately. The chart also indicates situations you should complete and submit an IR for, including:

- Test security incidents
- Rule violations
- Test question errors or ambiguities
- Other incidents or disturbances
- Student complaints

Make sure reports are complete and explicit. Fill out just 1 form for each irregularity, even if it affects more than 1 student (such as mistiming).

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

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## Administer Accommodations

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


**IMPORTANT:** *If you’re testing students in a standard room, proceed to [Begin Here on Test Day on page 62](#).*

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

See Set Up Computers for ATC Users on page 26 and Set Up Computers for Pre-recorded Audio on page 26 for information on initial setup of computers for ATC and pre-recorded audio formats.

Note that you will need to distribute test books with subtitles to both ATC and pre-recorded audio users in case they need to reference them during testing. Students using these formats as SAAs will need the regular-print lime green test book.

On test day, before testing begins:

- **For ATC format:** Ensure each student’s computer is powered on and the flash drive inserted (and that the student’s name is written on the flash drive packaging). Disconnect the computer from any networks and from the internet.
    - ◆ Disable camera and recording functionality.
    - ◆ Verify all spelling and grammar check tools are disabled so errors to be identified by the student as part of the assessment aren’t flagged by software running on the computer.
-  *Monitor students to ensure they do not access a thesaurus or dictionary or use any unapproved calculators at any time during the test.*
- **For the pre-recorded audio format:** Ensure each student’s computer is powered on and connected to the internet. The streaming application requires internet access to download the test form. Access to the internet will automatically be disabled once the test form is downloaded and students are instructed to begin testing.

## Prepare to Assist Students Using ATC Format

The ATC format is composed of Microsoft Word files created to work with assistive technology such as screen magnification or screen readers. If the student is using a Mac for the ATC format, the Microsoft Word software must be installed.

Students using the ATC format will need to select a separate file for each section and enter the password printed on the ATC packaging at the beginning of each section. When timing of each section ends, they will need to close the file. The ATC standalone script will guide you through this process.

## Post Information for Students Using Pre-recorded Audio Format

Post this information for students using pre-recorded audio format:

- Navigating the test:
  - ◆ Test Directions: Select **Test Directions** to listen to directions
  - ◆ Start Section: Select **Section** icon
  - ◆ Next Section: Select **Stop** at bottom of screen to return to section table of contents
  - ◆ Change Volume: Select and drag **Slider Bar** at the bottom of the screen
- Keyboard navigation for PC, Mac, and Chromebook:
  - ◆ Pause or Play: **Control/Command-P**

- ◆ Back (skip to previous track): **Control/Command-B**
- ◆ Forward (skip to next track): **Control/Command-F**

**For Streaming Format:** The correct 7-character Form Code from the back of the test books in your room is needed to download the correct test form. Make sure your test books say “For Pre-recorded Audio, Human Reader, Braille, ATC” on the front cover unless your students are using SAAs. (In that case, you’ll have standard lime green test books.) All test books in your room will have the same Form Code listed on the center of the back cover. If your students are downloading the test content themselves, post the following on the board: “Form Selection” followed by the 7-character Form Code. Students will use this information to download the correct test form on Day 1 and Day 2 in the streaming application.

**For Flash Drive Format:** If you’re testing students with the pre-recorded audio format on flash drives, students using PCs and Macs will employ the same navigation and keyboard commands as given earlier. Students using Chromebooks will need the following additional instructions for navigating with the flash drive format. Please post these if your students are using Chromebooks:

- Starting and navigating the test:
  - ◆ In the file list, select the folder **Test Directions** and then the file itself to hear general usage directions.
  - ◆ To select a section, select the test section folder (e.g., PSAT 8/9 Section 1 Reading Test).
  - ◆ To start the files in a section playing, press **Control-A** to highlight all files in the folder, then press **Enter**.
- To pause or play, use the mouse to control the media player menu.

## Administer the Pre-recorded Audio Format

To administer the pre-recorded audio format, follow the steps outlined here. First, ensure the streaming application has been installed on each computer. If not, refer to Set Up Computers for Pre-recorded Audio on page 26.

You’ll need the NAR to run the streaming application because it lists each student’s SSD number, which is required to access the test form. If your students will be downloading their own test forms, provide each student with their College Board SSD number on a sticky note or index card in the testing room before testing begins.

To administer the pre-recorded audio format, you’ll sign in to the streaming application on all computers before students enter the room to begin testing.

## Step 1 – Launch the Streaming Application

Before testing begins, the proctor or designated staff member will perform the following tasks:

1. Make sure you have posted special instructions for navigating the streaming application as described in Post Information for Students Using Pre-recorded Audio Format on page 59.
2. Make sure the volume on the computer is not muted and is set to a good listening level. The student can adjust the volume using the toolbar at the bottom of the screen once the test has begun; however, if the computer volume is muted, the volume control within the application will also be muted.
3. Select the **MP3 Delivery** icon on the computer or Chromebook and sign in with College Board SSD Online credentials. (Contact Michigan PSAT 8/9 Support if login assistance is needed.)
4. Select the yellow **Launch Test** button under **Take a test or essay**. You'll be brought to the **Test Administration** screen.

## Step 2 – Complete the Test Information and Download the Test

Proctors may choose to access students' test forms if the number of test takers is small; otherwise, if students will be completing this step themselves, skip this step and go to step 3 to continue with testing. (Instructions for step 2 are included for students in the scripts. See Start the Streaming Application on page 90.)

If you choose to access the test form on students' behalf, perform the following steps on each computer before students enter the room:

1. Under the **Assessment Information** screen in the **School (AI) Code** field, enter your 6-digit school (AI) code.
2. From the **Assessment Type** drop-down menu, choose **PSAT 8/9**.
3. Under **Student Information**, fill in the student's first and last name as it appears on the NAR.
4. Under the field **SSD Number**, enter the student's 10-digit College Board SSD number. (Do not use the student's state student ID number.)
5. Select the button marked **Confirm SSD**. A check mark will indicate the number is confirmed.
6. Once the SSD number has been confirmed, type the 7-character Form Code found on the back of the subtitled test book in the **Form Selection** section. Be sure to enter the Form Code exactly as it appears on the test book. You'll use this same Form Code on both Day 1 and Day 2. All test books in your room will have the same Form Code in the center of the back cover. They should say "For Pre-Recorded Audio, Human Reader, Braille, ATC" on the front cover unless your students are using SAAs. (In that case, you'll have regular-print lime green test books.)

7. Select **Day 1** from the **Test Day** drop-down menu (on Day 2, you will select **Day 2**), and click **Continue**.
8. Review the information on the **Selection Summary** screen and make any necessary edits. If all information is correct, click **Confirm** and then **Begin Form Download**. During the download, the screen may look inactive or gray.

Once all forms have begun downloading, you will admit and seat each student at the computer assigned to them. If you're downloading the test form on students' behalf, you'll need to repeat the procedure on Day 2 of the test administration.

**IMPORTANT:** As students enter the room, instruct them not to start the test until told to do so.

## Step 3 – Turn to the Correct Section of Scripts to Begin Testing

- If performing these steps at the beginning of Day 1 of testing, turn to Begin Here on Test Day on page 62.
- On Day 2 of testing, turn to Admitting Students on page 97.

## Administering Accommodated Breaks and Extended Time

Some students may be approved for extra and/or extended breaks. Break time is not included as part of testing time and is timed separately. During their breaks, students approved in SSD Online for accommodated breaks are still subject to the same regulations that apply to standard breaks.

Administer accommodated breaks as follows:

- **Extra Breaks:** Students approved for extra breaks receive a break between each test section and a break in the middle of Sections 1 and 4. Use Script 2 for students approved for extra breaks and not approved for extended time on all sections.
- **Extended Breaks:** Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.
- **Extra and Extended Breaks:** If you have students approved for both extra and extended breaks, provide 10-minute breaks for all breaks; if students ask to resume testing sooner, they may, but you shouldn't prompt students to end their breaks early.
- **Breaks As Needed:** When a student is approved for breaks as needed, they may take breaks during a test section. Most students' needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time (that is, the testing clock stops). (Use Script 1 unless approved for other accommodations.)



Students approved for extended time receive extra breaks as follows:

- Students approved for extended time on the entire test (for reading, use of a human reader or scribe, or as an EL support) receive a break between each test section and a break in the middle of Sections 1 and 4.
- Students approved for math-only extended time receive standard time on Sections 1 and 2, a break before Section 3 (Math Test – No Calculator), and another in the middle of Section 4 (Math Test – Calculator).

Once you've 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.

## Administering Large Print

College Board provides large-print test books in 14-point or 20-point for students approved for their use. Larger print is also available.

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

Seat students using a large-print test, a large-print answer sheet, a calculator with large or raised display, or a magnification device in the back of the room.

## Administering the ATC Format

The ATC format is composed of 5 Microsoft Word files created to work with students' assistive technology for screen magnification or screen readers. You may need to install Microsoft Word on any computers being used.

Students using the ATC format should be tested with standard time (except for Section 2) unless approved for extended testing time. For Section 2, the Writing and Language Test, allow all ATC users double time to navigate between the questions and the answer choices. A student approved for more than double time should test with their approved time allowance. Monitor students to be sure they're not accessing any other sites while working on the test.

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

The ATC format is compatible with ZoomText (with and without reader), JAWS, and NVDA, on both a PC and a Mac laptop. If you have students 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. Kurzweil is currently incompatible with the ATC format.

If your student has a device not listed, use the practice test to verify that it's supported. Practice materials can be found at [accommodations.collegeboard.org/request-accommodations//how-students-can-practice/psat-nmsqt-psat-10](https://accommodations.collegeboard.org/request-accommodations//how-students-can-practice/psat-nmsqt-psat-10).

Administer the test 1 section at a time, with strict timing, just as you would a paper test. Note that you will need to distribute test books with the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" to these students in case they need to reference them during testing. (Students using these formats as SAAs will use the regular-print lime green test book for reference.)

Students using the ATC format will need to select a separate file for each section and enter the password printed on the ATC packaging at the beginning of each section. When timing of each section ends, they will need to close the file. The ATC standalone scripts include instructions to guide students through this process.

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

## Administering Braille Test Formats

Students approved for braille with raised line drawings test with braille test formats. These students have standard time and breaks (Script 1) unless approved in SSD Online for other accommodations.

The braille format of the PSAT 8/9 is divided into several books, which you will use 1 at a time.

- Braille test formats are in Unified English Braille (UEB) with the Math Test sections in the 1972 revised Nemeth Code. They include raised line drawings of graphs and figures when graphs and figures are included in the test.
- Provide each student with a copy of the *Guide to the Nemeth Code* and the *Braille Reference Information* (a braille math reference book). 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're taking the braille test. The *Braille Reference Information* contains math reference material required for the braille test.

- Refer to Materials Provided for Accommodated Testing on page 30 for a list of materials provided to supplement the braille test.

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

## Administering Raised Line Drawings

Some students using formats other than braille—such as human reader or pre-recorded audio format—may be approved for the accommodation of raised line drawings (also called braille graphs and figures or braille figure supplements). During the test, when questions refer to figures, students may refer to either the standard-print or large-print test book or to the book of raised line drawings.

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

## Administering Human Readers

Students assisted by a human reader:

- Take the test with time and one-half unless already approved for double time (or more).
- Test in a one-to-one setting.
- Human readers may not be shared, but they may serve as the proctor for their assigned student.

- Human readers may read only what is in the script (they may not elaborate), but may repeat questions as often as requested.
- See Materials Provided for Accommodated Testing on page 30 for a list of the materials, such as a reader's script, that you'll receive for a student testing with a human reader.

If you are proctoring in a room in which a support staff member is reading test directions for a student, be sure the human reader is aware of the requirements given above.

**SSD** *Students who use human readers may be approved for other formats, such as braille materials. They will find the 2 texts differ slightly because the script read by a human reader describes the figures in greater detail than in other formats.*

## Administering Scribes

Students assisted by a scribe:

- Take the test with time and one-half unless already approved for double time (or more).
- Test in a one-to-one setting.
- Scribes may not prompt the student in a way that would result in a different response.
- Scribes may not be shared, but they may serve as the proctor for their assigned student.

If you are proctoring in a room in which a support staff member is writing answers for a student, be sure the scribe is aware of the requirements given above.

# Test Day Scripts

Before you begin testing, be sure to complete the tasks in Prepare to Test on page 54 and be familiar with the procedures in Administer the Test on page 56.

## Begin Here on Test Day

**IMPORTANT:** *If you're administering the test with ATC or pre-recorded audio format, you must complete setup of the computers before you begin testing. See Administer Accommodations on page 58.*

The scripts in this manual are designed to ensure that every student who takes the PSAT 8/9 has a fair and equal experience. So, when administering the test, please read the script out loud exactly as written. Take time to review the script or scripts that apply to your students so that you can administer the test accurately, confidently, and calmly. Your attitude can help students be confident and calm, too.

- Before admitting students, supply the appropriate information where a blank line "\_\_\_\_\_ " appears in the script text.
- Only read aloud the text in the shaded areas. Text that appears outside of the shaded areas is intended for proctors and should not be read aloud.
- Speak loudly and slowly. Be sure that students in the back of the room can hear you clearly. Pause where you see *[pause]* in the script to allow students time to follow instructions.
- Do not read information in *[bracketed italics]* out loud.
- Keep an eye out for raised hands. Students are likely to have questions during the pretest instructions. Answer student questions about procedure only, not about test content.
- When you see multiple choices with lettered options (e.g., **A** and **B**), read the prompts silently before choosing which script(s) to read to students.

For any students who didn't attend a **preadministration session**, the preadministration scripts are also included in the scripts that follow.

Before starting the script, check your room roster for students who need additional printed aids (e.g., test directions and/or word-to-word dictionaries) and distribute them to those students.

---

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

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

Before we begin the test, I'm going to read some instructions. Please listen carefully, and raise your hand if you have any questions. Remember, my role is to make sure you have the best opportunity to demonstrate your skills and knowledge.

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:**

College Board PSAT 8/9 Terms and Conditions include rules and policies to make sure all students have a fair and equal test experience. If anyone disturbs others or tries to gain an unfair advantage, I'll ask them to leave the room and their scores will be invalidated. They may also be prevented from taking other College Board tests in the future.

---

**List examples of rule violations by saying:**

Here are some examples of unfair advantages:

- Giving or receiving help of any kind on the test
- Looking through the test book before time starts
- Looking at any section other than the one we're currently on
- Marking or changing answers after time is called
- Attempting to remove test materials from the testing room
- Possessing a phone or any unauthorized testing aid during testing or during breaks

- Possessing an answer key or sharing answers with anyone during or after the test
- Going to a locker or leaving the building during the test
- Attempting to take the test for someone else
- Eating or drinking during testing without an approved accommodation to do so
- Causing a disturbance
- Failing to follow testing procedures

These policies help make sure your testing experience today is fair, and that you can focus on your own test without distractions.

Most schools will collect students' phones, electronic devices, and/or backpacks. The only exception is for computers or other devices approved for testing as an accommodation. The NAR will indicate if any student is approved to use a device.

**Collection of personal belongings:**

Read script **A** if your school collected students' belongings. Read script **B** if your school does not allow collection of students' belongings.

**READ ONLY ONE OPTION.**

---

**A** If your school collected personal belongings, say:

By this time you should have turned in all phones and any other electronic devices. If anyone still has an electronic device of any kind, including a smartwatch or fitness tracker, please disable any alarms, power it off, and turn it in to me now. It will be returned to you after the test. The only exception is for computers or other devices approved for testing as an accommodation.  
*[pause]*

---

**B** If your school does not allow collection of personal belongings, say:

At this time, if you have a phone or any other electronic device in your possession, including a smartwatch or fitness tracker, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you need a bag to store your phone in, raise your hand and I will give one to you. The only exception is for computers or other devices approved for testing as an accommodation.  
*[pause]*

Allow time for students to turn in or put away any of these devices.

---

**To all students, say:**

Any electronic device that isn't turned off or put away may be collected and its contents inspected as part of an investigation. If you are seen with a device or your device makes a noise or creates a disturbance while in your possession, I will have to dismiss you from testing. From this point on, I will dismiss any student that I see with a phone, smartwatch, or other electronic device.

---

**Then say:**

Thank you for paying attention to these instructions so far. Now we're going to prepare to start the test.

- Remove everything from your desk except your Number 2 pencils, acceptable calculator, and backup calculator if you have one. If you're using printed test directions or a word-to-word dictionary, keep these items on your desk as well.
- If you brought extra batteries, drinks, or snacks, put them on the floor under your desk.
- If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. *[pause]*

---

**To all students, say:**

Please sit quietly while I take a moment to look around and make sure you're all using acceptable calculators. *[pause]*

## Check Student Desks for Prohibited Items

Walk around the room to make sure no one has unacceptable calculators or other prohibited items on their desk.

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

- Mobile phones, smartwatches, fitness trackers, or other wearable technology (simple nondigital watches are acceptable)
- Audio players or recorders, tablets, laptops, notebooks, Bluetooth devices (e.g., wireless earbuds/headphones), or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, or mechanical or colored pencils

- Books or references of any kind (except for EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper (except for EL supports)
- Earplugs
- Unacceptable calculators that have computer-style (QWERTY) keyboards, use paper tape, make noise, or use a power cord
- Weapons or firearms

---

**Then say:**

Please remember you may not share or exchange calculators at any time. Put your calculators under your desks now. You will not need them until a later section.

Make sure students have put their calculators under their desks and any phones have either been collected or placed in a bag to the side of the room, not in a pocket or a desk.

## Distributing Student Answer Sheets

Distribute the answer sheets. Make sure 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, give them a blank answer sheet.

---

**After distributing answer sheets, say:**

These are the answer sheets that you'll use to mark your answers on the test. If you're using a large-print answer sheet, please read the directions on page 1 of your answer sheet about how to mark your answers. Your page numbers will be different from the ones I announce, but the field numbers will be the same as the field numbers I give for everyone. You'll mark the squares with an X instead of filling in bubbles. Raise your hand if you need assistance at any time. *[pause]*

---

**To all students, say:**

Please check to make sure your full name, school, and grade appear correctly on the label on your answer sheet. Raise your hand if there are any errors on your label. *[pause]*

---

**IMPORTANT:** *If all students in the room have correct answer sheets populated during a preadministration session, proceed to Distributing Test Books on page 65.*

---

If any students in the room have the wrong answer sheet, try to resolve the discrepancy. If you can't, give them blank answer sheets. If any students are using an unlabeled answer sheet or have errors on their label, make a note on your room roster so the test coordinator knows to update the student's record in the Michigan Student Data System if necessary, and to print a pre-ID label if the answer sheet is unlabeled.

If students need to complete their information, fill in the school code in the script before beginning.

---

**To students who need to complete information on their answer sheets, for field 1, say:**

If you need to complete fields on the answer sheet, begin with field 1. Fill in your legal last name, first name, and middle initial if you have one, as they appear on your label (if you have one). 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]*

Your first name must be your legal first name. If you use a preferred first name and you have a College Board online account, you can enter it there. College Board uses your legal name on test day to confirm your identity, but they'll use your preferred first name in other communications with you.

---

**For field 2, say:**

In field 2, if you attend this school, print our 6-digit school code \_\_\_\_\_ and fill in the corresponding bubbles. Look up when you're done. *[pause]*

If any students are homeschooled, tell them to leave field 2 blank.

---

**For field 3, say:**

In field 3, if you attend this school, fill in the bubble for "Yes." If you're homeschooled, fill in the appropriate bubble. Raise your hand if you have any questions. *[pause]*

---

**For field 4, say:**

In field 4, if you attend this school, print our school's name, city, and state. Look up when you're done. *[pause]*

If any students are homeschooled, tell them to leave field 4 blank.

---

**For field 5, say:**

In field 5, print and bubble the 10-digit state student ID number, your UIC, from the top left corner of the label on the front of your answer sheet, starting with the first column to the left. If you don't know your UIC, raise your hand. Look up when you're done. *[pause]*

If a student doesn't have a pre-ID label, tell the student to leave field 5 blank. Tell the test coordinator after the test that the student is missing a pre-ID label.

---

**For field 6, say:**

In field 6, fill in the bubble for your current grade.

---

**For field 7, say:**

Complete field 7.

---

**For field 8, say:**

For your date of birth, fill in the month, day, and last 2 digits of the year you were born. Start with a zero if filling in a 1-digit number. Fill in the corresponding bubbles and look up when you're done. *[pause]*

## Distributing Test Books

If available, keep 1 blank answer sheet and 1 test book for use in giving instructions.

- Students testing with flash drives should already have their flash drive inserted in the computer on their desk.
- Students with College Board–approved accommodations taking the test with a human reader or pre-recorded audio, braille, or ATC format get test books with the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" to use along with their approved format. (Students using these formats as SAAs receive regular-print lime green test books along with their approved format.)
- For students using braille, the subtitled books can be kept at the proctor's desk for reference.

Make sure you're passing out the correct books or student scores may be invalidated:

- Test books for **8th-grade primary** testing and the accommodated window have an **apple** on the cover.
- Test books for **9th-grade primary testing** and the accommodated window have a **crescent** on the cover.
- Both 8th and 9th grades use test books for the **makeup** date with a **flower** on the cover.

**When everyone is ready, say:**

I will now distribute your test books. Do not open them until I tell you to.

Give each student the appropriate test materials in serial-number order.

**You must record the test book serial numbers on the seating chart on the back of this manual to indicate which test book was distributed to each seat.** Also record the student's name on the seating chart if time permits. You can complete this task while students are working on Section 1, the Reading Test.

Make sure no one opens a test book until told to do so.

**When all students have their test books, say:**

Turn your test book over and read the back cover. It has important information about the test and how to properly mark your answers. *[pause]*

Are there any questions about what you just read?  
*[pause]*

**When everyone is ready, say:**

On the back of the test book, clearly print your name, this school's code \_\_\_\_\_ and name \_\_\_\_\_, and this room's testing room code or name \_\_\_\_\_, which I've posted for you. *[pause]*

**SSD** *Students using flash drives should add this information to their flash drive packaging as well.*

Check that students have filled in these fields, including testing room code (or other identifier, e.g., room name), on their test books and any flash drive packaging. (Note that students should not write on braille books.)

**Give additional instructions for marking answers by saying:**

It's important that you follow the directions for marking your answers so your answer sheet can be scored. I'm going to emphasize the most important points to make sure they're clear. Please listen carefully.

- Mark all of your answers on the answer sheet. You may use your test book for scratch work, but only answers marked on the answer sheet can be scored, unless you're approved to mark them in the test book.
- After time has been called, you may not transfer answers from your test book to your answer sheet or fill in bubbles.

- Make sure you use a Number 2 pencil. Don't use a pen, a colored pencil, or a mechanical pencil.
- Mark 1 answer for each question and fill in the bubbles on the answer sheet darkly and completely.
- Don't fold your answer sheet back on itself and don't make any marks on your answer sheet other than your answers. Stray marks on your answer sheet will interfere with scoring.
- If you erase, do so completely. Incomplete erasures may be scored as intended answers.

**IMPORTANT:** *Read the following script quietly only to students who are approved to record their answers in their test book.*

**To students who are approved to record their answers in their test book, say:**

You've been approved to record your answers in the test book. Be sure to circle the letter of your chosen answer in your test book. Only circle 1 answer for each question. If you change your mind, erase as completely as you can.

**Completing the Certification Statement****To all students, say:**

Now please find the Certification Statement on the back of your answer sheet.

By signing the statement, you are agreeing not to share any test content with anyone, through any means, including but not limited to email, text messages, internet posts, or other use of the internet. Doing so may result in score invalidation or other possible sanction. These conditions are spelled out in the *PSAT 8/9 Student Guide*.

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

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

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

## Completing Test Book Information Before Filling in Test Book Information

### A FOR PRE-RECORDED AUDIO USERS

- If students are using the **streaming application**, turn to Script 5: Pre-recorded Audio Format on page 90 to guide students through filling in their test information on the answer sheet and navigating the computer-based test.
- If your school has been approved to use **flash drives**, continue with the scripts that follow.

### B FOR ALL OTHER STUDENTS

Continue with the scripts that follow.

## Continue Filling in Test Information

**IMPORTANT:** For the next set of instructions, students must correctly copy codes from their test materials onto the back of their answer sheets (fields A–C as prompted in the scripts); **without this information, their answer sheets can't be scored.**

### For field A, Form Code, say:

Find field A on the back of your answer sheet. If you're using a large-print answer sheet, field A is on page 7. Find the Form Code on the back of the test format you're testing with—that is, your test book, reader's script (provided to your human reader), braille book, or flash drive package. Copy the Form Code exactly as it appears on your test into field A on your answer sheet, and fill in the appropriate bubbles. Please look up when you are finished. [pause]

### For field B, Test ID, say:

Find field B. Find the Test ID on the back of the test format you're testing with—that is, your test book, reader's script (provided to your human reader), braille book, or flash drive package. Copy the Test ID exactly as it appears on your test into field B on your answer sheet, and fill in the appropriate bubbles. Please look up when you are finished. [pause]

**SSD** Students using braille, pre-recorded audio, or flash drive formats may require assistance copying information.

### For field C, Test Book Serial Number, say:

Look at the front cover of your test book or other test format. Find the number in the upper right corner labeled "Test Book Serial Number." Enter your serial number into field C on your answer sheet and fill in the corresponding bubbles. [pause]

Check that students are filling in the correct codes.

**SSD** Students using a human reader, braille test, or flash drive shouldn't copy any codes from the subtitled test book on their answer sheets. They should use the codes on the test format they're testing with.

### Have students check the codes they've entered by saying:

To prevent problems with getting your scores, check the Form Code, Test ID, and Test Book Serial Number fields to make sure you entered them correctly.

**IMPORTANT:** If your school doesn't use testing room codes, instruct students to leave field D blank.

### If your school uses testing room codes, for field D, say:

In field D on your answer sheet, fill in the 3-digit testing room code that I have posted. [pause]

**IMPORTANT:** If you're administering the pre-recorded audio format on flash drives, skip forward to Explain Pre-recorded Audio Navigation on page 91.

### When everyone is ready, say:

You'll begin the test in just a few minutes, after I read a few final instructions.

During testing, 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, or if you realize that you have been writing answers in the wrong section of your answer sheet, raise your hand.

Answer sheets and test books must never be removed from the testing room.

The test is timed by section. You'll have breaks during the test when you can leave this room to have a snack or use the restroom.

I'll walk around the room to make sure everyone is working on the correct section. For the PSAT 8/9, you can only work on 1 section at a time. You are not allowed to move to the next section until you're told to do so. This may be different from what you're used to, so make sure not to move ahead or look back to a previous section, even if you finish the current section early.

Once the test has ended, please stay seated until I dismiss you. If you have any questions you may ask them now. [pause]

**IMPORTANT:** If testing in an accommodated room, see *Specific Format Instructions* below.

## Specific Format Instructions

- If you have students using a scribe, a human reader, or braille format, find and read the appropriate instructions in this section.
- For all other students, continue at Proceed to the Appropriate Script later in this section.

### To a scribe, say:

Please follow these instructions:

- You must write only what the student dictates in English.
- You may not prompt the student in a way that would result in a different response.

### To a student who is using a scribe, say:

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

### To a human 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 elaborate beyond what is in the script, even if the student asks for it. If a student using raised line drawings doesn't read braille, you can find the labels and numbers in corresponding locations in the standard-print books, if needed. Do you have any questions about these procedures? *[pause]*

### To students using braille format, say:

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

The braille type used is Unified English Braille (UEB), and the Math Test is in the 1972 revised Nemeth Code. The *Braille Reference Information* includes braille math formulas and directions for use with both sections of the Math Test.

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

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

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

## Proceed to the Appropriate Script

Turn to the correct script to begin testing the students in your room.

- If testing ATC users, switch now to the specialized standalone ATC script that gives the right timing for your room and begin reading at Script for ATC Format.
- If testing students using the pre-recorded audio format, you should already be reading from Script 5: Pre-recorded Audio Format on page 90.

For all other students, use this table to find the right script to start testing in your room. Depending on the accommodations you're administering, you may need to begin with one script and switch to another later in the testing session.

### SCRIPTS TO USE FOR TESTING

To start testing with:	Turn to:
Standard timing and breaks	Script 1: Standard Time on page 69
Standard timing and extra breaks	Script 2: Standard Time with Extra Breaks on page 73
Time and one-half	Script 3: Time and One-Half on page 78
Double time	Script 4: Double Time on page 83
Pre-recorded audio format	Script 5: Pre-recorded Audio Format on page 90

Use the table Overview of Timing and Breaks if needed for reference as you determine the timing and breaks needed in your room.



## SCRIPT 1: Standard Time

The following script is for use with standard timing and breaks.

Also use this script to administer the following accommodations to students:

- Extended time on math only (you'll see instructions for when to switch to Script 3 or Script 4).
- Braille or large-print test formats.
- Breaks as needed or extended breaks.
- Permission to test blood sugar; small-group setting; or permission to use a 4-function calculator on the Math Test – No Calculator section.
- SAs that don't require extended time on the entire test or extra breaks.

To help you post accurate start and stop times, use the Section Timing Chart for Standard Timing in the Appendix.

### SECTION 1: Reading Test

#### STANDARD TIME

 55 Minutes

**IMPORTANT:** Do not admit any students who arrive at this point. Send these students to the test coordinator.

#### When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 55 minutes to work on Section 1. We'll have a short break after the section is over. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers,

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

Now, open your test book to Section 1. *[pause]* Read the directions and begin work. Good luck, everyone.

#### To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



55 MINUTES STANDARD TIME

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

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

### During the Section

#### After 25 minutes, say:

You have 30 minutes remaining in Section 1.

#### After 50 minutes, say:

You have 5 minutes remaining in Section 1.

#### After exactly 55 minutes, say:

Stop work and put your pencil down. *[pause]*

### After Section 1

#### To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

#### For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or access any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.

- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

### 5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

## SECTION 2: Writing and Language Test

### STANDARD TIME

 30 Minutes

#### When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 30 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. *[pause]* Read the directions and begin work.

#### To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



30 MINUTES STANDARD TIME

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

### During the Section

#### After 15 minutes, say:

You have 15 minutes remaining in Section 2.

#### After 25 minutes, say:

You have 5 minutes remaining in Section 2.

#### After exactly 30 minutes, say:

Stop work and put your pencil down. *[pause]*

### After Section 2

#### To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

At this point, you may have students who require different timing on the next section. Pause for a moment to read the following instructions and determine what your students require next.

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

- For students testing with time and one-half for math, turn to Script 3, Break Before Section 3 on page 80.
- For students testing with double time for math, turn to Script 4, Break Before Section 3 for Math-Only Extended Time on page 87.

#### **B** FOR ALL OTHER STUDENTS

Continue with the script that follows.

## SECTION 3: Math Test – No Calculator

### STANDARD TIME

 20 Minutes

**IMPORTANT:** *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

#### When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 20 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

#### To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

#### To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. *[pause]* Read the directions and begin work.

#### To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



20 MINUTES STANDARD TIME

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

### During the Section

#### After 10 minutes, say:

You have 10 minutes remaining in Section 3.

#### After 15 minutes, say:

You have 5 minutes remaining in Section 3.

#### After exactly 20 minutes, say:

Stop work and put your pencil down. *[pause]*

### After Section 3

#### To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

#### For the break, say:

We will stop now for a short break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or access any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

### 5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

**SECTION 4:**  
**Math Test – Calculator****STANDARD TIME** 40 Minutes

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

**When students are ready, say:**

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 40 minutes to work on Section 4. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

**To all students, say:**

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have 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'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****40 MINUTES STANDARD TIME**

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**During the Section****After 20 minutes, say:**

You have 20 minutes remaining in Section 4.

**After 35 minutes, say:**

You have 5 minutes remaining in Section 4.

**After exactly 40 minutes, say:**


Stop work and put your pencil down. *[pause]*

**After Section 4****To all students, say:**

Close your answer sheet so that page 1 is on top. Close your test book. *[pause]*

**When everyone is ready, say:**

Before I collect your test materials, please turn your answer sheet over. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. *[pause]* Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields. *[pause]*

 *Students testing with alternate test formats should use the codes from those formats, not the subtitled test book.*

Proceed to Dismissal on page 102 for the collection of test books and other test materials.

## SCRIPT 2: Standard Time with Extra Breaks

This script provides standard timing for all test sections with additional breaks added to the longer sections and between sections.

Use this script for:

- Students approved for extra breaks with standard timing on all sections of the test.
- Students approved for extra breaks and extended time for math only. You'll see instructions for where to switch to Script 3 or 4.

Students with extended breaks or breaks as needed who test with standard time should be tested with Script 1.

To help you post accurate start and stop times, use the Section Timing Chart for Standard Time with Extra Breaks in the Appendix.

### SECTION 1: Reading Test

**55 MINUTES STANDARD TIME WITH EXTRA BREAKS**

 28 Minutes **5-Minute Break** 27 Minutes

**IMPORTANT:** Do not admit any students who arrive at this point. Send these students to the test coordinator.

**When everyone is ready, say:**

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 55 minutes to work on Section 1. We'll stop for a short break after 28 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. *[pause]* Read the directions and begin work. Good luck, everyone.

**To begin the test, say:**

Time starts now.

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



**28 MINUTES STANDARD TIME — EXTRA BREAKS**

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

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

### During the First Half of the Section

**After 15 minutes, say:**

You have 40 minutes remaining in Section 1 and 13 minutes until the break.

**After 23 minutes, say:**

You have 32 minutes remaining in Section 1 and 5 minutes until the break.

**After exactly 28 minutes, say:**

Stop work and put your pencil down. *[pause]*

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

**🕒 5-MINUTE BREAK**

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

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

**During the Second Half of the Section****When everyone is ready, say:**

We're now going to continue with Section 1. You have an additional 27 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

**To continue the test, say:**

Time starts now.

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



**27 MINUTES STANDARD TIME — EXTRA BREAKS**

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

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

You have 12 minutes remaining in Section 1.

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

You have 5 minutes remaining in Section 1.

**After exactly 27 minutes (from the break), say:**

Stop work and put your pencil down. *[pause]*

**After Section 1****To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or access any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

**🕒 5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

**SECTION 2:****Writing and Language Test****STANDARD TIME WITH EXTRA BREAKS**

**🕒 30 Minutes**

**When everyone is ready, say:**

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 30 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

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

 **30 MINUTES STANDARD TIME — EXTRA BREAKS**

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**During the Section****After 15 minutes, say:**

You have 15 minutes remaining in Section 2.

**After 25 minutes, say:**

You have 5 minutes remaining in Section 2.

**After exactly 30 minutes, say:**

Stop work and put your pencil down. *[pause]*

**After Section 2****To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

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

- For students testing with time and one-half for math, turn to Script 3, Break Before Section 3 on page 80.
- For students testing with double time for math, turn to Script 4, Break Before Section 3 for Math-Only Extended Time on page 87.

**B FOR ALL OTHER STUDENTS**

Continue with the script that follows.

**Break Before Section 3****For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

** 5-MINUTE BREAK**

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

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

Please take your seat. Don't open any section of the test until I tell you to.

**SECTION 3:****Math Test – No Calculator****STANDARD TIME WITH EXTRA BREAKS**

 20 Minutes

**IMPORTANT:** *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

**When everyone is ready, say:**

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 20 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

**To all students, say:**

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

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

 **20 MINUTES STANDARD TIME — EXTRA BREAKS**

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

**During the Section****After 10 minutes, say:**

You have 10 minutes remaining in Section 3.

**After 15 minutes, say:**

You have 5 minutes remaining in Section 3.

**After exactly 20 minutes, say:**

Stop work and put your pencil down. *[pause]*

**After Section 3****To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We will stop now for a short break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or access any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

 **5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

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

**40 MINUTES STANDARD TIME WITH EXTRA BREAKS**

 20 Minutes **5-Minute Break** 20 Minutes

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

**When students are ready, say:**

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 40 minutes to work on Section 4. We'll stop for a short break after 20 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left.

**To all students, say:**

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a



calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have 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'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

#### To all students, say:

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. *[pause]* Read the directions and begin work.

#### To begin the test, say:

Time starts now.

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



**20 MINUTES STANDARD TIME — EXTRA BREAKS**

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

## During the First Half of the Section

### After 10 minutes, say:

You have 30 minutes remaining in Section 4 and 10 minutes until the break.

### After 15 minutes, say:

You have 25 minutes remaining in Section 4 and 5 minutes until the break.

### After exactly 20 minutes, say:

Stop work and put your pencil down. *[pause]*

### To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

### For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

## 5-MINUTE BREAK

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

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

## During the Second Half of the Section

### When everyone is ready, say:

We're now going to continue with Section 4. You have an additional 20 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

### To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

 20 MINUTES STANDARD TIME — EXTRA BREAKS

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**After 10 minutes (from the break), say:**

You have 10 minutes remaining in Section 4.

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

You have 5 minutes remaining in Section 4.

**After exactly 20 minutes (from the break), say:**Stop work and put your pencil down. *[pause]***After Section 4****To all students, say:**Close your answer sheet so that page 1 is on top. Close your test book. *[pause]***When everyone is ready, say:**

Before I collect your test materials, please turn your answer sheet over. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. *[pause]* Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields. *[pause]*

**SSD** *Students testing with alternate test formats should use the codes from those formats, not the subtitled test book.*

Proceed to Dismissal on page 102 for the collection of test books and other test materials.

## SCRIPT 3: Time and One-Half

The following script is for time and one-half test takers.

- Begin with this script if you are testing students approved for time and one-half in reading, including EL time and one-half support. These students receive time and one-half for the entire test.
- If you are testing students with math-only extended time, begin with the appropriate standard time script (Script 1, or Script 2 for students approved to test with standard time and extra breaks). You will be instructed when to return to this script.

To help you post accurate start and stop times, use the Section Timing Chart for Time and One-Half in the Appendix.

### SECTION 1: Reading Test

**83 MINUTES TIME AND ONE-HALF** 42 Minutes**5-Minute Break**

41 Minutes

**IMPORTANT:** *Do not admit any students who arrive at this point. Send these students to the test coordinator.*

**When everyone is ready, say:**

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 83 minutes to work on Section 1. We'll stop for a short break after 42 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. *[pause]* Read the directions and begin work. Good luck, everyone.

**To begin the test, say:**

Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****42 MINUTES TIME AND ONE-HALF**

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

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

**During the First Half of the Section****After 22 minutes, say:**

You have 61 minutes remaining in Section 1 and 20 minutes until the break.

**After 37 minutes, say:**

You have 46 minutes remaining in Section 1 and 5 minutes until the break.

**After exactly 42 minutes, say:**

Stop work and put your pencil down. *[pause]*

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

**🕒 5-MINUTE BREAK**

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

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

**During the Second Half of the Section****When everyone is ready, say:**

We're now going to continue with Section 1. You have an additional 41 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

**To continue the test, say:**

Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****41 MINUTES TIME AND ONE-HALF**

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

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

You have 20 minutes remaining in Section 1.

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

You have 5 minutes remaining in Section 1.

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

Stop work and put your pencil down. *[pause]*

**After Section 1****To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or access any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

**5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

**SECTION 2:  
Writing and Language Test****TIME AND ONE-HALF**

 45 Minutes

**When everyone is ready, say:**

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 45 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

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



**45 MINUTES TIME AND ONE-HALF**

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**During the Section****After 25 minutes, say:**

You have 20 minutes remaining in Section 2.

**After 40 minutes, say:**

You have 5 minutes remaining in Section 2.

**After exactly 45 minutes, say:**

Stop work and put your pencil down. *[pause]*

**Break Before Section 3****To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

**5-MINUTE BREAK**

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

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

Please take your seat. Don't open any section of the test until I tell you to.

## SECTION 3: Math Test – No Calculator

### TIME AND ONE-HALF

 30 Minutes

**IMPORTANT:** *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

#### When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 30 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

#### To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

#### To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. *[pause]* Read the directions and begin work.

#### To begin the test, say:

Time starts now.

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



**30 MINUTES TIME AND ONE-HALF**

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

### During the Section

#### After 15 minutes, say:

You have 15 minutes remaining in Section 3.

#### After 25 minutes, say:

You have 5 minutes remaining in Section 3.

#### After exactly 30 minutes, say:

Stop work and put your pencil down. *[pause]*

### After Section 3

#### To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

#### For the break, say:

We will stop now for a short break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or access any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

### 5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

## SECTION 4: Math Test – Calculator

### 60 MINUTES TIME AND ONE-HALF

 30 Minutes **5-Minute Break** 30 Minutes

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

**When students are ready, say:**

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 60 minutes to work on Section 4. We'll stop for a short break after 30 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left.

**To all students, say:**

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have 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'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

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

**30 MINUTES TIME AND ONE-HALF**
**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

### During the First Half of the Section

**After 15 minutes, say:**

You have 45 minutes remaining in Section 4 and 15 minutes until the break.

**After 25 minutes, say:**

You have 35 minutes remaining in Section 4 and 5 minutes until the break.

**After exactly 30 minutes, say:**

Stop work and put your pencil down. *[pause]*

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

**🕒 5-MINUTE BREAK**

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

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

**During the Second Half of the Section****When everyone is ready, say:**

We're now going to continue with Section 4. You have an additional 30 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

**To continue the test, say:**

Time starts now.

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



**30 MINUTES TIME AND ONE-HALF**

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

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

You have 15 minutes remaining in Section 4.

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

You have 5 minutes remaining in Section 4.

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

Stop work and put your pencil down. *[pause]*

**After Section 4****To all students, say:**

Close your answer sheet so that page 1 is on top. Close your test book. *[pause]*

**When everyone is ready, say:**

Before I collect your test materials, please turn your answer sheet over. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. *[pause]* Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields. *[pause]*

**SSD** *Students testing with alternate test formats should use the codes from those formats, not the subtitled test book.*

Proceed to Dismissal on page 102 for the collection of test books and other test materials.

**SCRIPT 4:  
Double Time**

The following script is for double time test takers.

- Use this entire script for students approved for double time in reading.
- If you are testing students with math-only extended time, turn to the appropriate Standard Time script (Script 1 or Script 2). You'll be instructed when to turn to this script.

To help you post accurate start and stop times, use the Section Timing Chart for Double Time in the Appendix.

**To all students, say:**

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

**IMPORTANT:** *When you record the distribution of test books on your seating chart (while students are working on Section 1), be sure to also include student names. You'll need the names for seating students on Day 2 of testing.*

## SECTION 1: Reading Test

### 110 MINUTES DOUBLE TIME

 55 Minutes **5-Minute Break** 55 Minutes

**IMPORTANT:** Do not admit any students who arrive at this point. Send these students to the test coordinator.

#### When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 110 minutes to work on Section 1. We'll stop for a short break after 55 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. *[pause]* Read the directions and begin work. Good luck, everyone.

#### To begin the test, say:

Time starts now.

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



**55 MINUTES DOUBLE TIME**

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

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

## During the First Half of the Section

#### After 25 minutes, say:

You have 85 minutes remaining in Section 1 and 30 minutes until the break.

#### After 50 minutes, say:

You have 60 minutes remaining in Section 1 and 5 minutes until the break.

#### After exactly 55 minutes, say:

Stop work and put your pencil down. *[pause]*

#### To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

#### For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

### 5-MINUTE BREAK

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

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

## During the Second Half of the Section

#### When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 55 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

#### To continue the test, say:

Time starts now.



RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

 55 MINUTES DOUBLE TIME

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

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

You have 30 minutes remaining in Section 1.

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

You have 5 minutes remaining in Section 1.

**After exactly 55 minutes (from the break), say:**Stop work and put your pencil down. *[pause]*

## After Section 1

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or access any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

## 5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

## SECTION 2:

## Writing and Language Test

DOUBLE TIME

 60 Minutes**When everyone is ready, say:**

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 60 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. *[pause]* Read the directions and begin work.**To begin the test, say:**

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

 60 MINUTES DOUBLE TIME

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

## During the Section

**After 30 minutes, say:**

You have 30 minutes remaining in Section 2.

---

**After 55 minutes, say:**

You have 5 minutes remaining in Section 2.

---

**After exactly 60 minutes, say:**

Stop work and put your pencil down. *[pause]*

---

---

**End of Day 1 of Testing**

---

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

---

---

**Collecting Test Materials**

---

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

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

---

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

In the following script, fill in the time students should report for testing on Day 2.

---

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

Remember, you should not, under any circumstances, take any test content from the testing room or discuss or share test content with anyone through any means, including email, text messages, 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 of testing at \_\_\_\_\_.

Please gather your belongings and exit the room quietly.

---

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

---

**Day 2 of Testing****Admitting Students**

Follow regular security procedures, including school-allowed procedures for collecting electronic devices. Seat students in the same seats according to your seating chart from Day 1.

---

**Preparing to Test**

---

**When everyone is ready, say:**

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

- Remove everything from your desk except your Number 2 pencils, acceptable calculator, backup calculator if you have one, and any items you're approved to use as an accommodation. If you're using printed test directions or a word-to-word dictionary, keep those items on your desk as well.
- Place any water bottles and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. *[pause]*

Please sit quietly while I take a moment and make sure everyone has an acceptable calculator. *[pause]*

---

As before, walk around to check each student's calculator(s) and to make sure no one has any unauthorized aids or devices on their desks. (The NAR will indicate if an aid has been approved as an accommodation.) See Prohibited Devices and Aids on page 21 for a list of prohibited devices and aids.

---

**Then say:**

Now, place your calculators under your desks. You won't need them until a later section. *[pause]*

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

---

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

---

**IMPORTANT:** Skip forward to Section 3: Math Test – No Calculator for your 2-day testers.

---

## Break Before Section 3 for Math-Only Extended Time

### For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

### 5-MINUTE BREAK

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

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

Please take your seat. Don't open any section of the test until I tell you to.

## SECTION 3: Math Test – No Calculator

### DOUBLE TIME

 40 Minutes

**IMPORTANT:** *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

### When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 40 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

### To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

### To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. *[pause]* Read the directions and begin work.

### To begin the test, say:

Time starts now.

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



**40 MINUTES DOUBLE TIME**

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

## During the Section

### After 20 minutes, say:

You have 20 minutes remaining in Section 3.

### After 35 minutes, say:

You have 5 minutes remaining in Section 3.

### After exactly 40 minutes, say:

Stop work and put your pencil down. *[pause]*

## After Section 3

### To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We will stop now for a short break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or access any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

**🕒 5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

## SECTION 4: Math Test – Calculator

**80 MINUTES DOUBLE TIME**

🕒 40 Minutes **5-Minute Break** 40 Minutes

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

**When students are ready, say:**

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 80 minutes to work on Section 4. We'll stop for a short break after 40 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left.

**To all students, say:**

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a

calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have 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'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****40 MINUTES DOUBLE TIME**

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

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**During the First Half of the Section****After 20 minutes, say:**

You have 60 minutes remaining in Section 4 and 20 minutes until the break.

**After 35 minutes, say:**

You have 45 minutes remaining in Section 4 and 5 minutes until the break.

**After exactly 40 minutes, say:**

Stop work and put your pencil down. *[pause]*

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

**🕒 5-MINUTE BREAK**

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

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

**During the Second Half of the Section****When everyone is ready, say:**

We're now going to continue with Section 4. You have an additional 40 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

**To continue the test, say:**

Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****40 MINUTES DOUBLE TIME****START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

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

You have 20 minutes remaining in Section 4.

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

You have 5 minutes remaining in Section 4.

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

Stop work and put your pencil down. *[pause]*

**After Section 4****To all students, say:**

Close your answer sheet so that page 1 is on top. Close your test book. *[pause]*

**When everyone is ready, say:**

Before I collect your test materials, please turn your answer sheet over. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. *[pause]* Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields. *[pause]*

**SSD** *Students testing with alternate test formats should use the codes from those formats, not the subtitled test book.*

Proceed to Dismissal on page 102 for the collection of test books and other test materials.

## SCRIPT 5: Pre-recorded Audio Format

The following script is for pre-recorded audio format users. By this time, you should have read the opening scripts to students and distributed their answer sheets and test books. If you haven't yet done so, return to *Begin Here on Test Day* on page 62.

**SSD** If a student is using a scribe, refer to *Specific Format Instructions* on page 68.

### **A FOR STUDENTS WITH THE TEST FORM ALREADY DOWNLOADED**

Proceed to Complete Test Information on page 91.

### **B FOR STUDENTS USING FLASH DRIVES**

Proceed to Explain Pre-recorded Audio Navigation on page 91.

### **C FOR STUDENTS WHO NEED TO DOWNLOAD THE TEST FORM**

Continue with the instructions that follow.

## Start the Streaming Application

At this point, the streaming application should be open and ready to run on each computer. Before instructing students to begin the form selection process, ensure each computer is displaying the **Test Administration** screen, where students will input their assessment, student, and form selection information.

Give each student a sticky note or index card with their 10-digit College Board SSD number written on it. They'll need this on both days of testing.

Fill in the school code in the script before beginning.

To help you post accurate start and stop times, use the Section Timing Chart for Pre-recorded Audio (MP3) Format in the Appendix.

### To students accessing the audio streaming application test form, say:

Today you'll be taking the test using an audio application. First, you'll enter some information to access your test form.

### Confirm that students' computers display the correct starting screen by saying:

Your screen should display **Assessment Information** at the top. Please raise your hand if that is not what you see on the screen.

If a student raises their hand, help them access the correct screen.

### When everyone is ready, say:

Please follow these instructions:

1. Under **Assessment Information** in the **School (AI) Code** field, please add the 6-digit school code \_\_\_\_\_. [pause]
2. From the **Assessment Type** drop-down menu, choose **PSAT 8/9**. [pause]
3. Under **Student Information**, please enter your first and last name. [pause]
4. In the **SSD Number** field, please fill in the 10-digit number written on the note I gave you. [pause]
5. Then select the button marked **Confirm SSD**. A check mark will appear to show that the number is confirmed. [pause]

Confirmation may take a few moments. Once you see a check mark next to the number, please look up. If you receive an error message, please try typing the number again and select **Confirm SSD**. If you continue to receive an error message, raise your hand.

**IMPORTANT:** Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the note or index card given to the student and that the student is typing the number correctly. You may need to assist students who are having difficulty. If you need further assistance, call *Michigan PSAT 8/9 Support*.

Fill in the Form Code in the next script. The Form Code appears on the back center of every test book in your room. Your test books should say "For Pre-recorded Audio, Human Reader, Braille, ATC" on the front cover unless your students are using SAAs. (In that case, you'll have standard lime green test books.)

### Give instructions for starting the test download by saying:

Now you'll enter the Form Code so that you can download the correct test. In the **Form Selection** field, type the 7-character code \_\_\_\_\_ exactly as I have posted it on the board. [pause]

### Continue by saying:

Follow these instructions:

1. From the **Test Day** drop-down menu on the right of the form name, select **Day 1**. [pause]

2. Select the **Continue** button. [pause]
3. Take a moment to check your **Assessment Information** and **Student Information** on the screen. If any information is incorrect, use the **Edit** button on the bottom left to go back to the prior screen and make changes. If all information is correct, select the **Confirm** button. [pause]
4. After confirming, you may select **Begin Form Download**. [pause]
5. At this point I want everyone to stop and wait while your form downloads. When the **Begin Test** button appears, do not select it until I tell you to. [pause]

This step may take a few minutes. Once the form has finished downloading to your computer, access to other applications will be disabled. While the test is downloading, we'll start filling in the answer sheet. The screen containing your test information will remain visible and will help you complete some fields.

Walk around the room to confirm that all students have selected the correct test form.

## Complete Test Information

**IMPORTANT:** For the next set of instructions, students must correctly copy codes from their test materials onto the back of their answer sheets (fields A–C as prompted in the scripts); **without this information, their answer sheets can't be scored.**

For fields A and B, check that students are filling in the correct codes from their screens, not from the test book. Be prepared to assist any students who are unable to read the screen.

### For field A, Form Code, say:

Find field A on the back of your answer sheet. If you're using a large-print answer sheet, field A is on page 7. Find the Form Code on your screen under **Form Information**. Copy the 7-character code exactly as it appears on your screen into field A on your answer sheet, and fill in the appropriate bubbles. Look up when you're finished. [pause]

### For field B, Test ID, say:

Find field B below field A. Find the Test ID on your screen under **Form Information**. Copy the Test ID exactly as it appears on your screen into field B on your answer sheet, and fill in the appropriate bubbles. Look up when you're finished. [pause]

### For field C, Test Book Serial Number, say:

Look at the front cover of your test book. Find the number in the upper right corner labeled "Test Book Serial Number." Enter your serial number into field C on your answer sheet and fill in the corresponding bubbles. [pause]

Check that students are copying the Test Book Serial Number from the test book.

### Have students check the codes they've entered by saying:

To prevent problems with getting your scores, check the Form Code, Test ID, and Test Book Serial Number fields to make sure you entered them correctly.

**IMPORTANT:** If your school doesn't use testing room codes, instruct students to leave field D blank.

### If your school uses testing room codes, for field D, say:

In field D on your answer sheet, fill in the 3-digit testing room code that I have posted. [pause]

## Explain Pre-recorded Audio Navigation

### To all pre-recorded audio format users, say:

The test has been set up on your computer. Do not start until I tell you to. I will review the navigation with you now.

I have written the keyboard and other navigation commands on the board and will go over them now. When we start testing, your screen will display a list of all the tracks for the test section being played. The list is organized by track number, and each track has a brief descriptive title. Each test question will be on a separate track, and when a track is playing, it's highlighted.

You may use your mouse to navigate. If you're using a PC or Chromebook, you can also navigate by using your keyboard's **Control** key; if you're using a Mac, you'll use the **Command** key.

- Use **Control-P** or **Command-P** to play or pause the audio. You can also select the **Play** or **Pause** icon at the bottom of the screen.
- To change the volume, select and drag the **Volume Control Slider**.
- To skip back to a previous track, press **Control-B** or **Command-B**.
- To skip forward to the next track, press **Control-F** or **Command-F**.

- To move forward and backward within a track, click on the **Timeline Ribbon** at the bottom of the screen. Double-click on the track to start it over.

There are no fast forward or rewind buttons. The audio recording will play continuously through the entire test section unless you manually pause it, and it will stop automatically at the end of the last track for the section.

**IMPORTANT:** Skip the following script if your students are testing with the audio streaming application.

#### To students using flash drives, say:

If you are using a Chromebook, please listen to these additional directions:

- To start a section on a Chromebook, select the section folder, then highlight all the tracks using **Control-A**.
- Use the mouse and **Timeline Ribbon** to go forward and back.
- All other navigation commands work as I have posted them.

#### To all students, explain procedure by saying:

If your section ends before I call time, you can return to any tracks within the section to review your work, but you may not navigate to any other section of the test. If you need help at any point, raise your hand.

During the test, I will flick the lights or tap your shoulder whenever I post the time remaining or to signal that it's time to stop and take off your earphones. When it's time to pause, select **Pause** and take your earphones off so you can hear my directions. At that point, if the section is ended, I'll tell you to select **Stop**. Are there any questions about the information that I have just read? [pause]

Answer all questions about procedure, and then continue with the script.

**IMPORTANT:** Skip the next script if your students are using flash drives.

#### To all students using the streaming application, say:

Select **Begin Test**. Then select **Yes** when the pop-up box appears. [pause]

#### To all students, say:

We're going to listen to the test introduction now. Plug in your earphones, but don't put them on just yet. When I tell you to start the test directions, put them on to hear the introduction. If you need assistance at any point, raise your hand. Once you have listened to the introduction, select **Pause** or press **Command-P** or **Control-P** to pause, take off your earphones, and look up to signal that you are ready to continue. Now put on your earphones and select **Test Directions** to hear the introduction. [pause]

Assist any students whose volume is off, too low, or too high.

#### When all students are finished listening to the directions, signal them to remove their earphones, and say:

Select the square **Stop** button. This will take you back to the list of test sections.

#### Give final instructions before beginning the test by saying:

You'll begin the test in just a few minutes, after I read a few final instructions.

During testing, 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, or if you realize that you have been writing answers in the wrong section of your answer sheet, raise your hand.

Answer sheets and test books must never be removed from the testing room.

The test is timed by section. You'll have breaks during the test when you can leave this room to have a snack or use the restroom.

I'll walk around the room to make sure everyone is working on the correct section. For the PSAT 8/9, you can only work on 1 section at a time. You are not allowed to move to the next section until you're told to do so. This may be different from what you're used to, so make sure not to move ahead or look back to a previous section, even if you finish the current section early.

Once the test has ended, please stay seated until I dismiss you. If you have any questions you may ask them now. [pause]



## SECTION 1: Reading Test

### 110 MINUTES DOUBLE TIME

 55 Minutes **5-Minute Break** 55 Minutes

**IMPORTANT:** Do not admit any students who arrive at this point. Send these students to the SSD coordinator.

#### When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 110 minutes to work on Section 1. We'll stop for a short break after 55 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break. When I signal you to pause, select **Pause** and take off your earphones so that you can hear my directions.

Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If your last track ends before I call time, you may return to any tracks within Section 1 to review your work, but you may not navigate to any other section.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

#### To all students, say:

At this point, your computer screen should show a list of sections. If it doesn't, please raise your hand.

Help students navigate to the correct screen.

#### Next, say:

We're about to start the test. Now open your test book to Section 1 in case you want to refer to it. *[pause]* When I say "Time starts now," you can put on your earphones, double-click **Section 1**, listen to the directions, and begin work. *[pause]* Good luck, everyone.

#### To begin the test, say:

Time starts now.

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



**55 MINUTES DOUBLE TIME**

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

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books (or, if applicable, of flash drives). You'll need student names for seating students on Day 2 of testing.

#### During the First Half of the Section

**After 25 minutes, post the time remaining, signal students, and say:**

You have 85 minutes remaining in Section 1 and 30 minutes until the break.

**After 50 minutes, post the time remaining, signal students, and say:**

You have 60 minutes remaining in Section 1 and 5 minutes until the break.

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

Put your pencil down and place your earphones on the desk. *[pause]*

Select **Pause**. Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

#### For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

If any students select **Stop** by accident, tell them that after the break they can navigate back to their question by double-clicking the section and scrolling down to the question they're working on.

**5-MINUTE BREAK**

- Post the break time of 5 minutes, and include what time testing will resume. Students may stand and stretch but must ask permission to leave the testing room.
- Walk around the room to check all tests are paused, all test books are closed, and all answer sheets are inside the test books.

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

**During the Second Half of the Section****When everyone is ready, say:**

We're now going to continue with Section 1. You have an additional 55 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say "Time starts now," you can put on your earphones and select **Play** to resume the question you were working on.

**To continue the test, say:**

Time starts now.

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



**55 MINUTES DOUBLE TIME**

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**After 25 minutes (from the break), post the time remaining, signal students, and say:**

You have 30 minutes remaining in Section 1.

**After 50 minutes (from the break), post the time remaining, signal students, and say:**

You have 5 minutes remaining in this section.

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

Put your pencil down and place your earphones on the desk. *[pause]*

Time is up on Section 1. Click the square **Stop** button at the bottom of the window to stop work on Section 1 of the test.

Make sure all students have stopped work and taken off their earphones.

**After Section 1****To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or access any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

**5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

## SECTION 2: Writing and Language Test

105 MINUTES PRE-RECORDED AUDIO TIME

 53 Minutes **5-Minute Break** 52 Minutes

### When students are ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 105 minutes to work on Section 2. We'll stop for a short break after 53 minutes, and then you'll continue with Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If your last track ends before I call time, you may return to any tracks within Section 2 to review your work, but you may not navigate to any other section. If you need help at any point, raise your hand.

Open your test book to Section 2 in case you need to refer to it. *[pause]* Your computer screen should show the list of sections.

### To all students, say:

When I say "Time starts now," you can put on your earphones, double-click **Section 2**, listen to the directions, and begin work.

### To begin the test, say:

Time starts now.

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

 **53 MINUTES PRE-RECORDED AUDIO TIME**

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

## During the First Half of the Section

**After 30 minutes, post the time remaining, signal students, and say:**

You have 75 minutes remaining in Section 2 and 23 minutes until the break.

**After 48 minutes, post the time remaining, signal students, and say:**

You have 57 minutes remaining in Section 2 and 5 minutes until the break.

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

Put your pencil down and place your earphones on the desk. *[pause]*

Select **Pause**. Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

If any students select **Stop** by accident, tell them that after the break they can navigate back to their question by double-clicking the section and scrolling down to the question they're working on.

### **5-MINUTE BREAK**

- Post the break time of 5 minutes, and include what time testing will resume. Students may stand and stretch but must ask permission to leave the testing room.
- Walk around the room to check all tests are paused, all test books are closed, and all answer sheets are inside the test books.

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

## During the Second Half of the Section

### When everyone is ready, say:

We're now going to continue with Section 2. You have an additional 52 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say "Time starts now," you can put on your earphones and select **Play** to resume the question you were working on.

### To continue the test, say:

Time starts now.

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



**52 MINUTES PRE-RECORDED AUDIO TIME**

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

### After 20 minutes (from the break), post the time remaining, signal students, and say:

You have 32 minutes remaining in Section 2.

### After 47 minutes (from the break), post the time remaining, signal students, and say:

You have 5 minutes remaining in Section 2.

### After exactly 52 minutes (from the break), signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. [pause]

Time is up on Section 2. Click the square **Stop** button at the bottom of the window to stop work on Section 2 of the test. [pause]

Make sure all students have stopped work and taken off their earphones.

### To all students, say:

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

This concludes Day 1 of testing. Please remain in your seat until I dismiss you.

**IMPORTANT:** If you're testing students with flash drives, turn to *Closing Media Players and Collecting Pre-recorded Audio Flash Drives* on page 114.

### Instruct students to end the test by saying:

Move your cursor to the top right of your screen and click the **End Test** button. Confirm by clicking **End Test** on the pop-up window to close the application. We'll restart it on Day 2. Please sit quietly while the test application closes. [pause]

Walk around the room to ensure the streaming application has been closed on all computers. (The test application may take several minutes to close.) Power down each computer once the application is closed.

### Now say to all students:

I will now collect your answer sheet and test book. Please sit quietly until you are dismissed.

## Collect Test Materials and Dismiss Students

Walk around the room to collect the answer sheets and test materials, including any scratch paper, printed test directions, or word-to-word dictionaries, from each student in the same order you used to distribute them. If students downloaded test forms themselves, collect the notes or pieces of paper with their SSD numbers. They'll need these again for the second day of testing. Ensure that the answer sheet and any test-related materials are kept inside each test book so student materials remain together.

In the following script, fill in the time that students should report for testing on Day 2.

**When all materials are accounted for, say:**

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

When you return to the testing room tomorrow, remember to bring your earphones, acceptable calculator, and Number 2 pencils that have soft erasers. We begin Day 2 testing at \_\_\_\_\_.

Please gather your belongings, and exit the room quietly.

Return any collected items to students (if all other rooms have begun testing) and dismiss them. The test coordinator will store test materials securely until the second day of testing.

## Day 2 of Testing

### Before Admitting Students

Before admitting students for Day 2 of testing, do the following:

1. Be sure navigation notes are posted for students to see (as given in Post Information for Students Using Pre-recorded Audio Format on page 59).
2. Power on all computers. Make sure they're plugged in and that the volume isn't muted.
3. Turn to the applicable instructions for the students you're testing:
  - a. For students using the streaming application, follow the same steps as you did on Day 1 under Administer the Pre-recorded Audio Format on page 59 to prepare the computers for testing. If your students are downloading the test form themselves, the steps are outlined in the script later in this section.
  - b. For students using flash drives, turn to Set Up Computers for Pre-recorded Audio Flash Drives on page 113.

### Admitting Students

Follow regular security procedures, including school-allowed procedures for collecting electronic devices. Seat students in the same seats according to your seating chart from Day 1.

### Preparing to Test

Before starting the script, check your room roster for students who need printed directions and/or word-to-word dictionaries, and distribute them to those students.

**When everyone is ready, say:**

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

- Remove everything from your desk except your Number 2 pencils, acceptable calculator, backup calculator if you have one, and any items you're approved to use as an accommodation. If you're using printed test directions or a word-to-word dictionary, keep those items on your desk as well.
- Place any water bottles and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. *[pause]*

Please sit quietly while I take a moment and make sure everyone has an acceptable calculator. *[pause]*

As before, walk around to check each student's calculator(s) and to make sure no one has any unauthorized aids or devices on their desks. (The NAR will indicate if an aid has been approved as an accommodation.) See Check Student Desks for Prohibited Items on page 64 for a list of prohibited devices and aids.

**Then say:**

Now, place your calculators under your desks. You won't need them until a later section. *[pause]*

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

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

**Before Section 3 for Pre-recorded Audio****A FOR STUDENTS WITH THE TEST FORM ALREADY DOWNLOADED**

Proceed to Section 3: Math Test – No Calculator on page 98.

**B FOR STUDENTS USING FLASH DRIVES**

Proceed to Section 3: Math Test – No Calculator on page 98.

**C FOR STUDENTS WHO NEED TO DOWNLOAD THE TEST FORM**

Continue with the instructions that follow.

If students are downloading their own test forms on their computers, give them the sticky note or index card with their SSD number that you used for Day 1 of testing.

Make sure that the **Form Selection** is still posted from the previous day. (This is the 7-character **Form Code** from the back cover of the test books in your room.)

Fill in the school code and the Form Code in the script before beginning.

---

**Guide students to download the test by saying:**

Now you're going to download your test following the same steps as yesterday. Please follow these instructions:

1. Under **Assessment Information** in the **School (AI) Code** field, please add the 6-digit school code \_\_\_\_\_. [pause]
2. From the **Assessment Type** drop-down menu, choose **PSAT 8/9**. [pause]
3. Under **Student Information**, please enter your first and last name. [pause]
4. In the **SSD Number** field, please fill in the 10-digit number written on the note I gave you. [pause]
5. Then select the button marked **Confirm SSD**. A check mark will appear to show that the number is confirmed. [pause]

Confirmation may take a few moments. Once you see a check mark next to the number, please look up. If you receive an error message, please try typing the number again and select **Confirm SSD**. If you continue to receive an error message, raise your hand.

---

**IMPORTANT:** Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the note or piece of paper given to the student and that the student is typing the number correctly. If you need further assistance, call Michigan PSAT 8/9 Support.

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**Give instructions for starting the test download by saying:**

In the **Form Selection** field, type the 7-character code \_\_\_\_\_ exactly as I have posted it on the board. [pause]

---

**Continue by saying:**

Follow these instructions:

1. From the **Test Day** drop-down menu on the right of the form name, confirm you are testing on **Day 2**. [pause]
2. Select the **Continue** button. [pause]
3. Take a moment to check your **Assessment Information** and **Student Information** on the screen. If any information is incorrect, use the **Edit** button on the

bottom left to go back to the prior screen and make changes. If all information is correct, select **Confirm**.

4. Once you've confirmed your information, select **Begin Form Download**. [pause]
5. At this point I want everyone to stop and wait while your form downloads. When the **Begin Test** button appears, do not select it until I tell you to. [pause]

The screen containing your test information should remain visible. Access to the internet and other applications will be disabled during the test.

Walk around the room to confirm that all students have selected the correct test form.

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**SECTION 3:**  
**Math Test – No Calculator****DOUBLE TIME** **40 Minutes**

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**IMPORTANT:** If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)

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**Remind students how to use the pre-recorded audio streaming application by saying:**

Please plug in your earphones, but don't put them on just yet. Your computer should be showing your test information. If it doesn't, please raise your hand. Also raise your hand if you need me to review how to navigate the test on your computer. [pause]

---

Answer questions about the computer setup and navigation before continuing. If you need to review navigation, see Explain Pre-recorded Audio Navigation on page 91.

---

**When everyone is ready, say:**

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 40 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

---

**To all students, say:**

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. You'll hear directions for entering your answers, and these directions are also in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If your last track ends before I call time, you may return to any tracks within Section 3 to review your work, but you may not navigate to any other section.

After the Section 3 directions, you'll see a series of reference tracks on your screen. These contain information you might need to complete the math questions. You can skip them if you want by scrolling down to Question 1. Remember, you can go back and select the **reference information** if you need it later.

**IMPORTANT:** *Skip the next script if your students are using flash drives.*

**To all students using the streaming application, say:**

Select **Begin Test**. Then select **Yes** when the pop-up box appears. *[pause]*

**To all students, say:**

Open your test book to Section 3 in case you need to refer to it. *[pause]*

When I say "Time starts now," you can put on your earphones, double-click **Section 3**, listen to the directions, and begin work.

**To begin the test, say:**

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



40 MINUTES DOUBLE TIME

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and that no calculators are on desks (unless a student has an accommodation to use a calculator).

**During the Section**

**After 20 minutes, post the time remaining, signal students, and say:**

You have 20 minutes remaining in Section 3.

**After 35 minutes, post the time remaining, signal students, and say:**

You have 5 minutes remaining in Section 3.

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

Put your pencil down and place your earphones on the desk. *[pause]*

Time is up on Section 3. Click the square **Stop** button at the bottom of the window to stop work on Section 3 of the test.

Make sure all students have stopped work and taken off their earphones.

**After Section 3**

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We will stop now for a short break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or access any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

**5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

**SECTION 4:  
Math Test – Calculator****80 MINUTES DOUBLE TIME**

**40 Minutes**    **5-Minute Break**    **40 Minutes**

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

**When students are ready, say:**

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 80 minutes to work on Section 4. We'll stop for a short break after 40 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

**To all students, say:**

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have 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'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

Your computer screen should show the list of sections. Also, you'll see the same reference tracks that you saw for Section 3. You can skip them if you want by scrolling down and double-clicking on **Question 1**. Remember, you can go back and select the **reference information** if you need it later.

If your last track ends before I call time, you may return to any tracks within Section 4 to review your work, but you may not navigate to any other section.

Open your test book to Section 4 in case you need to refer to it. *[pause]*

When I say "Time starts now," you can put on your earphones, double-click **Section 4**, listen to the directions, and begin work.

**To begin the test, say:**

Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****40 MINUTES DOUBLE TIME**

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

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**During the First Half of the Section****After 20 minutes, post the time remaining, signal students, and say:**

You have 60 minutes remaining in Section 4 and 20 minutes until the break.



**After 35 minutes, post the time remaining, signal students, and say:**

You have 45 minutes remaining in Section 4 and 5 minutes until the break.

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

Put your pencil down and place your earphones on the desk. *[pause]*

Select **Pause**. Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

If any students select **Stop** by accident, tell them that after the break they can navigate back to their question by double-clicking the section and scrolling down to the question they're working on.

### 5-MINUTE BREAK

- Post the break time of 5 minutes, and include what time testing will resume. Students may stand and stretch but must ask permission to leave the testing room.
- Walk around the room to check all tests are paused, all test books are closed, and all answer sheets are inside the test books.

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

### During the Second Half of the Section

**When everyone is ready, say:**

We're now going to continue with Section 4. You have an additional 40 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say "Time starts now," you can put on your earphones and select **Play** to resume the question you were working on.

**To continue the test, say:**

Time starts now.

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



**40 MINUTES DOUBLE TIME**

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

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**After 20 minutes (from the break), post the time remaining, signal students, and say:**

You have 20 minutes remaining in Section 4.

**After 35 minutes (from the break), post the time remaining, signal students, and say:**

You have 5 minutes remaining in Section 4.

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

Put your pencil down and place your earphones on the desk. *[pause]*

Time is up on Section 4. Click the **Stop** button at the bottom of the screen to stop the test.

Make sure all students have stopped work and removed their earphones.

### After Section 4

**To all students, say:**

Close your answer sheet so that page 1 is on top. Close your test book. *[pause]*

**IMPORTANT:** *If testing students using flash drives, skip the next script.*

**To end the test, say:**

We're going to close the test now. Move your cursor to the top right of your screen and click the **End Test** button. Confirm by clicking **End Test** on the pop-up window to close the application. Please sit quietly while the test application closes. *[Pause]*

**To all students, say:**

Before I collect your test materials, please turn to the back of your answer sheet. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. [pause] Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields. [pause]

- Students testing with flash drives should use the codes from their flash drive packaging, not the test book.

- If a student using the pre-recorded audio streaming application didn't complete Form Code (field A), staff may copy this information from another student's answer sheet **after all students are dismissed**. All students in the pre-recorded audio streaming room will have the same Form Code.
- If a student using the streaming application didn't complete Test ID (field B), leave it blank.

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

## After the Test

### Dismissal

**To all students, say:**

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

### Collecting Test Books and Other Test Materials

**When everyone is ready, say:**

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

Walk around the room and collect from each student the test books and materials (except for answer sheets and flash drives, if any) in the same order you used to distribute them. Also collect any scratch paper (permitted for students with specific accommodations), school provided calculators, printed test directions, or word-to-word dictionaries. Check each student's answer sheet as described below, but don't collect the answer sheets yet. Put the test books and other test materials where students cannot access them.

As you collect the test books, do the following for each student:

- **Check that the answer sheet has a pre-ID label affixed and that at least fields 1, 5, and 8 are completed. On the back of the answer sheet, ensure that the student has completed Form Code (field A), Test ID (field B), and Test Book Serial Number (field C).** It is critical these fields be completed and the Certification Statement signed for a student's answer sheet to be scored. For standard test books, if possible, check that fields A and B match what's on the back of the book. (Fields A–C are on page 7 of the large-print answer sheet.)

- If a student doesn't have a pre-ID label, make a note on your room roster so the test coordinator can print one and affix it to the answer sheet. Answer sheets without pre-ID labels will not receive scores.
- Have students fill in any missing identifying information in these fields and erase stray marks. Observe the students as they correct the information, making sure they do not alter other fields.
- If you have any students approved to write their answers in the test book, you must ensure 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.**

**IMPORTANT:** Staff should not, under any circumstances, review the test sections on answer sheets for completeness or make any corrections or changes to the marks made on them.

### Collecting Answer Sheets and Dismissing Students

**IMPORTANT:** For students using flash drives with the pre-recorded audio format, turn to *Closing Media Players and Collecting Pre-recorded Audio Flash Drives* on page 114. Then you'll return to this section to continue.

Walk around the room and collect the answer sheets.

- Keep students seated until you're sure you have every student's answer sheet and test book.
- Make sure answer sheets are not inserted in or between test books. Test books and answer sheets should be kept in 2 separate piles, with the exception of test books for students 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.

**To students ready to be dismissed, say:**

Remember, you must not, under any circumstances, take any test content from the testing room or discuss or share test content with anyone through any means, including email, text messages, or the internet. As I said at the beginning of the test, if a person violates any of these policies related to test security, their scores will be invalidated and they may be prevented from taking other College Board tests in the future.

You will be notified when your scores are available and of how to access your complete score report online if you are at least 13 years old. If you are under age 13, talk to your counselor for information about your test results.

Please wait in your seat until I dismiss your row. At that point, you may gather your belongings. As you leave, please be considerate of people still working in other rooms. Again, congratulations on your hard work today.

If you collected electronic devices before the test and all students in other rooms have begun testing, tell students that they may come retrieve their devices.

**After Students Leave the Room****Transcribe Student Responses for Scoring**

A completed answer sheet (standard or large print) must be submitted for a student's test to be scored.

- If you have any students approved to write their answers in the test book, do the following:
  - ◆ On the front cover of the test book, write "Answers in book."
  - ◆ On the test book, make sure the student's name and 6-digit school (AI) code have been recorded.
  - ◆ Transfer responses from the test book to the standard answer sheet pages.
  - ◆ Clip transcribed answer sheets to the associated test books and deliver them to the test coordinator to return with the used accommodated answer sheets.
- For students approved to use braille writers to record answers, you or a support staff member must:
  - ◆ Transfer responses from braille pages to the standard answer sheet pages.
  - ◆ On the materials you transferred answers from, write the student's name and 6-digit school (AI) code.
- Large-print answer sheets don't need to be transcribed and should be returned with used answer sheets.

**Finish Up**

- Ensure the seating chart is complete.
- Complete and sign the Testing Room Materials Report form.
- Fill out an IR if you encountered an irregularity.
- Include all materials that you transferred answers from with the used answer sheets when you return materials to the test coordinator.
- Make sure your room roster identifies who was present or absent and whether students are missing pre-ID labels or have incorrect information on their labels.
- Check the testing room to make sure nothing has been left behind.
- Ensure all flash drive formats have been returned to their packaging.
- Ensure all temporary files are deleted from computers. If you need assistance, contact your system administrator.
- Make sure to return all of the following materials to your test coordinator in an organized fashion:
  - Completed and signed Testing Room Materials Report form
  - Answer sheets
  - Test books, including flash drives and any other alternate test formats
  - Any materials you transcribed student responses from, if applicable
  - Room roster
  - IRs, if any
  - Any other materials provided to you by the test coordinator

# Appendix

## Overview of 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		
<b>Script 1</b> Standard Time	55 minutes	30 minutes	20 minutes	40 minutes	2 hours, 35 minutes	2 hours, 25 minutes
	5-min. break		5-min. break			
<b>Script 2</b> Standard Time with Extra Breaks	28 minutes	30 minutes	20 minutes	20 minutes	2 hours, 50 minutes	2 hours, 25 minutes
	5-min. break			5-min. break		
	27 minutes			20 minutes		
	5-min. break	5-min. break	5-min. break			
<b>Script 3</b> Time and One-Half	42 minutes	45 minutes	30 minutes	30 minutes	4 hours, 3 minutes	3 hours, 38 minutes
	5-min. break			5-min. break		
	41 minutes			30 minutes		
	5-min. break	5-min. break	5-min. break			
<b>Script 4</b> Double Time	55 minutes	60 minutes	40 minutes	40 minutes	<b>Day 1:</b> 3 hours	<b>Day 1:</b> 2 hours, 50 minutes
	5-min. break			5-min. break	<b>Day 2:</b> 2 hours, 10 minutes	<b>Day 2:</b> 2 hours
	55 minutes			40 minutes		
	5-min. break	<b>End of Day 1</b>	5-min. break			
<b>Scripts 1* and 3 Combined</b> Time and One-Half for Math Only	55 minutes	30 minutes	30 minutes	30 minutes	3 hours, 15 minutes	2 hours, 55 minutes
				5-min. break		
	5-min. break	5-min. break	5-min. break	30 minutes		
<b>Scripts 1* and 4 Combined</b> Double Time for Math Only	55 minutes	30 minutes	40 minutes	40 minutes	3 hours, 45 minutes	3 hours, 25 minutes
				5-min. break		
	5-min. break	5-min. break	5-min. break	40 minutes		
<b>Script 5</b> Pre-recorded Audio (MP3) Format	55 minutes	53 minutes	40 minutes	40 minutes	<b>Day 1:</b> 3 hours, 50 minutes	<b>Day 1:</b> 3 hours, 35 minutes
	5-min. break	5-min. break		5-min. break		
	55 minutes	52 minutes		40 minutes	<b>Day 2:</b> 2 hours, 10 minutes	<b>Day 2:</b> 2 hours
	5-min. break	<b>End of Day 1</b>	5-min. break			

Schools testing students with double time or with pre-recorded audio format will test these students over 2 days. Day 1 of 2-day testing ends after Section 2.

\*For students using Script 2 instead of Script 1 with extended time for math only, the total time without breaks is the same, but the breaks are different from those given in Script 1.

# PSAT 8/9 Script 1

## Section Timing Chart for Standard Timing

**START AND STOP TIMES** All times are “minutes after the hour.”

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

## PSAT 8/9 Script 2 Section Timing Chart for Standard Time with Extra Breaks

**START AND STOP TIMES** All times are “minutes after the hour.”

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

# PSAT 8/9 Script 3

## Section Timing Chart for Time and One-Half

**START AND STOP TIMES** All times are “minutes after the hour.”

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

# PSAT 8/9 Script 4 Section Timing Chart for Double Time

**START AND STOP TIMES** All times are “minutes after the hour.”

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



# PSAT 8/9 Script 5

## Section Timing Chart for Pre-recorded Audio (MP3) Format

**START AND STOP TIMES** All times are “minutes after the hour.”

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

## Acceptable Calculators

The following calculators are acceptable for use on the Math Test – Calculator. Only this test permits the use of a calculator (unless a student has an approved accommodation). This list doesn't include every calculator model. **Call Michigan PSAT 8/9 Support if you aren't sure about a calculator that's not on this list.**

- All scientific calculators, which can perform complex mathematical functions but don't have a graphing feature, are acceptable as long as they don't have any prohibited features given under Unacceptable Calculators.
- All 4-function calculators are acceptable but not recommended.

### THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

#### CASIO

FX-6000 series	FX-9860 series
FX-6200 series	CFX-9800 series
FX-6300 series	CFX-9850 series
FX-6500 series	CFX-9950 series
FX-7000 series	CFX-9970 series
FX-7300 series	FX 1.0 series
FX-7400 series	Algebra FX 2.0 series
FX-7500 series	FX-CG-10
FX-7700 series	FX-CG-20 series
FX-7800 series	FX-CG-50
FX-8000 series	FX-CG-500 (Using the stylus is not permitted.)
FX-8500 series	Graph25 series
FX-8700 series	Graph35 series
FX-8800 series	Graph75 series
FX-9700 series	Graph95 series
FX-9750 series	Graph100 series

#### HEWLETT-PACKARD

HP-9G	HP-48 series
HP-28 series	HP-49 series
HP-38G	HP-50 series
HP-39 series	HP Prime
HP-40 series	

#### SHARP

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

#### TEXAS INSTRUMENTS

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

#### RADIOSHACK

EC-4033	EC-4037
EC-4034	

#### OTHER

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

## Unacceptable Calculators

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

- Laptops or other computers, tablets, mobile phones, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- Models that have a computer-style (QWERTY) keyboard, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator isn't permitted. Some models with touchscreen capability are not permitted (e.g., Casio ClassPad).

# Sample Schoolwide Student List

	Last Name	First Name	M.I.	Date of Birth	SSD/Student ID Number	P=present A=absent M=moved X=no entry	Testing Room (3-digit code/ room name)	Accommodated? Y=Yes N=No	EL Support Type	Language	Staff Assigned
1	Jones	Anita		3/5/2008	999888777	P	123	N			A. Teacher
2	Smith	Terry	O	10/15/2007	000111222	A	456	N			B. Proctor
3	Brown	Robert		2/15/2008	666444555	P	123	N			A. Teacher
4	Ramirez	Juan	J	9/11/2008	000702477	P	789	Y	50% XT, translated directions	Spanish	S. Scholar
5	Szymanski	Ella		8/12/2008	000702577	P	012	Y			M. Coordinator
6	North	Adrian		11/30/2007	000702578	P	234	N			T. Coach
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## Photo ID Requirements

### Acceptable IDs

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

### ID Requirements

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

To be acceptable, a photo ID must:

- Be a valid (unexpired) photo identification that is government issued or issued by the student's school. (A school ID from 2021-22 is valid through December 31, 2022, and is **not** acceptable for spring 2023 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student's full, legal name.
- Bear a photo that clearly matches the student's appearance. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text and a clearly visible photo.

### Examples of Acceptable ID

- Government issued driver's license or non-driver ID card
- Official school-produced student ID card from the student's current school
- Government issued passport or U.S. Global Entry ID card
- Government issued military or national ID card

### Unacceptable IDs

#### Types of Identification to Reject

- Any document that doesn't meet the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- An electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as "not valid as identification"

#### Examples of Unacceptable ID

- Credit or debit card of any kind, even one with a photograph
- Birth certificate
- Social Security card
- Employee ID card
- Missing child (ChildFind) ID card
- Any temporary ID card

## Additional Instructions for Administering Pre-recorded Audio with Flash Drives

### Set Up Computers for Pre-recorded Audio Flash Drives

An audio version of the test on a flash drive may be offered to schools with technical issues that may prevent them from using the pre-recorded audio streaming application. The pre-recorded audio flash drive contains read-only files and a built-in player to deliver the test.

Setup for pre-recorded audio testing should be done in advance of test day to ensure a smooth administration. If your school has been approved for flash drives, please use the following instructions for setting up computers and guiding students on the use of flash drives.

Follow these steps for all devices to prepare for testing with the pre-recorded audio format on a flash drive. You'll perform these steps before test day and then again at the beginning of Day 1 and Day 2 of testing.

1. Print the student's last name, first name, and middle initial on the back of the flash drive packaging.
2. Remove each flash drive from its packaging.
3. Insert the flash drive into a USB port. (If prompted, do not choose to run the files using your device's media player.) On Day 2, use your completed seating chart to ensure you're inserting each flash drive into the same computer the student used on Day 1.
4. Complete setup depending on the type of equipment in your room.

### Set Up PCs or Macs

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

### Set Up Chromebooks

- Start the software:
  - ♦ Select the **Launcher**, the icon on the far left of the taskbar.
  - ♦ Select **Files**, which will bring up another taskbar.
  - ♦ Find the flash drive in the task list and select it to display a list of file folders on the drive.
  - ♦ Open the folder called **Chrome\_Version** to access the test sections.

### Before Test Day

Once you've set up and tested the flash drives, follow steps 1–4 under Closing Media Players and Collecting Pre-recorded Audio Flash Drives.

### During Testing

Once all computers are ready for testing, turn to the appropriate parts of the scripts.

- On Day 1, turn to Begin Here on Test Day on page 62.
- On Day 2, turn to Admitting Students on page 97.

### Troubleshooting for Pre-recorded Audio Flash Drives

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

1. From within the Flux Player, select the **Help** drop-down menu.
2. Select **Contact support**.
3. In the **Describe your issue** box, type "Failed to apply license file."
4. Enter an email address so the fix can be emailed to you. (If you have a technical support person, use their email address.)
5. Check the box for "I agree to collect support-related information about this computer" (this step identifies which license you need).
6. Select **Send**.

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

## Posting Information for Students Using Pre-recorded Audio on Flash Drives

If you're testing students with the pre-recorded audio format on flash drives, post the following instructions for the equipment students are using.

For PC or Mac:

- Navigating the test:
  - ◆ Test Directions: Select **Test Directions** to listen to directions
  - ◆ Start Section: Select **Section** icon
  - ◆ Next Section: Select **Stop** at bottom of screen to return to section table of contents
  - ◆ Change Volume: Select and drag **Slider Bar** at the bottom of the screen
- Keyboard navigation for PCs and Macs:
  - ◆ Pause or Play: **Control/Command-P**
  - ◆ Back: **Control/Command-B**
  - ◆ Forward: **Control/Command-F**

For Chromebook:

- Starting and navigating the test:
  - ◆ In the file list, select the folder **Test Directions** and then the file itself to hear general usage directions.
  - ◆ To select a section, select the test section folder (e.g., PSAT 8/9 Section 1 Reading Test).
  - ◆ To start playing the files in a section, press **Control-A** to highlight all files in the folder, then press **Enter**.
- To pause or play, use the mouse to control the media player menu.

## Using the Pre-recorded Audio Testing Script with Flash Drives

You'll use the testing script for pre-recorded audio (Script 5) for students using flash drives because navigation is similar to the streaming format and there are no differences in timing or breaks. However, there are a few differences to note when using flash drives:

- You'll be instructed to skip instructions to select **End Test** and similar navigational instructions that only apply to the streaming application.
- Whenever you start or finish testing for the day, you'll need to insert or eject the flash drive in each student's computer.
- If your students are using Chromebooks, you'll need to remind them to do the following at the start of a new section:
  - ◆ Select the section folder.
  - ◆ Highlight all the tracks by pressing **Control-A**.
  - ◆ Press **Enter** when time starts.

## Closing Media Players and Collecting Pre-recorded Audio Flash Drives

To all students using pre-recorded audio flash drives, say:

I will now collect your flash drives.

Walk around the room to close each media player and collect pre-recorded audio flash drives.

1. Close the media players as follows:
  - ◆ For PCs, select the **Account** drop-down menu and select **Exit**.
  - ◆ For Macs, select the **Flux Player** drop-down menu and select **Quit Flux Player**.
  - ◆ For Chromebooks, select the **X** in the top right corner of the media player window.
2. Eject the flash drive by doing the following:
  - ◆ For PCs, in the notification area in the lower right corner of the screen, select **Show hidden icons**, select **Safely remove hardware and eject media**, and then select **Eject USB disk**.
  - ◆ For Macs, eject the flash drive by selecting the **Up Arrow** next to the icon under **Devices**.
  - ◆ For Chromebooks, select the **Eject** icon next to the flash drive in the devices list.
3. Place each flash drive in the original packaging for each student. Check that each student's last name is written on the packaging.
4. Ensure that the cache is emptied and no files have been copied onto the computer. (If you need assistance, contact your system administrator.) Power off each computer.

Return to the appropriate place in the test script:

- To return to the script after Section 2, turn to Collecting Test Books and Other Test Materials on page 102.
- To return to Dismissal, turn to Collecting Answer Sheets and Dismissing Students on page 102.

## How to Fill Out the CRF

If you're testing any students with accommodations administered in the primary testing window, account for these materials on the CRF with your standard test taker materials and ensure they're returned together. You'll need to complete additional CRFs to return with both accommodated testing window and makeup materials.

Use a No. 2 pencil to complete this form. Please confirm that your school (AI) code is correctly prefilled in item 2—it's required for reporting scores to your school, district, and/or state. Contact Michigan PSAT 8/9 Support if your code is not correct.

**IMPORTANT:** *Remember that an answer sheet is considered used if it has 1 or more answers to test questions gridded in for the test and includes a label or gridded student information. Answer sheets are also considered used if they have demographic information or labels but no test responses.*

1. Print your school name, school address, and test coordinator contact information.
2. Confirm your 6-digit school (AI) code.
3. Follow these directions:
  - a. Fill in the bubble for the test administration.
  - b. Fill in the bubble if you're returning answer sheets for a makeup test.
  - c. Fill in the bubble to indicate if you're returning answer sheets for 8th or 9th graders.
4. Print and fill in the bubbles for the actual test date.
5. Print and fill in the bubbles for the total number of standard answer sheets you're returning from students who regularly attend your school.
6. Print and fill in the bubbles for the total number of standard answer sheets you're returning from students who don't regularly attend your school. (This information will be used to help with answer sheet count reconciliation activities.)
7. Print and fill in the bubbles for the total number of **accommodated** answer sheets you're returning from all students who tested (whether or not they regularly attend your school). Include the answer sheets for EL students who tested with time and one-half.
8. Print and fill in the bubbles for the total number of standard and accommodated answer sheets you're returning from all students who tested (add your answers for fields 5, 6, and 7).
9. Fill in "No" if you're not submitting an IR or "Yes" if you're submitting 1 or more IRs.
10. Sign and date the form. A signature on the CRF certifies that your school administered the test properly.

# Sample Coordinator Report Form

## PSAT 8/9 COORDINATOR REPORT FORM (CRF)

Must be returned with used answer sheets

**NOTE: Don't return 8th grade and 9th grade answer sheets together. Use one CRF for each grade and return separately. Mark 3c with the grade you're returning.**

Print and fill in the appropriate bubbles on this form. Use a No. 2 pencil only. For more information, please refer to the *Michigan PSAT™ 8/9 Coordinator Manual*.

PSAT™ 8/9



**NO INK**

1 School and Coordinator Information	
Home Town H. s. School Name	David Coordinator Coordinator Name
200 Main Street Street Address	dcoordinator@hometownus.edu Coordinator Email Address
Home Town City	ST State/Country
01001 Zip/Postal Code	311-555-1212 Coordinator Phone Number

2 School Code																																																																		
Please confirm that your school code is accurately printed here.																																																																		
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3a Administration
<input type="radio"/> Sep 26–Jan 27 <input type="radio"/> Feb 21–Mar 24 <input checked="" type="radio"/> Apr 12–Apr 28 <input type="radio"/> Other
3b Makeup Administration
<input type="radio"/> Mark if this is your makeup return shipment.

3c Grade Level
<input type="radio"/> Mark if returning 9th grade answer sheets. <input checked="" type="radio"/> Mark if returning 8th grade answer sheets.

4 Actual Test Date																						
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5 Standard Answer Sheets from Your School																																												
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Count all answer sheets used by accommodated students, whether or not they attend your school.																																	
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8 TOTAL Answer Sheet Count for ALL Students																																												
Record the count of all your answer sheets in this field.																																												
Add totals from fields 5, 6, and 7. Using leading zeros (if needed), enter the sum in the boxes (e.g., 0123). Fill in the corresponding bubbles.																																												
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9 Irregularity Report
Are you submitting an Irregularity Report (IR)?
<input type="radio"/> No <input checked="" type="radio"/> Yes

**IMPORTANT: In your last answer sheet shipment, include all remaining used answer sheets, including those with pre-ID labels but no gridded answers. Please include these in your totals indicated above.**



10 Coordinator Security Certification	
David Coordinator Signature (REQUIRED)	04/12/23 Date
Your signature certifies that: You and your testing staff administered the PSAT 8/9 according to the procedures and instructions in the PSAT 8/9 Coordinator Manual.	






For Official Use Only				
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## Irregularity Chart

**IMPORTANT:** When you fill out an IR for an irregularity that takes place in the testing room (such as illness), tell the relevant student(s) that a report will be submitted.


Irregularity	What you should do	How to fill out the IR
<b>Test Site Issues</b>		
<b>Test site closing/cancellation of testing</b>  Call Michigan PSAT 8/9 Support immediately.	In the event of a storm, power failure, or other emergency that requires cancellation before test day: <ul style="list-style-type: none"> <li>▪ Notify your principal or district.</li> <li>▪ Notify campus/building security.</li> <li>▪ Notify students of the cancellation.</li> <li>▪ Don't attempt to use the test materials you have on-site. Secure them for earliest possible return.</li> <li>▪ Order makeup materials as soon as possible.</li> </ul>	On Page 2, Section 6, Group Irregularities Information, bubble "Disturbance/Interruption." You don't need to provide a list of students.
<b>Suspension of testing due to active threat</b> Contact law enforcement immediately.	If faced with an active threat such as bomb threat, active shooter, any threatening behaviors including those involving a firearm or weapon, or if student brings a firearm to a test site: <ul style="list-style-type: none"> <li>▪ Follow your school's procedures for lockdown or evacuation.</li> <li>▪ Once the situation is safe, follow all procedures under "Interruption" to ensure student and staff safety and to secure materials.</li> </ul> <p><b>Important:</b> Weapons don't include religious items (e.g., Kirpan), or small pocket/army knives or multitools.</p>	Explain circumstances and impact of issue and section(s) affected.  On Page 2, Section 6, Group Irregularities Information, bubble "Test site environment issue."
<b>Interruption</b>  Call Michigan PSAT 8/9 Support if the interruption (e.g., fire alarm) can't be resolved.	<ul style="list-style-type: none"> <li>▪ Provide clear instructions for staff and student safety if fire alarm, power failure, etc. occurs.</li> <li>▪ Direct students not to talk or use electronic devices.</li> <li>▪ If possible while maintaining safety, collect test books and answer sheets, if necessary. Ensure that the room is locked if everyone must leave.</li> <li>▪ Monitor students if they must leave the testing room. Keep them together in a group and don't allow them to go to their lockers.</li> <li>▪ If you're able to resume testing, ensure materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given.</li> <li>▪ If testing must be canceled, your primary testing window materials can't be kept or used for makeup testing. The test coordinator must:               <ul style="list-style-type: none"> <li>– Order makeup materials immediately.</li> <li>– Securely store all primary testing window test materials. As soon as possible, pack and return all primary testing window test materials following the instructions in Pack Test Books for Return on page 47.</li> <li>– Notify students they'll take a makeup test.</li> </ul> </li> </ul>	Note the source, length, and impact of the interruption.  On Page 2, Section 6, Group Irregularities Information, bubble "Disturbance/interruption." Fill in the testing room code in Box 6b and list the affected students in Section 10.

Irregularity	What you should do	How to fill out the IR
<b>Incorrect, Missing, Damaged, or Defective Materials</b>		
<p><b>Materials missing or damaged before testing</b></p>  <p>Call Michigan PSAT 8/9 Support immediately.</p>	<p>Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the information on the test books does not correspond to the information on the shipping notice.</p>	<p>On Page 2, Section 6, Group Irregularities Information, bubble “Missing materials.”</p>
<p><b>Missing materials during testing</b></p>  <p>Call Michigan PSAT 8/9 Support immediately.</p>	<ul style="list-style-type: none"> <li>▪ Wait until a scheduled break or the end of the testing session to account for the missing materials.</li> <li>▪ Do not allow any student to leave the testing room until materials are accounted for.</li> <li>▪ If materials aren’t located, the proctor should put a monitor in charge of the testing room and contact the test coordinator.</li> <li>▪ Follow instructions from Michigan PSAT 8/9 Support for ordering makeup materials.</li> </ul>	<p>Explain the circumstances fully.</p> <p>On Page 2, Section 6, Group Irregularities Information, bubble “Missing materials.” Fill in the testing room code in Box 6b and list the affected students in Section 10.</p> <p>In the Comments section, note the serial number of any missing test books.</p>
<p><b>Missing test book after testing</b></p>  <p>Call Michigan PSAT 8/9 Support immediately.</p>	<p>If a test book is discovered missing after students have been dismissed, do not return any test materials until after you have spoken with a representative.</p>	<p>Explain the circumstances fully.</p> <p>On Page 2, Section 6, Group Irregularities Information, bubble “Missing materials.” Fill in the testing room code in Box 6b and list the affected students in Section 10.</p>
<p><b>Insufficient number of answer sheets</b></p>  <p>Call Michigan PSAT 8/9 Support immediately.</p>	<p>If you don’t have enough answer sheets for all students testing, call Michigan PSAT 8/9 Support immediately for instructions on how to proceed.</p>	<p>On Page 2, Section 6, Group Irregularities Information, bubble “Other” and write “Insufficient answer sheets” in the Comments section on Page 3.</p>
<p><b>Defective answer sheet</b></p>  <p>Call Michigan PSAT 8/9 Support if you do not have a replacement answer sheet.</p>	<ul style="list-style-type: none"> <li>▪ Replace defective answer sheet. (A pre-ID label must be applied to the new answer sheet before return.) Direct student to print name on new answer sheet, then continue with the next question.             <ul style="list-style-type: none"> <li>– If testing time is lost because of defective answer sheet, allow the student to make up the time and complete the demographic information at the end of test administration.</li> <li>– <b>Important:</b> After testing is over, have the student completely grid fields 1–8 on the front of the answer sheet and fields A–D (as applicable) on the back of the answer sheet. Make sure these items are completed on both answer sheets, and clip both answer sheets together.</li> <li>– Return with other used answer sheets.</li> </ul> </li> <li>▪ If an extra answer sheet is not available, follow the procedures in this chart under “Insufficient number of answer sheets.”</li> </ul>	<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, bubble “Test book, answer sheet, or braille, pre-recorded audio, or ATC format.” Provide details in the Comments section on Page 3.</p>





Irregularity	What you should do	How to fill out the IR
<p><b>Defective test book or flash drive</b></p>  <p>Call Michigan PSAT 8/9 Support if the defect appears in several books or flash drives.</p>	<ul style="list-style-type: none"> <li>▪ Replace defective book or drive with a book or drive that has the same Form Code (on the back of the cover/ packaging) but doesn't have the same defect. (The student's test may not be scored if the Form Code of the replacement book or drive doesn't match the one on the original book or drive.) If able to replace, direct student to use original answer sheet.</li> <li>▪ If defective test book or flash drive causes a loss of testing time, allow student to make up the time for that section at the end of test administration.</li> <li>▪ If the test book or flash drive can't be replaced, dismiss the student and tell them they'll take a makeup test. Add this student to your list of makeups needed and order makeup testing materials. For students testing during the accommodated window, call the SSD office for guidance.</li> <li>▪ On the front cover of the test book or flash drive packaging, print "Defective" and identify error, school code, and location and nature of defect.</li> </ul>	<p>Identify student and describe defect. If time was not made up, indicate how much time was lost. Attach test book to the IR.</p> <p>On Page 2, Section 7, Defective Materials Issue, bubble "Test book, answer sheet, or braille, pre-recorded audio, or ATC format." Provide details in the Comments section on Page 3.</p>
<p><b>Pre-recorded audio (MP3) streaming issues</b></p>  <p>If administration is compromised, call Michigan PSAT 8/9 Support immediately.</p>	<ul style="list-style-type: none"> <li>▪ Consult Administer the Pre-recorded Audio Format on page 59.</li> <li>▪ Note the impact of the issue and the section(s) affected.</li> <li>▪ If issue causes a loss of testing time, allow student(s) to make up the time for that section if possible. If not possible, call Michigan PSAT 8/9 Support.</li> </ul>	<p>On Page 2, Section 6, Group Irregularities Information, bubble "Defective/incorrect materials" (for a group), or Page 2, Section 7, Defective Materials Issue, bubble "Test book, answer sheet, or braille, pre-recorded audio, or ATC format" (for an individual). If time was not made up, indicate how much time was lost. Provide details in the Comments section on Page 3.</p> <p>For a group, fill in the testing room code in Box 6b and list the affected student(s) in Section 10.</p> <p>For an individual, bubble "Yes," indicating that the student's answer sheet was returned for scoring.</p>
<b>Security Violations/Student Rule Violations</b>		
<p><b>Student leaves during test</b></p>	<ul style="list-style-type: none"> <li>▪ If a student is leaving due to illness, see the Irregularity Chart entry for "Illness."</li> <li>▪ If a student is leaving to use the restroom, permit student to leave testing 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.</li> <li>▪ If a student is leaving for another reason, if warranted, collect test book and answer sheet and permit student to leave without completing test.</li> </ul>	<p>Identify student, test section, last question number completed, and reason for leaving.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble "Student left early/left without permission." Enter any additional information in the Comments section on Page 3.</p>

Irregularity	What you should do	How to fill out the IR
<p><b>Attempted removal of test materials</b></p>  <p>Call Michigan PSAT 8/9 Support immediately.</p>	<p>If you observe a student removing a test book or parts of a test book:</p> <ul style="list-style-type: none"> <li>▪ Note the student’s name. Collect the test book and answer sheet, notify the test coordinator, and dismiss the student into their custody. Do not readmit the student to the testing room.</li> <li>▪ If pages are missing or damaged, indicate which pages on the IR.</li> </ul> <p><b>Test coordinator:</b> Do not dismiss the student until you have called Michigan PSAT 8/9 Support.</p>	<p>Identify student and explain circumstances.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble “Student removed or attempted to remove test materials.” Note test book serial number and, if applicable, pages and sections. Complete the Comments section.</p>
<p><b>Test book misuse/working on the wrong section</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>▪ Ask student to close test book or direct them to proper section of test book or answer sheet. Warn the student individually that a subsequent violation will be grounds for dismissal. (You don’t need to complete an IR for a warning.)</li> <li>▪ If behavior continues, collect the test book and answer sheet. Notify the test coordinator and dismiss the student.</li> <li>▪ Fill out an IR.</li> <li>▪ Return answer sheet with other used answer sheets.</li> </ul>	<p>If you dismiss the student, identify student, length of time (if applicable), and affected sections.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble the appropriate option: “Student obtained improper access to test/part of test” or “Student worked on wrong section” or “Student worked after time called.”</p> <p>Bubble the appropriate option for “Action Taken”: Warned, Dismissed, or None.</p>
<p><b>Use or possession of test content/answers</b></p>  <p>Call Michigan PSAT 8/9 Support immediately.</p>	<p>If a student is observed accessing, distributing, or in possession of test content, including answer keys or images of test pages at any time at the test site, including during breaks, collect as much evidence as possible:</p> <ul style="list-style-type: none"> <li>▪ Collect the device, answer key, or other prohibited aid.</li> <li>▪ Follow procedures to dismiss the student from the testing room: <ul style="list-style-type: none"> <li>– Inform student that you must write up the incident and that their scores will be invalidated.</li> <li>– Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room.</li> </ul> </li> <li>▪ Before returning any devices to the student, the test coordinator should: <ul style="list-style-type: none"> <li>– Determine if images of test content were captured and/or distributed.</li> <li>– Take a photo of any applicable smartphone screen or recorded answer key to return with the IR.</li> <li>– After collecting evidence, ensure any test content is deleted before the device is returned to the student.</li> </ul> </li> <li>▪ Do not return any written answer keys to the student. Any written answer keys and/or images of answer keys should be sent to OTI for investigation and analysis.</li> </ul>	<p>On Page 2, Section 7, Test Admin Issue, bubble “Student gave or received help” or “Student used a phone or other prohibited device, or it made noise.” Describe the incident and any evidence in detail in the Comments section.</p> <p>On Page 2, Section 7, Action Taken, bubble “Dismissed,” indicating student was dismissed.</p> <p>Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</p>


<b>Irregularity</b>	<b>What you should do</b>	<b>How to fill out the IR</b>
<p><b>Noise or disturbances made by prohibited devices</b></p>	<p><b>If a student’s prohibited device makes noise or creates a disturbance while in their own possession:</b></p> <ul style="list-style-type: none"> <li>▪ Follow the instructions under “Observed with prohibited devices.”</li> </ul> <p><b>If a student’s phone makes noise or creates a disturbance while in the proctor’s possession or stored away from the student’s desk:</b></p> <ul style="list-style-type: none"> <li>▪ This should not be considered grounds for immediate dismissal, as long as the device is not under the desk or otherwise in the student’s possession.</li> <li>▪ The proctor should turn off the phone to prevent additional disturbances during testing.</li> <li>▪ The proctor should warn the student who owns the phone that additional disturbances will result in dismissal.</li> <li>▪ You don’t need to complete an IR for a warning.</li> </ul>	<p>An IR is not needed for an initial warning. (If other students are affected and the disturbance lasts longer than 1 minute, follow the instructions for “Disturbance or other distractions.” If you dismiss the student, identify them and note the source, length, and impact of the disturbance.)</p>
<p><b>Observed with prohibited devices</b></p> <p>Approved medical devices such as insulin pumps (that are not connected to a mobile phone) are allowed.</p>	<p>If the student is observed with any prohibited electronic device in the testing room or during a break, whether or not they are using the device:</p> <ul style="list-style-type: none"> <li>▪ Tell the student to hand it to you immediately.</li> <li>▪ Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned. The student may be eligible for a makeup: <ul style="list-style-type: none"> <li>– If student used or accessed their phone or device, the student is not eligible for a makeup test.</li> <li>– If the phone or device made a noise but the student was not using or accessing the phone, submit a request for makeup materials. For makeup testing, plan to collect or prohibit the student from bringing a phone into the testing room.</li> </ul> </li> <li>▪ If test content is detected on the device, follow instructions under “Use or possession of test content/ answers” to collect and inspect any prohibited aids or electronic devices.</li> <li>▪ Collect the test book and answer sheet and dismiss the student.</li> </ul> <p><b>Test coordinator:</b> If you suspect that the device was used to share test information, immediately call Michigan PSAT 8/9 Support.</p>	<p>Note that the device was observed and/or in use. Provide the student’s name.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble “Student used a phone or other prohibited device, or it made noise.”</p> <p>On Page 2, Section 7, Action Taken, bubble “Dismissed,” indicating the student was dismissed. Under Comments, describe the type of prohibited aid used.</p> <p>Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</p>



Irregularity	What you should do	How to fill out the IR
<p><b>Calculator misuse/prohibited aids</b> (Unless approved as an accommodation)</p>	<p>If a student is seen using a calculator on a noncalculator section or using more than 1 calculator (except in case of a malfunction) or using a prohibited aid (as listed in Check Student Desks for Prohibited Items on page 64), either during the test or during breaks:</p> <ul style="list-style-type: none"> <li>▪ Warn the student individually to stop use of the prohibited aid.</li> <li>▪ If the calculator or aid is on a mobile phone or other prohibited electronic device, dismiss the student, following procedures listed under “Observed with prohibited devices.”</li> <li>▪ For other types of calculators or aids, tell the student a subsequent violation will be grounds for dismissal. (You don’t need to complete an IR for a warning.)</li> <li>▪ If the student continues, collect their test book and answer sheet and dismiss the student to a monitored area until after the test.</li> </ul>	<p>If you dismiss the student, fill out the IR. Identify student.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble “Student used an unauthorized aid.”</p> <p>On Page 2, Section 7, Action Taken, bubble “Dismissed,” indicating the student was dismissed. Under Comments, describe the type of prohibited aid used.</p> <p>Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</p>
<p><b>Disruptive behavior or sharing information</b></p>  <p>If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance.</p>	<p><b>If you suspect a student of giving or receiving information</b>, move the student to another seat and submit your IR. If ETS investigation warrants, scores will be invalidated and ETS will walk you through makeup options for the student. Keep a seating chart (see back cover of this manual), and use it to indicate original and changed seat locations.</p> <p><b>If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, or giving/discussing test questions:</b></p> <ul style="list-style-type: none"> <li>▪ If the student is using an electronic device to share or record information or test content, follow instructions under “Use or possession of test content/answers” to collect and inspect any prohibited aids or electronic devices.</li> <li>▪ Inform the student that you must write up the incident and that their scores may be invalidated.</li> <li>▪ Collect the test book and answer sheet and, if possible, any information being shared or recorded and dismiss the student from testing. Do not readmit the student to the testing room.</li> </ul> <p><b>Test coordinator:</b> Keep the student in your charge until you have spoken to Michigan PSAT 8/9 Support.</p>	<p>Note the type of infraction and explain the circumstances completely. For copying and communications infractions, identify students (the student providing the information and the student receiving the information) and explain circumstances, including the test section when the behavior was observed. If student disrupted testing, identify student, length of time, and affected sections.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble “Student gave or received help,” “Student disrupted test,” or “Student failed to follow any other test administration regulations.”</p> <p>Fill in the circle indicating whether the irregularity affected other students’ ability to test. If other students were affected, fill in the testing room code in Box 6b on Page 2 and list the affected students in Section 10.</p> <p>Bubble “Dismissed.”</p> <p>Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</p>

Irregularity	What you should do	How to fill out the IR
<b>Misadministration</b>		
<b>Seating requirements not followed</b>	See Seating Requirements on page 13. If these regulations aren't followed, fill out an IR.	On Page 2, Section 6, Group Irregularities Information, bubble "Seating requirements not followed." Fill in the testing room code in Box 6b and list the affected students in Section 10.
<b>Accommodations given that were not approved</b> (Including time and one-half support for EL students)	<ul style="list-style-type: none"> <li>▪ Stop testing and collect the student's test materials and answer sheet.</li> <li>▪ Advise the student that they received accommodations that were not approved and they will need to retake the test on the makeup date.</li> <li>▪ Dismiss the student.</li> <li>▪ The student is eligible for a makeup.                             <ul style="list-style-type: none"> <li>– Add the student to your list of possible makeups needed and order makeup testing materials as soon as possible.</li> <li>– If you need to order materials after the makeup ordering deadline, call Michigan PSAT 8/9 Support immediately to request materials.</li> <li>– If the student is approved for accommodations that require testing during the accommodated window, contact the SSD office.</li> </ul> </li> </ul>	<p>Identify student, and note accommodations given and actions taken.</p> <p>On Page 2, Section 7, Testing Staff Issue, bubble "Staff incorrectly permitted student to use accommodation(s)." Fill in Student Information at top of Section 7. Provide details in the Comments section on Page 3.</p>
<b>Approved accommodations not given</b>	<ul style="list-style-type: none"> <li>▪ Advise the student that their approved accommodations were inadvertently not provided.</li> <li>▪ Offer the student the option to continue testing without the approved accommodations, or to stop testing.</li> <li>▪ If the student chooses to stop testing, collect the test materials and answer sheet and dismiss the student. Tell the student that the school will contact them about further testing options.</li> <li>▪ The student may be eligible for a makeup.                             <ul style="list-style-type: none"> <li>– Add the student to your list of possible makeups needed and order makeup testing materials.</li> <li>– If you need to order materials after the makeup ordering deadline, call Michigan PSAT 8/9 Support immediately to request materials.</li> <li>– If the student is approved for accommodations administered in the accommodated testing window, contact the SSD office.</li> </ul> </li> </ul>	<p>Identify student and note actions taken.</p> <p>On Page 2, Section 7, Testing Staff Issue, bubble "Staff did not provide correct accommodation(s)." Fill in Student Information at top of Section 7. Provide details in the Comments section on Page 3.</p>

Irregularity	What you should do	How to fill out the IR
<p><b>Disturbance or other distractions</b></p>  <p>Call Michigan PSAT 8/9 Support if guidance is needed or the problem can't be resolved.</p>	<p>If possible, reduce or eliminate the source of disturbance (such as loud and incessant noise, excessive heat or cold, or other distractions) or move the students. If testing must be interrupted:</p> <ul style="list-style-type: none"> <li>▪ Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved.</li> <li>▪ Monitor students at all times inside and outside the testing room. Remind students that accessing electronic devices and talking are not permitted.</li> <li>▪ If evacuation is required, refer to “Interruption” earlier in this chart.</li> <li>▪ Note stop time and inform students that the testing time will be adjusted.</li> <li>▪ Once testing resumes, adjust testing time.</li> <li>▪ Tell students to contact <a href="mailto:psathelp@info.collegeboard.org">psathelp@info.collegeboard.org</a> if they feel they were affected.</li> <li>▪ If you were unable to resume testing, follow the instructions under “Interruption” earlier in this chart.</li> </ul>	<p>Note the source, length, and impact of the disturbance.</p> <p>On Page 2, Section 6, Group Irregularities Information, bubble “Disturbance/interruption.” Fill in the testing room code in Box 6b and list the affected students in Section 10.</p>
<p><b>Undertiming</b></p>  <p>Call Michigan PSAT 8/9 Support.</p>	<ul style="list-style-type: none"> <li>▪ If a section hasn't yet been completed, permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students.</li> <li>▪ Allow the full time on all other sections. Don't go back to any sections that have already been completed.</li> </ul>	<p>Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included.</p> <p>On Page 2, Section 6, Group Irregularities Information, bubble “Undertiming” (for a group), or Page 2, Section 7, Test Admin Issue, bubble “Test was undertimed” (for an individual). For a group, fill in the testing room code in Box 6b and list the affected students in Section 10.</p>
<p><b>Overtiming</b></p>  <p>Call Michigan PSAT 8/9 Support.</p>	<p><b>Proctor:</b> End the section that has been overtimed and notify the test coordinator. Proceed with the administration without adjusting any other sections.</p> <p><b>Test coordinator:</b> Students may require makeup testing. If so, order makeup testing materials. To order materials after the makeup ordering deadline, call Michigan PSAT 8/9 Support immediately to request materials.</p>	<p>Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included.</p> <p>On Page 2, Section 6, bubble “Overtiming” (for a group), or Page 2, Section 7, Test Admin Issue, bubble “Test was overtimed” (for an individual). For a group, fill in the testing room code in Box 6b and list the affected student(s) in Section 10.</p>
<p><b>Testing staff issues</b></p>  <p>If staff actions potentially have caused a misadministration, call Michigan PSAT 8/9 Support.</p>	<p>In the case of distracting behavior or incorrect directions, quietly point out the behavior and ask the staff member to correct it.</p> <p><b>Test coordinator:</b> If the behavior persists or if incorrect materials are used during the administration, call Michigan PSAT 8/9 Support immediately.</p>	<p>Note the impact of the issue and the section(s) affected.</p> <p>On Page 2, Section 6, Group Irregularities Information (for a group), or Page 2, Section 7, Testing Staff Issue (for individual irregularities)—choose and bubble correct issue from list. For a group, fill in the testing room code in Box 6b and list the affected students in Section 10.</p>



Irregularity	What you should do	How to fill out the IR
<b>Student Issues</b>		
<b>Student changing from standard to accommodated</b>	When a student requests to test with accommodations, the test coordinator should follow the instructions provided in Manage Requests to Change to Accommodated Testing on Test Day on page 38.	No IR is needed.
<b>Excessive breaks</b> This irregularity does not apply to students approved for “breaks as needed.”  Call Michigan PSAT 8/9 Support if there is a security concern.	<ul style="list-style-type: none"> <li>▪ Ask the student the reason for excessive breaks (is the student ill?).</li> <li>▪ If the student is ill, follow the instructions in this chart under “Illness.”</li> <li>▪ Collect the test book and answer sheet (fan the test book to ensure test content has not been removed); return them when the student reenters. Do not allow extra time.</li> <li>▪ Have the room or hall monitor check where the student is going during breaks.</li> </ul>	Note the student’s name.  On Page 2, Section 7, Other Issue, bubble “Other.” Provide details in the Comments section on Page 3.
<b>Illness</b>	<ul style="list-style-type: none"> <li>▪ Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them to the student when student reenters. Do not allow extra testing time.</li> <li>▪ If the student is unable to continue, you may order makeup testing materials, counting the student as an absentee.</li> <li>▪ If an answer sheet becomes soiled (for example, due to illness or bleeding), inform the student it can’t be scored. If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the soiled answer sheets in accordance with local biohazard protocols. Return soiled test books in plastic, if possible.</li> <li>▪ If illness results in a disturbance, see instructions for “Disturbance or other distractions.”</li> </ul>	Identify student, length of absence, affected section(s), and questions.  On Page 2, Section 7, Test Admin Issue, bubble “Student became ill.” You may also add a comment if the student plans to test on the makeup date.
<b>Answers placed incorrectly on answer sheets</b>	<ul style="list-style-type: none"> <li>▪ Provide a new answer sheet if student has misplaced answers on the answer sheet. No erasures or transfers are permitted.</li> <li>▪ If no extra answer sheets are available, follow the procedures under “Insufficient number of answer sheets” earlier in this chart.</li> <li>▪ Tell student to print their name on new answer sheet and then continue in the appropriate place.</li> <li>▪ <b>Important:</b> After the test is over, have the student grid fields 1–8 on the front of the answer sheet and fields A–D (as applicable) on the back. Make sure both answer sheets have these items completed. (A pre-ID label must be applied to the answer sheet before return.)</li> </ul>	Identify student; indicate which answers were misplaced and amount of time lost, if any.  On Page 2, Section 7, Test Admin Issue, bubble “Student misplaced/misgridded answers.”

Irregularity	What you should do	How to fill out the IR
<p><b>Answers written in test book, not on answer sheet</b></p>  <p>Call Michigan PSAT 8/9 Support immediately. This irregularity does not apply to students with an approved accommodation that allows them to write answers in their test book.</p>	<ul style="list-style-type: none"> <li>▪ Notify the student that no credit is given for answers recorded in the test book, and no extra time is allowed to transcribe answers to answer sheet.</li> <li>▪ Monitor them to make sure they're not going back to add answers to sections that have concluded (see "Test book misuse/working on the wrong section").</li> <li>▪ Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel.</li> </ul>	<p>Note on the IR the reason why the student wrote the answers in the test book. (No credit is given for answers recorded in the test book without an approved accommodation.) Write "Answers in Test Book" on the cover of the test book, clip it to the corresponding answer sheet, and return both with the other answer sheets.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble "Student recorded answers in book without approved accommodation."</p>
<p><b>Calculator malfunction</b></p>	<p>Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student should continue to test. Do not allow extra time.</p>	<p>Document the malfunction on the IR.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble "Student had a calculator malfunction."</p>
<p><b>Fields A–C on answer sheet incomplete</b></p>	<p>Locate the student's test materials and direct them to fill in the information for fields A (Form Code), B (Test ID), and C (Test Book Serial Number) on their answer sheets.</p>	<p>No IR is needed.</p>
<p><b>Test question ambiguity</b></p>  <p>Call Michigan PSAT 8/9 Support immediately after the test.</p>	<p>Direct the student to give the best possible answer. Tell the student a report will be submitted. If the student expresses concern after the test date, tell them to report the test form, test section, content of question, and nature of the error as soon as possible to <a href="mailto:psatquestion@collegeboard.org">psatquestion@collegeboard.org</a>.</p>	<p>On Page 3, Section 8, Test Question Ambiguity Information, bubble the appropriate type of ambiguity.</p> <p>Indicate name and address of student who reported ambiguity or error, Form Code, section, and test question number.</p>



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# Notes

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# Testing Room Materials Report for PSAT™ 10 and PSAT™ 8/9

## Directions for Test Coordinator:

- Before issuing materials to the proctor, fill in sections 1 and 2.
- If necessary, remove the completed form (with the completed seating chart) from the back of the manual when the proctor returns it to you.
- Keep all copies of this form on file at your school.

## Directions for Proctor:

- Before testing, confirm that you've received the materials recorded in section 2.
- Complete the seating chart on the back of your Coordinator Manual to record how test books were distributed in the room.
- At the end of testing, complete all information on this form (sections 3 and 4) and sign it in section 1.
- Return this report and the completed seating chart, including any additional seating charts (for sections of a large room), to the test coordinator.

### 1 TESTING ROOM INFORMATION

Test Date: \_\_\_\_\_ 6-Digit School (AI) Code: \_\_\_\_\_

Testing Room Code/Room Name: \_\_\_\_\_ Room Type:  Standard  Accommodated

*Please print and sign your name below to indicate that the information you have provided on this form is accurate to the best of your ability.*

Proctor: \_\_\_\_\_  
Name (please print) Signature

## Accounting for Test Materials

2	TEST BOOKS RECEIVED	QUANTITY	SERIAL NUMBER RANGES
	Total number of books received:		_____ to _____ _____ to _____ _____ to _____
3	TEST BOOKS RETURNED	QUANTITY	SERIAL NUMBER RANGES
	Used test books returned:		_____ to _____ _____ to _____ _____ to _____
	Unused test books returned:		_____ to _____ _____ to _____ _____ to _____
	Total number of test books returned:		
4	USED ANSWER SHEETS RETURNED	QUANTITY	
	Total number of used answer sheets returned:		

# PSAT 8/9 Seating Chart

Proctor Name: \_\_\_\_\_

School Name: \_\_\_\_\_

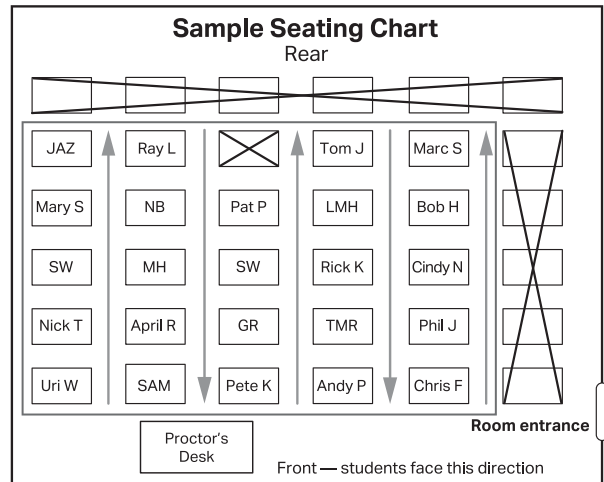
Testing Room Code: \_\_\_\_\_ School Code: \_\_\_\_\_

Type of seating chart: Single chart: \_\_\_\_\_ Or

Section: \_\_\_\_\_ of \_\_\_\_\_ sections in large testing room.

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

1. For large rooms, use a separate form for each area of the room and indicate where areas border each other.
2. Indicate the position of the proctor's desk or table if it's not at the front of the room.
3. Indicate the location of the entrance doors.
4. Draw a boundary line around the occupied seats 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 serial number of the test book assigned to that seat, and, if time allows, the student's name.
7. For each row, draw directional arrows to indicate how the books were distributed.
8. If any student is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat the student was moved to and complete an Irregularity Report explaining the reason for the change.



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

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**PSAT 8/9 Coordinator**

- On the first seating chart, record your answer sheet tracking information in the space provided.
- Keep all seating charts for at least 6 months.

Answer Sheet Tracking Numbers

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Rear**


Proctor's Desk      Front