PSAT™ 8/9
Supervisor Manual

Look inside for:
- SECURITY REQUIREMENTS
- STANDARD AND NONSTANDARD TEST SCRIPTS
- TESTING ROOM PROCEDURES
- INSTRUCTIONS FOR RETURNING MATERIALS

Test Window:
FEB 21 THRU APR 14

Some testing may be authorized during a different window.
About the College Board

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

For further information, visit collegeboard.org.

Contact us

If you have a question about the information in this manual or about an unusual testing situation not covered here, contact:

WEB: collegeboard.org/administering
MAIL: PSAT 8/9
      P.O. Box 6720
      Princeton, NJ 08541-6720
EMAIL: psat8/9@info.collegeboard.org
PHONE: 888-477-PSAT (7728) toll free for educators in the United States only
        +1-212-237-1335 outside of the U.S.
        609-882-4118 (TTY)
HOURS: 8 a.m. to 7 p.m. ET, M-F
FAX: 610-290-8979

For information about procedures for testing students with disabilities:

WEB: collegeboard.org/ssd
PHONE: 844-255-7728

The PSAT™ 8/9

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

Typographical icons are used to draw your attention to specific information and action items:

⚠️ Urgent
📞 Contact by phone
🔒 Security requirement

IMPORTANT: If your school chose to participate in the “Preadministration Option,” test books and other materials will arrive in a separate shipment prior to test day. Test books will arrive by Feb. 8 for schools testing in February and March, and by Mar. 27 for schools testing in April. For instructions on conducting the Preadministration session, turn to page 8.

Check Materials Immediately

Your school should receive the following with its test shipment:

☐ Shipping Notice
☐ Plastic bags with packs of 5 or 25 shrinkwrapped test books
☐ Answer sheets in plastic bags of 25
☐ PSAT 8/9 Supervisor Manuals (at least one for every 25 test books)
☐ Supervisor’s Kit:
  ◆ PSAT 8/9 Instructions for Receiving and Returning Test Materials
  ◆ PSAT 8/9 Supervisor’s Report Form (SRF)
  ◆ Remittance Envelope
  ◆ Nonstandard Administration Envelope for return of answer sheets for students tested with accommodations
  ◆ PSAT 8/9 Supervisor’s Irregularity Report (SIR) (bundle of 5)
  ◆ PSAT 8/9 Gray Envelope
  ◆ Roll of packing tape
☐ Prelabeled courier answer sheet return boxes
☐ Test book return label(s)

NOTE: If you participate in the bulk registration process, you must use the PSAT 8/9 Supervisor Manual for Bulk Registration in place of this manual.

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

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

NOTE: This manual includes scripts and instructions for administering the PSAT 8/9 with accommodations. See page 26.

Keeping the test books in their shrinkwrapping:

1. Verify that you have received the correct count of test books and answer sheets.
2. Confirm that test materials are for the testing window for which your school registered.
3. Contact the PSAT 8/9 office immediately if the number of test books or answer sheets do not match the number you ordered (see page ii for contact information) or to order additional materials.
4. Confirm that you have received any specialized materials such as braille, MP3 Audio format, and Reader Scripts.

⚠️ Do not photocopy answer sheets for any purpose.

The 2016–17 PSAT 8/9

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

▪️ A clear and strong focus on the knowledge and reasoning skills that are most important for college and career readiness and success.
▪️ Emphasis on the meaning of words in a variety of contexts and on how word choice shapes meaning, tone, and impact.
▪️ Focus on math that matters most, including problem solving, data analysis, algebra, and advanced mathematical concepts.
▪️ No penalty for guessing – students earn points for questions answered correctly, and are encouraged to give their best answer to every question.
Changes to the PSAT 8/9 Administration for 2016–17

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

1. The answer sheet has changed slightly. There are additional fields and questions for students.

2. Students who test with accommodations that do not require specific materials will test with the same red test book as students testing without accommodations.

3. Supervisors are encouraged to assign a 2-digit testing room code to each of the rooms where testing will occur. If an irregularity occurs, this code will help ensure timely release of scores for your school. See page 4 for more details.

4. The methods by which school codes and homeschool codes are captured has changed. See page 5 for more details.

Facts About the Test

The assessment includes a Reading Test, a Writing and Language Test, and a Math Test that has a portion to be taken with a calculator and a portion to be taken without a calculator. For standard timing, plan for 2 hours and 45 minutes of testing and 15 minutes of breaks. We estimate 45–50 minutes should be devoted to preadministration activities, such as seating students, handing out tests and answer sheets and capturing demographic information.

We occasionally pretest new questions to determine if they should be included in a future PSAT 8/9 test form. These questions may appear in any of the test sections, and testing time will be extended by 20 minutes so test-takers have time to answer them. These questions will not be included in computing test-takers’ scores.

Schools that wish to reduce their administration time on test day should plan to hold a preadministration session in school prior to test day (see page 8 for further instructions).

<table>
<thead>
<tr>
<th>Preadministration activities – 45 to 50 minutes</th>
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**NOTE:** Be sure to factor in the additional time it will take to test any student(s) approved for extended time. A chart of the different types of timing and breaks for extended time is provided on page 28.
Preparing for the Test

A Message for Supervisors

This manual is for the use of the person supervising the administration of the PSAT 8/9. In some cases, references are made to your school’s coordinator in charge of ordering materials, which may be a role that you also fill. If that role is filled by a separate person at your school, you will need to work with him or her to ensure receipt and secure storage of materials.

Please set aside time before the test day to read this manual carefully so that all procedures will be familiar and easy to follow when you administer the test. Consider providing advance copies of sections in this manual that contain specific information about test day procedures, including test administration scripts, to staff who will be assisting on test day. These include: “Preadministration Instructions” pages 8–10 if you plan to have students fill out personal information on the answer sheet before test day, “On Test Day” pages 11–16, “Test Day Instructions” with the Standard Testing Script, pages 17–25, and “Nonstandard Testing Scripts” pages 26–46 if you will be testing students with accommodations.

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

Failure to follow policies and procedures described in this manual could result in score cancellations. Schools that do not comply with the policies and procedures set forth in this manual may not be allowed to administer the PSAT 8/9 in the future and may be held responsible for damages and costs incurred by the College Board or our administrative partner, Educational Testing Service (ETS), as a result. We appreciate the efforts you and your staff make to ensure a test administration that is efficient, secure, and fair for all students.

Shorten Your Test Day

We strongly recommend that you schedule a preadministration session for your test-takers to have them fill out informational boxes 1–18 on their answer sheets. This will make it easier to avoid rescheduling lunch and will improve the test-taking experience for your students and staff. (See “Preadministration Instructions,” page 8.)

Using the Test Ordering Site

The Test Ordering site is intended to help schools manage their PSAT 8/9 administration. If you are not responsible for ordering test materials for your school, once you have a sense of the number of students who will be testing at your school you should work with your school’s ordering coordinator to ensure that enough materials have been ordered for your administration.

After signing in to collegeboard.org/school, you can order additional tests, update and track your test material orders, and calculate your remittance once test materials have been returned. Return to the website to ensure that all materials have been ordered by the applicable deadline.

Changing Your School’s Test Date

A school may administer the test only during the testing window for which it registered, using the test form specified for that window. If you can no longer test on the original test date, you can hold on to your materials and store them in a secure location until a date that you can administer the test. The new test date must fall between February 21 and April 14, 2017.

NOTE: Schools that administer the test outside the authorized testing windows may not receive score reports.

Storing and Checking Test Materials

As supervisor, you are responsible for protecting test materials from unauthorized access from the time they are delivered to your school until score reports are received.

Once the shipment has arrived, you must:

1. Make sure that you have received all cartons.
   If more than one carton was used for your shipment, each will show its number and the total number of cartons sent (e.g., 1 of 3, 2 of 3, 3 of 3).

2. Follow the instructions on your PSAT 8/9 Instructions for Receiving and Returning Test Materials, which may supplement these instructions.
3. Within 24 hours of receiving your test shipment, in a secure area with only authorized staff present, open the plastic bags, but do not open the shrinkwrapping around the test books. Check the covers of your test books to verify that they are the correct books for the Spring 2017 PSAT 8/9 test window. Count the books and answer sheets to make sure you have the right quantity (bagged in quantities of 5 or 25).

4. Call or email the PSAT 8/9 office immediately (see inside front cover) if there is a discrepancy between the number of tests and answer sheets you ordered and those you received.

5. Use the checklist on page iv of this manual to verify that you have all materials. Contact the PSAT 8/9 office if any materials are missing.

6. Reseal the boxes, sign your name across the tape, and place all test materials in locked storage in an area at your school where only you and designated staff have access. No one is to open the shrinkwrapped test books until test day when you distribute them to associate supervisors.

7. Keep the empty, prelabeled answer sheet return box(es). Also keep the original cartons from your shipment, along with the test-book return label(s) included in your test shipment. You’ll use them to return answer sheets and test books after the test.

8. When you remove tests from secure storage, count and verify the number of test books given to each associate supervisor. Distribute and collect materials in such a way that no student has access to test books except while taking the test. See “After the Test” (page 47) for instructions on how to handle test books after the test.

Selecting Assistants

Most schools will need additional staff to assist the supervisor. Select one associate supervisor for each test room. For each room, add room proctors if needed: for 35–50 students, add one proctor; for every additional 50 students, add an additional proctor.

NOTE: Neither the PSAT 8/9 supervisor nor any associate supervisor or proctor may be a member of the household or immediate family of a student taking the test on the same date, even if the student is testing at a different school. In such instances, the related student’s scores are subject to cancellation.

Neither the PSAT 8/9 supervisor nor any associate supervisor or proctor may participate in any coaching activity that addresses the content of secure College Board tests.

Associate Supervisors should be current or retired teachers, counselors, administrators, or other educators who are familiar with test administration. Each associate supervisor must complete the following activities:

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

Proctors may be members of the school’s staff or other adults who have been trained to help you and associate supervisors. Proctors do not administer the test but may do any of the following:

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

Visitors other than authorized ETS or College Board test observers with proper ID are not permitted in a testing room during the test, or near the storage location of the test materials. Check the observer’s College Board or ETS identification, government-issued identification (e.g., driver’s license), and letter of authorization from the Office of Testing Integrity prior to admittance to any testing rooms or rooms where test materials are stored. ETS, on behalf of the College Board, reserves the right to make an unannounced audit of your test administration before, during, or after the test. If you have concerns about an individual’s authorization, contact the Office of Testing Integrity at 609-406-5430 for verification before admitting the person to a testing room.

Training Your Staff

At your training session for associate supervisors and proctors, please stress the need to prevent any student from gaining an unfair advantage over other students. Review the regulations
in this manual and communicate any local arrangements and procedures for test day. Highlight the points that follow.

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

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

If testing has already begun, wait to search the room until a scheduled break or the end of the testing session, but notify the supervisor as soon as possible. Before dismissing students or starting a break, announce that a test book is missing and that no one will be dismissed until it is located. If no one acknowledges having the test book, check all desks in the room. If the test book is still missing, report this on a PSAT 8/9 Supervisor’s Irregularity Report (SIR). See “Reporting Irregularities” on page 11 for more information about SIRs.

**School code numbers** — If applicable, make a list of students from other schools and their school codes for your staff.

**Calculator use** — Calculators are permitted only on the Math Test – Calculator (unless a student will be using one as part of an accommodation). Icons on the answer sheet and in the test book indicate when a calculator is allowed.

All questions can be solved without a calculator, but a scientific or graphing calculator is recommended. See “Acceptable Calculators,” page 16, for a list of acceptable graphing calculators.

Students are advised to bring their own calculators and must keep only one on their desk; any additional backup calculators must be kept under the student’s desk. If students have calculators with large characters (one inch or more) or raised displays, seat them apart from other test-takers. Students may not share calculators. Students whom your school has approved to use a four-function calculator on the Math Test – No Calculator should be seated in the nonstandard room. Graphing and scientific calculators are not allowed as part of this accommodation.

**Unacceptable calculators** — Students may not use:

- laptops or other computers, tablets, cell phones, smartwatches, or smartphones
- models that can access the Internet or have wireless, Bluetooth, cellular, audio/video, recording and playing, camera, or any other smartphone-type feature
- models that have a typewriter-like keypad, pen-input, or stylus
- models that use electrical outlets, make noise, or have paper tape

**Prohibited devices and aids** — During the test (including breaks), staff must ensure that students have nothing on their desks but a test book, an answer sheet, No. 2 pencils with erasers, and (when permitted) an acceptable calculator. See page 18 for a list of prohibited aids.

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

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

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

**Test day problems** — Staff should know procedures for handling irregularities. They should notify the supervisor as soon as possible of any irregularities that occur and submit a Supervisor’s Irregularity Report (SIR) if directed to do so in the Irregularity Chart (pages 12–16).

**Student ID or Social Security number** — Inform associate supervisors whether your students should provide Student ID or Social Security numbers in answer sheet box 15.

**NOTE:** Social Security numbers are optional and should only be collected if used by the state, district, or school.
**Optional codes** — Schools that wish to have their students’ paper score reports sorted for easier distribution may select optional codes. Some schools assign two-digit codes to particular counselors or particular home rooms. The optional codes are then provided to students to be gridded in box 18 on their answer sheets. Supervisors should work with staff to identify how score reports will be returned and assign the codes accordingly. If codes are not used, the paper score reports will be returned sorted by grade level and then alphabetically by student last name. The optional code will appear on the paper student reports, but it will not appear on online score reports. Be sure to provide directions for answer sheet box 18 to associate supervisors to read to students.

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

**New for 2017: Testing Room Codes** — Use of testing room codes is highly recommended for schools that will administer the test in multiple testing rooms. The testing room code can help organize your test day experience and allow speedier resolution for inquiries into any reported group disturbances for your school.

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

If your school decides to use testing room codes and a group irregularity occurs, a roster of impacted students must also appear on the SIR, otherwise scores may be held for the entire school until inquiries into the irregularity have been resolved by ETS. (See page 11 for more information on handling irregularities and best practices for using the testing room code.)

**Information for Test-Takers**

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

At least two weeks prior to the test date, distribute copies of informational flyers, which provide facts about the test. These can be downloaded from the Web at psat.org/8-9-resources and photocopied to distribute to students and parents. Refer students who have further questions about the test to the PSAT 8/9 Student Guide available with the other resources online.

**Remind students of what to bring on test day:**

- two No. 2 pencils
- an acceptable calculator (see page 16)
- Student ID number or Social Security number (optional)

**Policies for Test-Takers**

Go over these important policies with students at orientation.

**Taking the test** — Students may not share test questions with anyone during or after the test. They may not work on any section other than the one currently being timed, and they may not look ahead or back in the test book. When time ends, students may not continue working. Students may not go to their lockers or leave the building during breaks.
Students must take the entire test, as skipping a section will adversely affect their scores and may cause scores to be delayed. Students should be made aware that their test includes a fifth section that takes an additional 20 minutes. Inform them that all sections, including Section 5, can contain both scored and unscored questions, and they should do their best to answer every question on the test.

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

- No. 2 pencils with soft erasers are required. Mechanical pencils are not permitted because they may punch through the answer sheet or may have the wrong kind of lead, which will not scan properly.

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

- Students must fill in each circle darkly and completely. If they need to erase a response, they must erase as completely as possible.
- Students must mark their answers on their answer sheets—no credit is given for answers recorded in the test book (unless the school has approved this accommodation).

**Testing Students from Outside Your School and Home-Schooled Students**

If you test students from other schools or home-schooled students, please:

- Make sure you have sufficient answer sheets and test books for that testing window, as no other test may be used.
- If your school will conduct/has conducted a preadministration session, be sure to have blank answer sheets on hand to provide to students from other schools and home-schooled students.
- Be prepared with the six-digit codes of students from other schools. Instruct those students to enter their school codes in box 17 of their answer sheets (see “School Field” on page 53 for more details).
- Home-schooled students will not need to provide a school code number on their answer sheets. See “School Field” on page 53 for details.
- Complete Section 6 of the Supervisor’s Report Form. Return answer sheets and test books for all students tested.

**Scheduling the Test**

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

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

**NOTE:** We encourage you to allow home-schooled students (especially those within your community) to test with your school’s students. Reports and data for home-schooled students will remain separate from your school’s data.

**Scheduling the Test**

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

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

**NOTE:** Improve test day by having students complete some of the identifying information on pages 1–5 of their answer sheets before the test date, as detailed in the “Preadministration Instructions” section (page 8).

**NOTE:** Schools participating in the bulk registration process should use the PSAT 8/9 Supervisor Manual for Bulk Registration and should wait until they receive their Pre-ID labels to conduct a preadministration session.

All students tested on-site must take the test at the same time in the morning. (Exceptions may be made for testing students with disabilities. See “Providing Accommodations for the PSAT 8/9” on page 7 for more details.) If you cannot administer the test on the date you chose when ordering, the PSAT 8/9 has an extended testing window that allows flexible rescheduling of the administration. Materials will not have to be returned and reordered in the event a delay occurs.

Begin testing early enough to complete testing before lunchtime. Unless you are testing extended-time students, you cannot break for lunch and then resume testing. If testing students with 50% or 100% extended time, you may conduct an extended break so that those students may eat lunch without leaving the testing room.

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

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

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

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

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**Test Day Planning**

**Testing Room Codes**

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

**Number of Rooms**

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

**Training Your Staff**

When training your testing staff, make sure that each associate supervisor is given a list containing their two-digit testing room code, the optional code (if applicable), as well as the school codes for any students who may be testing from outside your school. Make a list of the testing rooms with corresponding testing room codes and the associate supervisors who will be administering the test for your records. This list may be used to resolve inquiries concerning test day irregularities and help ensure timely release of score reports for your school.

**Room Assignments**

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

Make arrangements to post start and stop times in every testing room so all students can see them.

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

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

**Preparing Seating Plans**

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

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

If you must submit a PSAT 8/9 Supervisor’s Irregularity Report (SIR), a copy of the seating chart may help ETS determine how to handle the irregularity.

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**NOTE:** Don’t return the seating chart with the Supervisor’s Irregularity Report; ETS will contact you if they need a copy of the seating chart.
Providing Accommodations for the PSAT 8/9

Accommodations for the PSAT 8/9 such as extended time, extra breaks, and large print, do not need to be reviewed by the College Board and are decided by the student’s school. If you have students who test with accommodations, this manual provides College Board guidelines and recommendations for testing them.

Nonstandard Test Materials

All students who take the PSAT 8/9, including students testing with accommodations, will use the standard red test book. The only exception is for students who are approved to test with a nonstandard format, such as large print, braille, or MP3 Audio.

**NOTE:** The pink regular print test book, which was available in the 2015-16 PSAT 8/9 administration, is no longer being used. Students testing with 50% or 100% extended time, extra breaks, or in a small group setting (who are not using other nonstandard test formats) should be tested using a standard test book.

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

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

Students who require MP3 Audio or ATC formats should be tested in a separate room. Use the PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats shipped with the tests to manage set up and for additional scripts that apply to these test-takers. Both formats are provided on USB flash drives. Encourage students using the MP3 Audio format to practice using the technology with the practice USB flash drives included in your shipment. ATC users can download directions and practice tests from https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/practice/full-length-practice-test-assistive-technology.

Room Assignments

Students who are approved for accommodations that change timing or that require a separate setting (e.g., extended time, extra breaks, small group, reader, scribe) should test separately from other students. Be sure to assign a room and associate supervisor for this purpose. Supervisors should be discreet when sending students to assigned rooms to avoid subjecting students to unnecessary attention. However, there are some accommodations that don’t affect the timing or administration of the test that can be given in the standard room. These include preferential seating, wheelchair access, use of a large-block answer sheet, permission for food or medication; use of 14-point large print, a magnifier, sign language interpreter for oral instructions, auditory amplification or FM system, or a colored overlay; and approval to record answers in the test book.

Section Timing

Students who are approved by their school for extended time are provided a specified amount of time for each section. The College Board has provided nonstandard test day scripts (pages 26–43) based on how we test students taking the PSAT/NMSQT with extended time. You should review the script to determine if it meets your needs. **We recommend that you give students their full amount of extended time on each section, even if they stop work before time is called.** Refer to page 28 for more information about section timing.

Students with different timings (e.g., extended time, extra breaks) should be seated in different rooms.

Some accommodations do not include extended time, but still require a separate room. Some examples are a smaller testing environment with fewer distractions, extended breaks, or use of a four-function calculator on the Math Test – No Calculator section. These students will be tested with standard timing. To minimize distraction, standard time students should be seated in a separate room from others who are receiving extended time.
Preadministration Instructions

Once schools receive their preadministration materials, schools have the option for all students, including students testing with accommodations, to fill in boxes 1–18 of their answer sheets before test day. Students must fill out answer sheets under supervision in school. It is highly recommended that schools conduct this preadministration session before test day.

If your school participates in the bulk registration option, use the PSAT 8/9 Supervisor Manual for Bulk Registration to administer the preadministration option and all other testing instructions.

Planning for the Preadministration Session

1. Remove only the answer sheets from the bags; do not open the shrinkwrapping around the test books until test day.

2. You may decide to conduct the session in any number of ways; for example, in a class, in an assembly for students taking the test, or in small groups. Do not allow students to take the answer sheets out of the building. Be sure to provide large-block answer sheets to students approved to use them.

3. Organize the answer sheets so that you can ensure that students receive their own answer sheets on test day. We recommend that you assign each student to a test room and note the test room number (or other room identifier) on a container. Once students have completed the identifying information on their answer sheets, store the answer sheets securely in the appropriate containers for their assigned test rooms.

4. Inform students that they will need No. 2 pencils with erasers, their address, and their Student ID or Social Security number (optional) for the preadministration session.

5. Before distributing answer sheets, post optional codes, if used (see page 4). If testing students in a U.S. territory or international location, post the appropriate territory or country code (see page 52). The testing room code and certification statement will be filled out by students on test day.

6. If your students have “APO” or “FPO” addresses, post the two-letter code (AA, AE, or AP) that applies to them.

⚠️ If you do not have enough answer sheets, contact the College Board to arrange for more to be sent to your school. See page 1 for instructions on ordering more materials. Photocopied answer sheets may not be scored.

Conducting the Session

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

- Students must fill in the appropriate circles for their name, address, and other personal information.
- Students should skip boxes 19–22 and the signature section because these sections will be completed on test day.
- Some boxes may require different answers depending on where you are testing or what options your school uses. These are preceded by text asking you to choose the correct script to read to students.

For all students, say:

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

For box 1, say:

Begin by reading the directions in box 1. Then enter your legal name, starting with your last name, and fill in the appropriate circles carefully. Include blanks, dashes, and/or apostrophes if these are part of your name. If your entire name doesn’t fit, fill in as much of it as you can. Fill in the corresponding circles. Make sure each mark is dark and completely fills the circle. Look up when you are finished…. Are there any questions?
Choose the correct script below:

- For students with APO/FPO addresses,
- OR
- For all other students.

For boxes 2–5, say:

Open your answer sheet to page 2. In boxes 2 through 5, be careful to fill in the address circles correctly. In box 2, Street Address, enter your box number or other designation. In box 3, City, enter “APO” or “FPO.” In box 4, State, fill in the circle for AA, AE, or AP. In box 5, provide your ZIP Code. Look up when you are finished.

To all other students, for boxes 2–5, say:

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

Choose the correct script below:

- For U.S. students,
- OR
- For students with addresses outside the U.S. and U.S. territories.

If you are testing students with addresses in countries other than the U.S., see page 52 for the country codes that students need to include in box 6.

To U.S. students, for box 6, say:

Make no marks in box 6.

To students with addresses outside the U.S. and U.S. territories, for box 6, say:

In box 6, fill in the following Country Code _____ and the corresponding circles.

For boxes 7 and 8, to all students, say:

Now turn to page 3. In boxes 7a–7d, fill in a circle for each academic subject you have taken or plan to take, and the grade in which you took it or plan to take it. If you’re taking a course this year, fill in the circle for your current grade. You may fill in all circles on a given line that apply. Look up when you are finished. Are there any questions?

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

For boxes 9 and 10, say:

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

Students may leave boxes 9 and 10 blank if they do not wish to respond.

For box 11, say:

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

For boxes 12–14, say:

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

Choose the correct script that follows:

- If your school uses Student ID numbers,
- OR
- If your school uses Social Security numbers.

If your school is using numeric Student ID numbers, for box 15, say:

In box 15, fill in the circle for Student ID Number and enter your Student ID number, starting with the first column to the left. If you have letters in your Student ID number, skip them and enter only the numerals. Are there any questions?
If your school is using Social Security numbers, for box 15, say:

In box 15, fill in the circle for Social Security Number and enter your 9-digit Social Security number, starting with the first column to the left. If you do not have a Social Security number, cannot remember it, or do not wish to give it, leave this box blank. Do not enter any number other than your Social Security number. Are there any questions?

Choose the correct script below:

- For U.S. students,

  OR

- For non-U.S. students.

To U.S. students, for box 16, say:

Box 16 asks for your Mobile Number. By providing your mobile number, you agree to receive text messages from the College Board about the PSAT 8/9; to participate in research surveys; and/or to receive free information on college planning services. The College Board will not share your mobile number with other organizations. If you have an unlimited text message plan, you will receive these messages at no additional cost; otherwise, standard text-messaging rates apply. You may also opt-out at any time.

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

To non-U.S. students, for box 16, say:

Box 16 applies only to students in the United States. Make no marks in box 16.

For box 17, say:

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

See “School Field” on page 53 if you need additional information on box 17.

Choose the correct action that follows:

- If your school does NOT use optional codes, read the script,

  OR

- If your school uses optional codes, continue with the instructions below the script.

If your school does not use optional codes, say:

Make no marks in box 18, “Optional Code.”

If your school uses optional codes, read the directions you have prepared (see page 4). If an optional code has only one digit, instruct your students to fill in the “0” circle in the left column and the appropriate circle in the right column. Home-schooled students should leave box 18 blank.

Ending the Session

⚠️ If you are conducting this preadministration session ON test day and are ready to move ahead with testing, go to “Distributing Test Books” on page 19.

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

For boxes 19–22, say:

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

When all students are finished, say:

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

Collecting and Storing Answer Sheets Until Test Day

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

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

Maintaining Security

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

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

Keeping Test Materials Secure
Select a secure location to keep the test materials, such as a locked cabinet, closet, or vault. All test materials should remain secured until test day.

Immediately inform the PSAT 8/9 office if you have not received or cannot locate your test materials by the Monday prior to the week of your testing.

On test day, check the tests carefully for tampering. Once tests are distributed to associate supervisors and authorized staff, the tests must remain under their surveillance at all times.

Reporting Irregularities
If an irregularity occurs, follow the resolution path detailed in the Irregularity Chart (page 12). If the associate supervisor is alone in the room, the irregularity should be noted briefly until a proctor or supervisor can monitor the room so a detailed report of the incident can be written.

- Review the Irregularity Chart so you and your staff will know how to handle such situations for individuals and groups of students. Where you see a check mark in the chart, a PSAT 8/9 Supervisor’s Irregularity Report (SIR) should be submitted.

- Schools should self-report irregularities that they think significantly affected their test administration on the SIR. The SIR is a scannable form that must be filled out with a No. 2 pencil or a pen with black or blue ink. Make no notes or stray marks on the form and neatly print all information and fill the circles completely.

- The testing room code should be marked in box 6b of the SIR for any group irregularities that occur. The names of the students affected by the irregularity should be recorded in section 10 of the SIR. If a group irregularity affected an entire school, the testing room code does not need to be provided. Supervisors should advise each associate supervisor of their testing room code before test day. Keep a list of the rooms and the assigned associate supervisors to help you quickly locate the right personnel to answer any queries from ETS related to group irregularities, and help ensure that scores are released in a timely manner (see “Testing Room Codes,” page 4 for more details).

- ETS, on behalf of the PSAT 8/9 Program, will review all reports of irregularities and any test score earned under questionable circumstances. In the event you receive a call from ETS, please respond in a timely fashion in order to ensure ontime score report delivery. Delays in responding could delay your score reports. Once answer sheets have been submitted for scoring, ETS reserves the right not to score the answer sheet of a student who engaged in misconduct or was involved in a testing irregularity.
# Irregularity Chart

## Group Irregularities

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Supervisor’s Irregularity Report (SIR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undertiming</strong> Permit students to make up time on an undertimed section before allowing a break or dismissing them, so they do not have an opportunity to discuss the test before resuming work on the affected section. Allow the full number of minutes on all other sections. If you cannot permit students to make up time on the undertimed section, allow the full number of minutes on all other sections. Tell students that a report will be submitted. Submit affected answer sheets on top of other answer sheets.</td>
<td>Note the sections(s) affected and timing discrepancy. On page 2 section 6 – fill in the circle for “Undertiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was Undertimed” (for an individual). Fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td><strong>Overtiming</strong> Give the full number of minutes on all the other sections. Tell students that a report will be submitted. Submit affected answer sheets on top of other answer sheets.</td>
<td>Note the sections(s) affected and timing discrepancy. On page 2 section 6, fill in the circle for “Overtiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was Overtimed” (for an individual). Fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
</tbody>
</table>

## Environment

| Disturbance | Reduce or eliminate source of disturbance (loud noise, excessive heat/cold, disruptive behavior, etc.). Tell students that a report will be submitted. Continue testing. Submit affected answer sheets on top of other answer sheets. | Note the source, length, and impact of the disturbance. On page 2 section 6, fill in the circle for “Disturbance/interruption.” Fill in the testing room code in box 6b and list the affected students in section 10. |
| Interruption | Provide clear instructions for safety of students if fire alarm, power failure, etc., occurs. Note the time and take action to be sure no one has access to test materials while students are out of the room. Direct students not to discuss the test and monitor the group the entire time. Students should resume testing in the section they were completing before the interruption occurred. Subtract the time they were given before the interruption and allow the remainder for students to complete the section. Tell students that a report will be submitted. Submit affected answer sheets on top of other answer sheets. | Note the source, length, and impact of the disturbance. On page 2 section 6, fill in the circle for “Disturbance/interruption.” Fill in the testing room code in box 6b and list the affected students in section 10. |

## Test Cancellation

If a storm, flood, power failure, etc., necessitates cancellation of the test, call the PSAT 8/9 office (see “Contact Us”, page ii) for instructions. Tell students that other arrangements are being requested. Not applicable

Call PSAT 8/9 office.
<table>
<thead>
<tr>
<th>Individual Irregularities</th>
<th>Procedure</th>
<th>Irregularity Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test-taker issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late arrival</td>
<td>See “Test Day Instructions” page 17.</td>
<td>✓ Identify student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On page 2 section 7, Check-in Issue, fill in the circle for “Student arrived late.”</td>
</tr>
<tr>
<td>Giving and/or receiving information</td>
<td>Change seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores will be canceled. Keep a seating chart (see back page of this manual) of students who are seated nearby (or entire room, if possible) and indicate original and changed seated location on the seating chart. Tell student that a report will be submitted. Submit student’s answer sheet on top of other answer sheets.</td>
<td>✓ Identify students (the student providing the information and the student receiving the information) and explain circumstances.</td>
</tr>
<tr>
<td></td>
<td>OR If you are certain the student is giving or receiving information, or attempting to take the test for someone else, collect test book and answer sheet, and dismiss student. Destroy answer sheet; do not submit fee for student.</td>
<td>Fill in the Yes circle, indicating that student's answer sheet was destroyed.</td>
</tr>
<tr>
<td>Prohibited aid (see page 18) or calculator use when not permitted</td>
<td>Collect test book and answer sheet and dismiss any student who uses a calculator on a section where it is not permitted or any of the prohibited aids listed on page 18 either during the test or during breaks. (For example: cell phones, smartwatches, MP3 players, and iPods.) Destroy answer sheet; do not submit fee for student.</td>
<td>✓ Identify student.</td>
</tr>
<tr>
<td></td>
<td>OR If the student continues to keep test book open, to work on wrong section, or to work after time is called, collect test book and answer sheet and dismiss student. Destroy answer sheet; do not submit fee for student.</td>
<td>Fill in the Yes circle, indicating that student's answer sheet was destroyed.</td>
</tr>
<tr>
<td>Opening test book before test OR Working on wrong section of test book or answer sheet</td>
<td>Ask student to close test book or direct to proper section of test book or answer sheet. Say that a report will be submitted and that a subsequent violation will be grounds for dismissal. Submit student’s answer sheet on top of other answer sheets.</td>
<td>✓ Identify student, length of time, and affected sections.</td>
</tr>
<tr>
<td></td>
<td>OR Working longer than the time permitted</td>
<td>On page 2 section 7, Test Admin Issue, fill in the appropriate circle: “Student obtained improper access to test/part of test” or “Student worked on wrong section” or “Student worked after time called.”</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>Fill in the Yes circle, indicating that student's answer sheet was destroyed.</td>
</tr>
<tr>
<td>Misplaced answers</td>
<td>Provide a new answer sheet if student has misplaced answers on the answer sheet. Direct student to print name on new answer sheet, then to continue in the appropriate place. Tell student a report will be submitted. Clip both answer sheets together; place on top of other answer sheets.</td>
<td>✓ Identify student; indicate which answers were misplaced and amount of time lost, if any.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On page 2 section 7, Test Admin Issue, fill in the circle for “Student misplaced/misgridded answers.”</td>
</tr>
<tr>
<td>Individual Irregularities</td>
<td>Procedure</td>
<td>Irregularity Report</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Answers recorded in test book</td>
<td>Answers recorded in a test book may <strong>not</strong> be transferred to answer sheet by student or school personnel after time is called for the section. <strong>Exception:</strong> Students testing with school-approved accommodations that include permission to record answers in the test book. In these cases, school personnel must transfer answers from the test book to the answer sheet and return with other answer sheets (see page 27).</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Restroom use</td>
<td>Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them when student reenters. Do not allow extra testing time. If two or more students leave, a proctor must accompany them. Recheck the ID of any student who left the room for break and is not known to you.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Student leaves during test</td>
<td>If warranted, collect test book and answer sheet, and permit student to leave without completing test. If student wants answer sheet scored, tell student a report will be submitted. Submit student's answer sheet on top of other answer sheets. <strong>OR</strong> If student does not want answer sheet scored, do not submit it. <strong>Destroy</strong> student's answer sheet; do not submit fee for student.</td>
<td>Identify student, test section, last question number completed, and reason for leaving. &lt;br&gt; <strong>On page 2 section 7, Test Admin Issue, fill in the circle for “Student left early/left without permission.”</strong> Fill in the <strong>Yes</strong> circle, indicating that student's answer sheet was destroyed.</td>
</tr>
<tr>
<td>Disruptive behavior</td>
<td>Remove disruptive student from testing room. <strong>Destroy</strong> student's answer sheet; do not submit fee for student.</td>
<td>Identify student, length of time, and affected sections. &lt;br&gt; <strong>On page 2 section 7, Test Admin Issue, fill in the circle for “Student disrupted test.”</strong> Fill in the <strong>Yes</strong> circle, indicating that student's answer sheet was destroyed.</td>
</tr>
<tr>
<td>Illness</td>
<td>Permit student to leave test room temporarily. Collect test book and answer sheet; return them when student reenters. Do not allow extra testing time. Tell student a report will be submitted. Submit student's answer sheet on top of other answer sheets. <strong>OR</strong> If student does not want answer sheet scored, do not submit it. <strong>Destroy</strong> student's answer sheet; do not submit fee for student.</td>
<td>Identify student, length of absence, affected section(s), and questions. &lt;br&gt; <strong>On page 2 section 7, Test Admin Issue, fill in the circle for “Student became ill.”</strong> Fill in the <strong>Yes</strong> circle, indicating that student's answer sheet was destroyed.</td>
</tr>
<tr>
<td>Individual Irregularities</td>
<td>Procedure</td>
<td>Irregularity Report</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Student score cancellation</td>
<td>Do not submit answer sheet if student requests that test not be scored.</td>
<td>□ Identify student.</td>
</tr>
<tr>
<td></td>
<td>Destroy student’s answer sheet; do not submit fee for student.</td>
<td></td>
</tr>
<tr>
<td>Student does not complete boxes 20–22 on the answer sheet</td>
<td>Locate student’s test book using the seating chart and direct student to fill in the information from the back of the book for boxes 20 (Form Code) and 21 (Test ID), and from the front of the test book for box 22 (Serial Number). OR If the irregularity is found after students have been dismissed, note on the SIR and return the answer sheet with other answer sheets.</td>
<td>□ Identify student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defective test book</td>
<td>Replace defective book with a book that has the same form code if possible. Direct student to use original answer sheet. Tell student that a report will be submitted. If defective test book causes a loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others. On test book cover, write “Defective,” identify error, and give school code number. Return defective book and the SIR in the Gray Envelope. (For multiple books, send a sample and note how many were defective.) Place affected answer sheet(s) on top of others. Return defective MP3 Audio or ATC format in the original packaging it was shipped in, with the answer sheets.</td>
<td>□ Identify student; describe defect; if time was not made up, indicate how much time was lost. Clip defective book to the Irregularity Report. On page 2 section 7, fill in the circle for “Defective Material Issue.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defective answer sheet</td>
<td>Replace defective answer sheet. Direct student to print name on new answer sheet, then continue with next question. Tell student that a report will be submitted. If defective answer sheet causes loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others. Answers may not be transferred between answer sheets by student or school personnel after time is called for the section. Clip both answer sheets together; place on top of other answer sheets.</td>
<td>□ Identify student; describe defect; if time was not made up, indicate how much time was lost. On page 2 section 7, fill in the circle for “Defective Material Issue.”</td>
</tr>
</tbody>
</table>
### Test Materials |
Possible test question ambiguities and errors
Call PSAT 8/9 office immediately after test.

### Procedure
Direct student to give the best possible answer. Say a report will be submitted. If student expresses concern after test date, tell student to report test form, test section, content of question, and nature of error as soon as possible to: Assessment Design & Development, The College Board, 250 Vesey Street, New York, NY 10281; or send an email to: psatquestion@collegeboard.org.
Submit student’s answer sheet on top of other answer sheets.
Indicate name and address of student who reported ambiguity or error, form, section, and test question number.

<table>
<thead>
<tr>
<th>Irregularity Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Indicate name and address of student who reported ambiguity or error, form, section, and test question number.</td>
</tr>
<tr>
<td>✔ Explain actions taken in details.</td>
</tr>
</tbody>
</table>

### Irregularity Report
On page 3 section 8, fill in the appropriate circle under - “Test Question Ambiguity Information.”
On page 2 section 6, “Group Irregularities Information,” fill in the circle for “Missing materials.”

---

## Acceptable Calculators

All scientific calculators are acceptable. Any four-function calculator can be used (though not recommended). The following is a list of approved graphing calculators:

<table>
<thead>
<tr>
<th>Casio</th>
<th>Hewlett-Packard</th>
<th>Sharp</th>
<th>Texas Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>FX-6000 series</td>
<td>CFX-9800 series</td>
<td>EL5200</td>
<td>TI-73</td>
</tr>
<tr>
<td>FX-6200 series</td>
<td>CFX-9850 series</td>
<td>EL8200 series</td>
<td>TI-80</td>
</tr>
<tr>
<td>FX-6300 series</td>
<td>CFX-9950 series</td>
<td>EL9300 series</td>
<td>TI-81</td>
</tr>
<tr>
<td>FX-6500 series</td>
<td>CFX-9970 series</td>
<td>EL9600 series*</td>
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<td></td>
<td></td>
<td>TI-Nspire CAS</td>
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</table>

**Radio Shack**

- EC-4033
- EC-4034
- EC-4037

**Other**

- Datexx DS-883
- Micronta
- Smart*

*The use of the stylus is not permitted.
Test Day Instructions

Begin Here on Test Day

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

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

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

Other Codes You May Need to Post

- optional code, if any (see “Optional Codes,” page 4)
- six-digit school codes for students from other schools
- testing room code (see “Testing Room Codes,” page 4)
- 3-digit country codes for students with international addresses (listed on page 52)
- two-letter “APO” or “FPO” code (AA, AE, or AP), if applicable

Seating Late Arrivals

- Students who arrive late may join only if the timed test has not begun (i.e., Section 1). Do not admit students to any room where Section 1 (or any later section) has already begun. Assign them to another room where proper supervision, complete instructions, and time allotments can be provided.
- Late students who arrive prior to the beginning of Section 1 may supply missing identifying information after the test before students are dismissed.
- Never allow a student to test who has had an opportunity to communicate with students who have completed some or all of the test.

Collecting Students’ Phones, Devices, and/or Backpacks

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

Reading the Scripts

Read aloud all the directions in the maroon tinted boxes. Read slowly enough to give students time to fill in their responses. Pause wherever the dots (…) appear to allow students time to follow instructions. Instructions outside the shaded boxes are for you and your assistants and should not be read aloud. Do not deviate from these directions or answer any questions regarding the content of the test.

When you are ready to begin, say:

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

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

If you have extra No. 2 pencils, distribute them to students who need them.
The College Board has policies that are designed to give each of you an equal opportunity to show your abilities. We will dismiss and cancel the scores of anyone who tries to gain an unfair advantage by:

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

You may also be dismissed for:

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

Are there any questions?

Please listen carefully to the following information about phones and other electronic equipment. The use of phones and other prohibited electronic devices at any time is prohibited. Any electronic device that is not turned off and put away may be confiscated and its contents inspected as part of a thorough investigation.

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

At this time, if you still have a phone, watch alarm, smartwatch, handheld computer, or any other electronic device in your possession, you need to completely power it off and put it away until you leave the test room. Look up when you have powered down and put away any of these devices if you have them.

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

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

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

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

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

- Cell phones or smartphones
- Audio players/recorders, tablets, laptops, notebooks, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Any devices, including smartwatches, that can be used to record, transmit, receive or play back audio, photographic, text, or video content
- Pens, highlighters, and mechanical or colored pencils
- Books, dictionaries, or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Notes, pamphlets, or papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord (unless approved as an accommodation)

If unauthorized devices or aids are displayed, have students remove them from their desks. If a student has a mechanical pencil, give him or her a No. 2 pencil.
NOTE: Students should not be dismissed from testing if they use a mechanical pencil; however, they should be warned that their marks may not score properly.

If you have not yet conducted a preadministration session, conduct one now by turning to “Conducting the Session” on page 8.

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

Distributing Preadministration Answer Sheets

When ready, say:
I am going to give each of you your answer sheet.

Distribute the answer sheets that students filled in prior to test day. Make sure each student receives his or her own pregridded answer sheet. If there are students in the room who did not participate in the preadministration session, give them a blank answer sheet. They will need to fill out boxes 2–18 after testing has finished.

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

If there are students in the room who have the wrong answer sheet, collect the sheets and try to resolve the discrepancy. If unable to do so, give blank answer sheets and direct them to complete box 1.

Distributing Test Books

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

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

When everyone is ready, say:
Print your name and other requested information clearly on the back of your test book…. Look up when you are finished….

Completing Test Information and the Signature Area

Choose the correct script below:

- If your school uses testing room codes
  OR

- If your school does NOT use testing room codes

If your school uses testing room codes, for box 19, say:

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

If your school does NOT use testing room codes, for box 19, say:

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

For boxes 20–21, say:

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

For box 22, say:

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

For the signature area, say:

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

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

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

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

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

**NOTE:** Turn to page 29, “Begin Nonstandard Testing Here,” if you are testing students with nonstandard timing/breaks or formats such as braille, audio files, or readers. If you are testing students with extended time on only portions of the test, you will be directed to return to this standard script for the appropriate portions of the test.

When everyone is ready say:

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

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

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

Throughout Testing, Follow These Procedures:

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

**Time the section:**

- Enter the start and stop times as you begin each section; post the times for students to see. Announce the remaining time at regular intervals and five minutes before the end of every section, as noted in the scripts. This is particularly important if your room clock malfunctions. Students must be given the full time for each section as displayed in this manual.

- Refer to the timing chart on page 25 to ensure that you have correctly calculated the stop time.

- Before you call stop, check your watch against the time you have written down.

- Verify the time with a proctor, if available.

**Monitor test-takers:**

- Walk around the room to check that everyone is working on the correct section.

- Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.

- If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart on page 13.

- If you need to record an irregularity, ask a proctor to monitor the students while you do so. If a proctor is not in the room, note the irregularity, and record it at a later time.

**After testing begins:**

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

**Section 1—Reading Test**

**After you answer all questions, say:**

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

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

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

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

**STANDARD TIME 55 MINUTES**

**START TIME _________ STOP TIME _________**

**During testing:**

- Record the start and stop times and post them for all students to see. Refer to the chart on page 25 to ensure that you have correctly calculated the stop time.
Walk around the room to check that everyone is working on Section 1. If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Note this action on a PSAT 8/9 Supervisor’s Irregularity Report (SIR).

After 30 minutes have elapsed, say:
You have 25 minutes remaining in this section.

After 50 minutes have elapsed, say:
You have 5 minutes remaining in this section.

After exactly 55 minutes, say:
Stop work and put your pencil down.
Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
You may NOT use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the front of test books.

At the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.

Section 2—Writing and Language Test

Assistive Technology Compatible (ATC) Timing for Section 2
To allow enough time to navigate Section 2, students with standard timing who are using ATC formats must be given 100% extended time on Section 2. For these students, turn to Nonstandard Script 1, page 31, for Section 2, then return to this page in this script for Section 3.

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

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

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

During testing:
Record the start and stop times and post them for all students to see. Refer to the chart on page 25 to ensure that you have correctly calculated the stop time.

After 15 minutes have elapsed, say:
You have 15 minutes remaining in this section.

After 25 minutes have elapsed, say:
You have 5 minutes remaining in this section.

After exactly 30 minutes, say:
Stop work and put your pencil down.…Keep your answer sheet and test book flat on your desk.

If Testing Students with Extended Time for Math Only

For 100% extended time, turn to Nonstandard Script 1, “Break Before Section 3,” page 31.

For 50% extended time, turn to Nonstandard Script 2, “Break Before Section 3,” page 36.

Section 3—Math Test—No Calculator

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

Now turn to page 6, Section 3 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces in Section 3. For the questions labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.
If you finish before time is called, you may NOT turn to any other section. Now open your test book to Section 3, read the directions, and begin work.

### STANDARD TIME 20 MINUTES
START TIME _________ STOP TIME _________

**During testing:**
- Record the start and stop times and post them for all students to see. Refer to the timing chart on page 25 to ensure that you have correctly calculated the stop time.
- Check that calculators are not on students’ desks (unless the school allows calculator use on this section as an accommodation).

**After 15 minutes have elapsed, say:**
You have 5 minutes remaining in this section.

**After exactly 20 minutes, say:**
Stop work and put your pencil down…

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

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

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

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

**During the break:**
Walk around the room to check that all test books are closed and that all answer sheets are inside the front of test books.

**At the end of the break, say:**
Please take your seat. Do not open your test book until I tell you to do so.

### Section 4—Math Test – Calculator

**When everyone is ready, say:**
You will have 40 minutes to work on Section 4, Math Test – Calculator. You may now place your calculator on your desk.

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

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

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

**STANDARD TIME 40 MINUTES
START TIME _________ STOP TIME _________

**During testing:**
Record the start and stop times and post them for all students to see. Refer to the timing chart on page 25 to ensure that you have correctly calculated the stop time.

**After 20 minutes have elapsed, say:**
You have 20 minutes remaining in this section.

**After 35 minutes have elapsed, say:**
You have 5 minutes remaining in this section.
After exactly 40 minutes, say:
Stop work and put your pencil down. . . . 
Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
You may not use a phone. Any phones must remain out of sight under your desks. We will start testing again in exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the front of test books.

At the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.

Section 5 — Variable Section

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

When everyone is ready, say:
You will have 20 minutes to work on Section 5. Your test book may have Reading, Writing and Language, or Math questions in this section.
Turn to page 7, Section 5 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces. If you have math questions labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

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

If you are using the calculator, follow these guidelines:
- Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- Do not share or exchange your calculator.

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

During testing:
- Record the start and stop times and post them for all students to see. Refer to the timing chart on page 25 to ensure that you have correctly calculated the stop time.
- Walk around the room to check that students who are using calculators have the calculator permitted icon at the top of their test book pages.

After 15 minutes, say:
You have 5 minutes remaining in this section.

After exactly 20 minutes, say:
Stop work and put your pencil down. . . . Close your test book and place it on top of your answer sheet. I will now collect your test book. Please sit quietly.

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

After testing:
If all students in the room have completed boxes 2–18 on their answer sheets, proceed to “Collecting and Checking Answer Sheets.”
To students who need to complete boxes 2–18 on the answer sheet, say:

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

Turn to “Conducting the Session” in the Preadministration Instructions on page 8, and guide students through filling out boxes 2–18 on the answer sheet. When they are finished, proceed below.

Collecting and Checking Answer Sheets

When all answer sheets are complete, say:

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

Before dismissing students:

- Be sure to collect an answer sheet and test book from each student.
- Keep students seated until you are sure you have each student’s answer sheet and test book.
- Ensure that the letters in “NAME” (box 1) correspond to the filled circles in each column. If there is a discrepancy, ask the student to explain it, and document the discrepancy on an SIR.
- For students from other schools, check that box 17 is properly filled out with the student’s school code.
- Make sure answer sheets are not inserted in or between test books.

- Verify by count that you have a test book and answer sheet for each student.
- Verify that you have collected the test books assigned to your room.

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

After all materials are accounted for, say:

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

After Students Leave the Room:

- If you have any students approved to write their answers in the test book, do the following:
  - Transcribe student answers to a machine-scannable answer sheet. Clip the answer sheet to the test book.
  - On the test book, write the student’s name, school code number, and room number.
  - Include the test books with the used answer sheets.
- Describe any irregularities on an a PSAT 8/9 Supervisor’s Irregularity Report (SIR).
Section Timing Chart for PSAT 8/9—Standard Administration

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

<table>
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<th>Start Time</th>
<th>For a 55-minute section (Section 1)</th>
<th>For a 30-minute section (Section 2)</th>
<th>For a 20-minute section (Section 3)</th>
<th>For a 40-minute section (Section 4)</th>
<th>For a 20-minute section (Section 5)</th>
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<td>:54</td>
<td>:89</td>
<td>:80</td>
<td>:100</td>
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</table>
Nonstandard Testing Scripts

Testing Students Approved for Accommodations

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

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

On Test Day

Turn to page 17, and follow the “Test Day Instructions” to prepare for testing. You will be instructed when to turn to the appropriate nonstandard testing script.

Alternate Test Formats

Guide to the Nemeth Code and Braille

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

Reader’s Script and MP3 Audio Format

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

Whenever possible, students should use earphones when testing with an audio format. If earphones are not available, the student should be tested in a separate room.

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

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

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

If you are testing students with MP3 Audio or ATC formats, read the PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats as soon as you receive it with the test materials.

Set Up Computers Before Test Day:

MP3 Audio and ATC formats require use of a computer with a USB port. Use the instructions in the PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats (supplemental manual) to help you set up and test the computers your students will be using. Perform this set up before test day to avoid delaying the start of testing.

Testing ATC Users:

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

NOTE: The ATC format requires 100% extended time for Section 2 only. For all other sections, students will receive the timing they are approved for (standard, 50%, or 100%). Use the scripts as detailed under Using These Scripts, page 27, to test these students.

Testing MP3 Audio Users:

You will need to use the MP3 Audio instructions and scripts in the supplemental manual on test day. Keep this standard PSAT 8/9 Supervisor Manual on hand in case you need to refer to policies not covered in the supplemental manual.

IMPORTANT: The MP3 Audio format requires 100% extended time plus an additional 45 minutes in Section 2. Testing of these students may take place over two days. For details, see the PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats.
Recording Responses
Some students may need accommodations relating to the recording of answers. These accommodations may include the following methods:

- dictating answers to be put on the machine-scannable answer sheet by a transcriber.
- using a braille device (for example, Perkins Brailler) and having answers transcribed by the supervisor after the test. (Return braille pages with answer sheets.)
- recording answers in the test book and having answers transferred to the machine-scannable answer sheet by the supervisor after the test.
- recording answers on an enlarged (large-block) answer sheet.

Differences in Breaks and Timing
Students who normally receive extended time for reading questions at your school should receive the extended time on all sections of the test. Other students may have school approval that applies to just the Math Test (Sections 3 and 4). Arrange to seat students with different timing in separate rooms to minimize distractions and timing errors. Track the different timing needs at the beginning of each test section.

Extended time test-takers will receive extra breaks between every section of the test. If you have students who are approved for additional breaks (for example, to test blood sugar levels), provide them as requested.

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

**Students who need extended breaks** should be given twice the time of the regularly scheduled breaks.

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

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

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

**Standard Time for Accommodated Students**
Use the Standard Testing Script (starting on page 20) for students who are approved for accommodations that do not require extended time on any part of the test; for example, breaks as needed or use of braille materials.

**Script 1 – 100% Extended Time Script**
Use the entire Script 1 (starting on page 30) for students who are approved for 100% extended time for reading.

**Script 2 – 50% Extended Time Script**
Use the entire Script 2 (starting on page 34) for students who are approved for 50% extended time for reading.

**Script 3 – Standard Time with Extra Breaks**
Use Script 3 (starting on page 39) for students who receive standard time on some or all sections of the test and are approved for extra breaks.

**Combined Scripts for Math-only Extended Time**
Begin with the Standard Testing Script (page 20) for students who are approved for extended time on math only.

- For students approved for 100% extended time for math, switch to Script 1 (pages 31–33) for Sections 3 and 4.
- For students approved for 50% extended time for math, switch to Script 2 (pages 36–38) for Sections 3 and 4.

**Scripts for MP3 Audio Format**
If testing students with the MP3 Audio Format, use the scripts in the supplemental PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats.
Use the chart that follows as a visual aid as you prepare to test the students in your room.

### Overview of Extended Timing and Extra Breaks

<table>
<thead>
<tr>
<th></th>
<th>100% Extended Time</th>
<th>50% Extended Time</th>
<th>Standard Time (Nonstandard Room)</th>
<th>Standard Time with Extra Breaks</th>
<th>Math-only 100% Extended Time</th>
<th>Math-only 50% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading Test</td>
<td>Use Script 1 (p. 30)</td>
<td>Use Script 2 (p. 34)</td>
<td>Use Standard Testing Script (p. 20)</td>
<td>Use Script 3 (p. 39)</td>
<td>Use combined Standard and Script 1</td>
</tr>
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<td>55 minutes</td>
<td>42 minutes</td>
<td>55 minutes</td>
<td>28 minutes</td>
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<td>27 minutes</td>
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<tr>
<td>2</td>
<td>Writing and Language Test</td>
<td>Use Combined Standard and Script 1</td>
<td></td>
<td>Use Combined Standard and Script 2</td>
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<td></td>
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<td>Variable</td>
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</table>
Begin Nonstandard Testing Here

If testing students using the MP3 Audio format, turn to the scripts in your supplemental manual now.

To remind all students of procedure, say:

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

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

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

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

I will also keep the official time for the test, and I will let you know periodically how much time you have left in each section. If you finish before time is called, you may NOT turn to any other section.

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

Answer all questions about procedure, then say:

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

Instructions for Using a Writer

If a student is using a writer, say:

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

Throughout the Test, Follow These Procedures

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

Time the Section:

- Enter the start, stop, and additional break times as you begin each section; post the times for students to see.
- Announce the remaining time at regular intervals as noted in the scripts. This is particularly important if your room clock malfunctions.
- Before you call any remaining time or stop, check your watch against the time you have written down.
- Verify the time with the proctor, if applicable. (If you have several groups with different timing, you may ask the proctor to help you track the timing.)

Monitor Test-Takers:

- Walk around the room to check that everyone is working on the correct section.
- Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart on page 13.
- If you need to record an irregularity, ask a proctor to monitor the students while you do so. If a proctor is not in the room, note the irregularity and arrange to record it fully per the instructions on page 11 at a later time.

After Testing Begins:

- Account for all test materials (used and unused).
- Use the chart on the back cover to record where each test book is distributed.
- If a book appears to be missing, follow procedures in “Accounting for test materials” on page 3. Answer all questions about procedure.
### Script 1: 100% Extended Time

The following script is for 100% extended time test-takers. To test students with math-only extended time, turn to page 20. (You will be instructed when to turn to this script.)

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>START TIME</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>STOP TIME</strong></td>
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<td></td>
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<tr>
<td><strong>5-MINUTE BREAK</strong></td>
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<tr>
<td><strong>START TIME</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STOP TIME</strong></td>
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<td></td>
</tr>
</tbody>
</table>

### Section 1—Reading Test

**After you answer all questions, say:**

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

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

You have 1 hour and 50 minutes to work on Section 1, Reading, and you will have a break after 55 minutes.

Open your test book to Section 1, read the directions, and begin work.

**During testing:**

Record the start and stop times and post them for all students to see. Refer to the timing chart (page 44) to ensure that you have correctly calculated the stop time(s) for each group.

**After 30 minutes have elapsed, say:**

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

**After 50 minutes have elapsed, say:**

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

**After 55 minutes have elapsed, say:**

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

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

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

**For the break:**

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

**During the break:**

Walk around the room to check that all test books are closed and answer sheets are inside the front of the test books.

**Just before the end of the break, say:**

Please take your seat. Do not open your test book until I tell you to do so. You have an additional 55 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

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

You have 30 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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


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

**For the break:**

Post the break time of 5 minutes, and include what time students should return.
During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the front of the test books.

Just before the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.

Section 2—Writing and Language Test

To all students, say:
Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk.

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

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

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

After exactly 60 minutes have elapsed, say:
Stop work and put your pencil down. Place your answer sheet inside the front of your test book and close your test book.

Break Before Section 3

Announce the break by saying:
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

Just before the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.

Section 3—Math Test – No Calculator

For students using ATC formats with 50% extended time, switch to Script 2, page 36, to continue with Section 3 – Math Test – No Calculator.

For students using ATC formats with standard time, no extra breaks, switch to the Standard Scripts, page 21, to continue with Section 3 – Math Test – No Calculator.

For students using ATC formats with standard time and extra breaks, switch to Script 3, page 40, to continue with Section 3 – Math Test – No Calculator.

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

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

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

During testing, keep your answer sheet and test book flat on your desk.

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

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

To all students, say:

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

Now say:

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

During testing:

- Record the start and stop times and post them for all students to see. Refer to the timing chart (page 44) to ensure that you have correctly calculated the stop time.
- Walk around the room to check that there are no calculators on the desks, unless a test-taker is approved to use a four-function calculator as an accommodation.

After 15 minutes have elapsed, say:

You have 25 minutes remaining in this section.

After 35 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 40 minutes have elapsed, say:

Stop work and put your pencil down. Place your answer sheet inside the front of your test book and close your test book. You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly 5 minutes.

For the break:

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

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the front of the test books.

Just before the end of the break, say:

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

Section 4—Math Test – Calculator

When students are ready, say:

Now turn to page 7 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk.

To all test-takers, say:

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

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

During testing, keep your answer sheet and test book flat on your desk. Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet. Be sure to mark your answers in the correct rows.
For the grids labeled “Student-Produced Responses,” which are at the end of the section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

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

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

During testing:
Record the start and stop times and post them for all students to see. Refer to the timing chart (page 44) to ensure that you have correctly calculated the stop time.

After 20 minutes have elapsed, say:
You have 60 minutes remaining in this section and 20 minutes until the break.

After 35 minutes have elapsed, say:
You have 45 minutes remaining in this section and 5 minutes until the break.

After 40 minutes have elapsed, say:
Stop work and put your pencil down. Put your answer sheet on the page in your test book where you are currently working.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

Just before the end of the break, say:
Please take your seat. You have an additional 40 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

After 20 minutes have elapsed (from the break), say:
You have 20 minutes remaining in this section.

After 35 minutes have elapsed (from the break), say:
You have 5 minutes remaining in this section.

After exactly 40 minutes, say:
Stop work and put your pencil down.
Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
You may not use a phone. Any phones must remain out of sight under your desks. We will start testing again in exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

At the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.

Section 5 — Variable Section

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

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

Turn to page 7, Section 5 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces. For math questions labeled "Student-Produced Responses," follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

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

If you are using the calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- Do not share or exchange your calculator.

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

During Testing:

- Record the start and stop times and post them for all students to see. Refer to the timing chart on page 44 to ensure that you have correctly calculated the stop time.
- Walk around the room to check that students who are using calculators have the calculator permitted icon at the top of their test book pages.

After 15 minutes have elapsed, say:

You have 25 minutes remaining in this section.

After 35 minutes have elapsed, say:

You have 5 minutes remaining in this section.

100% EXTENDED TIME 40 MINUTES
START TIME _________ STOP TIME _________

After exactly 40 minutes have elapsed, say:

Stop work and put your pencil down….Close your test book and place it on top of your answer sheet. I will now collect your test book. Please sit quietly.

Proceed to “Dismissal” on page 43. Testing has concluded, and you need to follow the instructions to collect answer sheets and test books and dismiss test takers.

Script 2: 50% Extended Time

The following script is for 50% extended time test-takers. To test students with math-only extended time, turn to page 20. (You will be instructed when to turn to this script.)

Section 1—Reading Test

After you answer all questions, say:

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

50% EXTENDED TIME 42 MINUTES
START TIME _________ STOP TIME _________

5-MINUTE BREAK

50% EXTENDED TIME 41 MINUTES
START TIME _________ STOP TIME _________

To test-takers, say:

You have 1 hour and 23 minutes to work on Section 1, Reading, and you will have a break after 42 minutes.

Open your test book to Section 1, read the directions, and begin work.

During testing:

Record the start and stop times and post them for all students to see. Refer to the timing chart (page 45) to ensure that you have correctly calculated the stop time(s) for each group. Also record the timing for the extra breaks that extended time test-takers receive.

After 22 minutes have elapsed, say:

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

After 37 minutes have elapsed, say:

You have 46 minutes remaining in this section and 5 minutes until the break.
After 42 minutes have elapsed, say:

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

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

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

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

Just before the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.

Section 2—Writing and Language Test

ATC Timing for Section 2
To allow enough time to navigate Section 2, students using ATC formats must be given 100% extended time on Section 2. For these students, turn back to Script 1, page 31, for Section 2, then turn to “Break Before Section 3” on page 36.

When everyone is seated, say:
Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers correctly in the corresponding spaces in Section 2.

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

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

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

During testing:
Record the start and stop times and post them for all students to see. Refer to the timing chart (page 45) to ensure that you have correctly calculated the stop time.

After 25 minutes have elapsed, say:
You have 20 minutes remaining in this section.
After 40 minutes have elapsed, say:
You have 5 minutes remaining in this section.

After exactly 45 minutes have elapsed, say:
Stop work and put your pencil down. Place your answer sheet inside the front of your test book and close your test book.

Break Before Section 3
Announce the break by saying:
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the front of the test books.

Just before the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.

Section 3—Math Test – No Calculator
NOTE: If a student has school approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator he or she uses is not a scientific or graphing calculator.

To all students, say:
Although Section 3 is a Math Test, you may NOT use your calculator unless you are approved by the school to use one. Please keep your calculator under your desk. During testing, keep your answer sheet and test book flat on your desk.

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

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

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

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

During testing:
- Record the start and stop times and post them for all students to see. Refer to the timing chart (page 45) to ensure that you have correctly calculated the stop time(s).
- Walk around the room to check that there are no calculators on the desks, unless a test-taker is approved to use a four-function calculator as an accommodation.

After 15 minutes have elapsed, say:
You have 15 minutes remaining in this section.

After 25 minutes have elapsed, say:
You have 5 minutes remaining in this section.

After exactly 30 minutes have elapsed, say:
Stop work and put your pencil down. Place your answer sheet inside the front of your test book and close your test book. You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the front of the test books.

Just before the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.
Section 4—Math Test – Calculator

When students are ready, say:

Now turn to page 7 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk.

You may now place your calculator on your desk. All math questions can be answered without a calculator. When using a calculator, follow these guidelines:

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

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

Then say:

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

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

Now say:

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

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

During testing:

Record the start and stop times and post them for all students to see. Refer to the timing chart (page 45) to ensure that you have correctly calculated the stop time(s).

After 15 minutes have elapsed, say:

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

After 25 minutes have elapsed, say:

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

After 30 minutes have elapsed, say:

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

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

For the break:

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

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the test books.

Just before the end of the break, say:

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

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

You have 15 minutes remaining in this section.

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

You have 5 minutes remaining in this section.
After exactly 30 minutes have elapsed (from the break), say:

Stop work and put your pencil down.…

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

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

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

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the front of test books.

At the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.

Section 5 — Variable Section

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

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

Turn to page 7, Section 5 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces. For math questions labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

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

If you are using the calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- Do not share or exchange your calculator.

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

<table>
<thead>
<tr>
<th>50% EXTENDED TIME</th>
<th>30 MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME ________</td>
<td>STOP TIME ________</td>
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</table>

During testing:

- Record the start and stop times and post them for all students to see. Refer to the timing chart on page 45 to ensure that you have correctly calculated the stop time.
- Walk around the room to check that students who are using calculators have the calculator permitted icon at the top of their test book pages.

After 15 minutes, say:
You have 15 minutes remaining in this section.

After 25 minutes, say:
You have 5 minutes remaining in this section.

After exactly 30 minutes, say:
Stop work and put your pencil down.…Close your test book and place it on top of your answer sheet. I will now collect your test book. Please sit quietly.

Proceed to “Dismissal” on page 43. Testing has concluded. Follow the instructions to collect answer sheets and test books and dismiss test takers.
Script 3: Standard Timing with Extra Breaks

The following script is for testing students who have been approved for extra breaks with no extended time or math-only extended time. If you are testing students with math-only extended time, you will be instructed when to turn to the appropriate extended time script.

Section 1—Reading Test

After you answer all questions, say:

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

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

<table>
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<th>STANDARD TIME</th>
<th>28 MINUTES</th>
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<td>START TIME</td>
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<table>
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<tr>
<th>5-MINUTE BREAK</th>
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</thead>
<tbody>
<tr>
<td>STANDARD TIME</td>
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<tr>
<td>START TIME</td>
</tr>
</tbody>
</table>

Now say:

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

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

Just before the end of the break, say:
Please take your seat. You have an additional 27 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

After 22 minutes have elapsed (from the break), say:
You have 5 minutes remaining in this section.

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

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

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

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

Just before the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.
Section 2—Writing and Language Test

ATC Timing for Section 2
To allow enough time to navigate Section 2, students using ATC formats must be given 100% extended time on Section 2. For these students, turn back to Script 1, page 31, for Section 2, then return to this page for Section 3.

To all students, say:
Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk.

To all students, say:
Be sure to mark your answers correctly in the corresponding spaces in Section 2. During testing, keep your answer sheet and test book flat on your desk.
Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet.
If you finish before time is called, you may NOT turn to any other section.

Now say:
You have 30 minutes to work on Section 2, Writing and Language. We will have a 5-minute break after the section is over.
Now, open your test book to Section 2, read the directions, and begin work.

During testing:
Record the start and stop times and post them for all students to see. Refer to the timing chart (page 46) to ensure that you have correctly calculated the stop time.

After 15 minutes have elapsed, say:
You have 15 minutes remaining in this section.

After 25 minutes have elapsed, say:
You have 5 minutes remaining in this section.

After exactly 30 minutes, say:

Break Before Section 3

For the break, say:
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

At the end of the break, say
Please take your seat. Do not open your test book until I tell you to do so.

Section 3—Math Test – No Calculator

If Testing Students with Extended Time for Math Only
For 100% extended time, turn to Script 1, “Section 3 - Math Test - No Calculator,” on page 31.

For 50% extended time, turn to Script 2, “Section 3 - Math Test - No Calculator,” on page 36.

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

To all students, say:
Although Section 3 is a Math Test, you may NOT use your calculator unless you are approved by the school to use one. Please keep your calculator under your desk.
For the grids labeled “Student-Produced Responses,” which are at the end of the section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.
During testing, keep your answer sheet and test book flat on your desk. Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet.

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

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

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

During testing:
- Record the start and stop times and post them for all students to see. Refer to the timing chart (page 46) to ensure that you have correctly calculated the stop time(s).
- Walk around the room to check that there are no calculators on the desks, unless a test-taker is approved to use a four-function calculator as an accommodation.

After 15 minutes have elapsed, say:
You have 5 minutes remaining in this section.

After exactly 20 minutes, say:
Stop work and put your pencil down. Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk. You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the front of the test books.

Just before the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.

Section 4—Math Test – Calculator
When students are ready, say:

Now turn to page 7 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk.

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

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

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

If you finish before time is called, you may NOT turn to any other section.
To test-takers, say:

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

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

During testing:

Record the start and stop times and post them for all students to see. Refer to the timing chart (page 46) to ensure that you have correctly calculated the stop time(s).

After 15 minutes have elapsed, say:

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

After 20 minutes have elapsed, say:

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

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

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

For the break:

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

During the break:

Walk around the room to check that all test books are closed and answer sheets are inside the front of test books.

At the end of the break, say:

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

Section 5 — Variable Section

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

When everyone is ready, say:

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

Turn to page 7, Section 5 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces. For math questions labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

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

If you are using the calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other test-takers cannot view your work.
Do not share or exchange your calculator.

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

**STANDARD TIME**

<table>
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<tr>
<th>20 MINUTES</th>
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<tr>
<td><strong>START TIME</strong></td>
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**During testing:**
- Record the start and stop times and post them for all students to see. Refer to the timing chart (page 46) to ensure that you have correctly calculated the stop time(s).
- Walk around the room to check that students who are using calculators have the calculator permitted icon at the top of their test book pages.

**After 15 minutes, say:**
You have 5 minutes remaining in this section.

**After exactly 20 minutes, say:**
Stop work and put your pencil down. Close your test book and place it on top of your answer sheet. I will now collect your test book. Please sit quietly.

**Dismissal**

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

**After testing:**
If all students in the room have completed boxes 1–18 on their answer sheets, skip to the script “When all answer sheets are complete.”

**To students who need to complete boxes 2–18 on the answer sheet, say:**
We will now complete your personal information on the answer sheet. All other students, please sit quietly until I collect your answer sheets.

Turn to the scripts in the “Conducting the Session” section on page 8, and guide students through filling out boxes 2–18 on the answer sheet. When they are finished, continue with the script below.

**When all answer sheets are complete, say:**
I will now collect your answer sheets. Please sit quietly until I dismiss you.

**Before dismissing students:**
- Collect an answer sheet and test book from each student.
- Keep students seated until you are sure you have each student’s answer sheet and test book.
- Ensure that the letters in “NAME” (box 1) correspond to the filled circles in each column. If there is a discrepancy, ask the student to explain it, and document the discrepancy on an SIR.
- For students from other schools, check that box 17 is properly filled out with the student’s school code.
- Make sure answer sheets are not inserted in or between test books.
- Verify by count that you have a test book and answer sheet for each student.
- Verify that you have collected the test books assigned to your room.

**After all materials are accounted for, say:**
Remember, you must not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text message, or the Internet.

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

**After students leave the room:**
- If you have any students approved to use other methods of recording answers, you must transcribe their answers to a machine-scannable answer sheet, as follows:
  - If a student used a writer to record answers, check that the machine-scannable answer sheet has been completed correctly.
  - If a student recorded responses with a braille device or wrote answers in the test book, transfer responses to a machine-scannable answer sheet.
- Ensure that the student’s identifying information is complete on the answer sheet.
- Clip the test book, braille pages, and any scratch paper to the student’s answer sheet and give them to the supervisor with other test materials.
- Document any testing irregularities as completely as possible on an SIR.
## 100% Extended Time Section Timing Chart for PSAT 8/9

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

<table>
<thead>
<tr>
<th>Start Time</th>
<th>For a 110-minute section (Section 1)</th>
<th>For a 60-minute section (Section 2)</th>
<th>For a 40-minute section (Section 3)</th>
<th>For a 80-minute section (Section 4)</th>
<th>For a 40-minute section (Section 5)</th>
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## 50% Extended Time Section Timing Chart for PSAT 8/9

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

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# Standard Timing Chart with Extra Breaks for PSAT 8/9

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

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<th>For a 40-minute section (Section 4) 20 mins. – break – 20 mins.</th>
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After the Test

Return Materials Immediately

Return applicable materials, including answer sheets and test books immediately, but no later than the next school day after each test administration. Failure to return answer sheets and test books promptly may delay score reports for your school and your students. Follow the instructions in this section and in the diagram.

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

If your school ordered PSAT 8/9 materials for multiple testing sessions, materials must be returned immediately after each testing session has been completed. For schools that placed a single order of PSAT 8/9 materials but are testing across multiple dates, materials must be returned in a single shipment using the provided carton(s).

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

Checklist to Organize Your Answer Sheets and Report(s)

A. Count used answer sheets for standard and nonstandard test-takers. You will need this information to fill in your PSAT 8/9 Supervisor’s Report Form (SRF). Include in your count:

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

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

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

NOTE: Only return answer sheets that contain answers. Discard blank answer sheets and answer sheets for students who completed identifying information but did not test.

B. Complete forms.

- SRF: Please complete this report entirely, including signature, with a No. 2 pencil. DO NOT USE INK.
  - A signature on the SRF certifies that your school administered the test properly.
  - Scores will not be released to your school unless your SRF is completed, signed, and returned with answer sheets.

NOTE: You are not required to complete or enclose a Nonstandard Administration Report. Follow all other instructions if you tested students with accommodations.

- SIR(s) (if necessary, to describe your handling of irregularities in the Irregularity Chart on page 12):
  - Review and sign any SIRs submitted by your testing room staff.
  - Return SIRs in the gray envelope with the answer sheet shipment.

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

Top of answer sheet return box:

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

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

4 Supervisor’s Report Form

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

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

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

White Nonstandard Administration Envelope Include:
- Machine-scannable answer sheets for students testing with accommodations.
- Test books for students approved to write answers in their books; clip to the machine-scannable answer sheet where you transcribed the student’s answers.
- Scratch paper, computer or braille pages; clip to corresponding answer sheets.
- Defective test books for students testing with accommodations; clip to corresponding answer sheets.

Answer Sheets (for standard administration)
- For standard test-takers listed on the SIR (unless instructed to destroy).
- For standard test-takers, including students from other schools and home-schooled students.

Prelabeled Shipping Box

Note this tracking number for your records, and include it on your seating charts (see the back cover of this manual).

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

Please complete your school name, school code number, and full address.

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

Bottom of answer sheet return box:

☐ Answer sheets for standard administration in the following order:
  ♦ For standard test-takers listed on the SIR (unless instructed to destroy per instructions in the Irregularity Chart, pages 12–16)
  ♦ For standard test-takers from YOUR school
  ♦ For standard test-takers from other schools and home-schooled students

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

☐ Students permitted to write their answers in the test book or using a braille device must have their answers transcribed by a staff member to a machine-scannable answer sheet. Clip the answer sheet to the test book.

☐ All students whose answer sheets are returned in the White Nonstandard Administration Envelope will be considered to have used accommodations.

D. Return answer sheets following these mailing directions:

☐ Insert all used answer sheets and related items into the prelabeled courier box(es) provided.

☐ Fill in the information at the bottom of the courier label(s):
  ♦ School name
  ♦ School Code
  ♦ Address
  ♦ City/State/Zip
  ♦ Number of boxes (e.g., box 1 of 2)

Label each box using the loose test book return labels that came in your original shipment. Place one label on each box.

Shipping Instructions for All Materials

☐ Arrange for package(s) to be picked up before the end of the test day, or at the latest by the next school day after the test administration. Keep materials secure until pickup.

  ♦ If UPS does not make a regular stop at your school, schedule a pickup at ups.com, or call 800-PICK-UPS (800-742-5877). You can also take packages to any UPS counter.
  ♦ Write down your UPS package tracking number(s) in the space provided on your first Seating Chart located on the back page of this manual.
  ♦ If UPS is not available in your area, return materials via another traceable express courier. Record your tracking number(s).
  ♦ Do not use first-class mail or any other nontraceable method.

NOTE: Schools outside the U.S. should follow the instructions enclosed with test shipments.

Important Notice About Shipping

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

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

Checklist to Submit Payment

A. Once you’ve returned your test materials, complete the paperwork for submitting payment:

☐ Sign in to collegeboard.org/school and create your Remittance Report.
  ♦ The site will automatically calculate the payment for you.
  ♦ Review a preview copy of the Remittance Report to ensure the information you entered is correct.

☐ Print two copies of the report — one to mail with your payment and one for your files.
NOTE: Schools without Internet access that ordered PSAT 8/9 test materials by phone should use the “Remittance Report for Schools Without Internet Access” form on page 54. All other schools use the online Remittance Report.

B. Enclose appropriate payment per your Remittance Report. Your school is responsible for payment of fees for all students tested on-site (whether or not students attend your school). Local administrative expenses are not deductible.

NOTE: Schools outside the U.S. (except U.S. Territories and Canada) will be charged a $4 shipping surcharge for each test book ordered.

- Check or money order payable to College Entrance Examination Board:
  - Include school code number.
  - Send a single check or money order; do not send individual checks for each student.
- Purchase order:
  - Include school code number
  - The PSAT 8/9 federal ID number is 13-1623965.
- Explanation of payment by an outside source (for example, school district office or State Department of Education). Advise the office that will be paying some or all of your fees to include your school code number on its check, money order, or purchase order. Once answer sheets have been processed, the College Board may reach out if there is a discrepancy between what was processed and what was remitted.
- Schools outside the United States: Pay test fees in U.S. dollars, without deducting any exchange fee, by either International Money Order or a check drawn on a U.S. bank.

C. Mail the Remittance Report and payment in the remittance envelope provided. Do not enclose the Remittance Report or payment with answer sheets.

- If the Remittance Envelope has been lost, mail payment to: PSAT 8/9, 12192 Collection Center Drive, Chicago, IL 60693.
- Some states provide special instructions to supervisors about submitting fees. Please follow any such state-specific instructions received from your State Department of Education.
- If test fees for different grade levels are being paid by different sources (e.g., state, district), check each student’s answer sheet to be sure that the grade level is appropriately filled in. Your school is responsible for students who fill in their grade level incorrectly.

Receiving Score Reports

Online Score Reports

Score reports and interpretive materials will be available online six to eight weeks after answer sheets are received for processing. Educators will receive access ahead of those students (over the age of 13) who have set up online accounts with the College Board. Beyond the scores, teachers and students will have access to more comprehensive information to connect assessment results to instruction. For all tests in the SAT Suite of Assessments, middle and high schools will continue to receive item-by-item summaries in the Question Analysis Report, providing information about students’ answers compared with the rest of the nation.

Students will have access to helpful interpretative information about their performance. Providing both numerical and content-based interpretations of student performance not only better defines what students know and can do but also helps students and teachers identify the knowledge and skills to focus on next to increase achievement.

Paper Score Reports

One paper copy of each student’s report will be mailed to the school principal six to eight weeks after answer sheets are received for processing. Access codes will be provided on the paper reports. Educators also will have an online dashboard to help them share scores with students, along with instructions and recommendations for doing so.

To track your score report shipment, go to collegeboard.org/school.

Score Report Timing

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

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

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

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

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

(for students filling out Section 6 of the answer sheet; see sample below)

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#### SPECIAL ADMINISTRATIVE REGIONS OF CHINA: (former Ivory Coast)

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School Field

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

**IMPORTANT:** The school code you grid on the Supervisor Report will be used for all students who fill in the “Yes” circle for box 17. Make sure you grid the correct code on the form. Mistakes may lead to score reporting delays and billing issues.

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<table>
<thead>
<tr>
<th>17 SCHOOL</th>
<th>Your score report will be sent to the school you regularly attend.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you taking this test at the school you regularly attend?</td>
<td></td>
</tr>
<tr>
<td>☐ Yes ☐ No, I am homeschooled.</td>
<td></td>
</tr>
<tr>
<td>☐ No, the name, location, and code of the school I regularly attend is:</td>
<td></td>
</tr>
<tr>
<td>School Name</td>
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<tr>
<td>City</td>
<td>State</td>
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School Code

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A. Students testing in the schools they regularly attend fill in the “Yes” circle on their answer sheet for this question. No further information is needed.

B. Homeschooled students fill in the “No, I am Homeschooled.” circle. No further information is needed.

C. Students being hosted from nearby schools should fill in the circle marked “No, the name, location, and code of the school I regularly attend is:” and write the information for their school in the lines provided. These students will also need to grid the School Code for the school they regularly attend in the field provided.

⚠ Please ensure that students from other schools complete the school field properly, to ensure delivery of scores.
Remittance Report
for Schools Without Internet Access

Keep your Shipping Notice: You will need it to fill out this report.

This form is only for use by schools without Internet access. All other schools must go to collegeboard.org/school to automatically calculate and create their Remittance Report.

Once testing has been completed:
1. Complete the form below. Refer to boxed information in upper right side of final Shipping Notice to confirm number of tests ordered (line A below).
2. Attach a check or money order (payable to College Entrance Examination Board) or purchase order. To ensure proper credit of payment, indicate your school code number on the check or purchase order.
3. Send Remittance Report and payment in the remittance envelope (provided with your test shipment).

| (A) Number of standard tests ordered | (L) Total number of students exempt from school's bill remittance (J + K) |
| (B) Total number of nonstandard tests ordered (excludes large block A/S, Braille Graphs & Figures, and Reader’s Script) | (M) Total number of students for whom fees are included (D - L) |
| (C) Total number of test books (A + B) | (N) Number of unused tests (C - D) |
| (D) Total number of answer sheets returned for scoring (E + F + G + H + I) | (P) Over order fee ([N - O] x $4.00) |
| (E) 9th grade answer sheets | (Q) Fees for shipping surcharge for schools outside of the U.S. (C x $4.00) (Does not apply to schools in U.S. territories or Canada). |
| (F) 8th grade answer sheets | (R) Total fees for students (M x $10.00) |
| (G) 7th grade answer sheets | (S) TOTAL AMOUNT DUE (P + Q + R) |
| (H) 6th grade answer sheets | |
| (I) Other grade answer sheets | |
| (J) Number of students tested at your school whose fees are being billed to the district/state contracts | (O) Free unused tests (20% of line C: minimum of 10) |
| (K) Number of students tested at your school whose fees will be billed to an educational entity other than the district/state | (P) Over order fee ([N - O] x $4.00) |

Name(s) of other paying educational entity: ________________________________

| (J) | (K) |
| Number of students tested at your school whose fees are being billed to the district/state contracts | Number of students tested at your school whose fees will be billed to an educational entity other than the district/state |

Fee is waived for grades covered by EPP contracts. Fees are applied to the school or district, depending on who placed the order.

School: ________________________________
City: ________________________________
Name: ________________________________
Title: ________________________________
Signature: ________________________________

School Code: ________________________________
State or Country: ________________________________
Phone Number: ________________________________
Purchase Order No. (if applicable): ________________________________
Date: ________________________________
## HOME ADDRESS

- To show a space, leave a blank box and fill in a blank circle.
- See address abbreviations below, if needed.
- If your address contains a fraction (e.g., 5 1/2), write it like this.

### STREET ADDRESS (include apartment number, if applicable)

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<thead>
<tr>
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<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CITY</td>
<td>STATE</td>
<td>ZIP OR POSTAL CODE</td>
</tr>
</tbody>
</table>

### COUNTRY CODE

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

### STREET ADDRESS ABBREVIATIONS

- Apartment APT
- Avenue AVE
- Boulevard BLVD
- Circle CIR
- Court CT
- Drive DR
- East E
- Expressway EXPY
- First 1ST
- Fort FT
- Fourth 4TH
- Heights HTS
- Highway HWY
- Mount MT
- North N
- Northeast NE

### Abbreviations (Continued)

- Northwest NW
- Parkway PKY
- Place PL
- Post Office PO
- Road RD
- Route RT
- Second 2ND
- South S
- Southeast SE
- Southwest SW
- Ter D
- Third 3RD
- West W
### 7a. MATH
Indicate which math courses you have taken or plan to take and the grade in which you took them or plan to take them.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>None</th>
<th>8th Grade &amp; before</th>
<th>9th</th>
<th>10th Grade &amp; after</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Algebra</td>
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<td>☐</td>
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<tr>
<td>Integrated Math Program</td>
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<tr>
<td>Algebra I</td>
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<td>☐</td>
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<tr>
<td>Geometry</td>
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<tr>
<td>Algebra II</td>
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</tr>
<tr>
<td>Other Math Course(s)</td>
<td>☐</td>
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</tbody>
</table>

### 7b. ENGLISH/LANGUAGE ARTS
Indicate which English/language arts courses you have taken or plan to take and the grade in which you took them or plan to take them. Also indicate whether you have taken an Advanced Placement (AP®) course.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>None</th>
<th>8th Grade &amp; before</th>
<th>9th</th>
<th>10th Grade &amp; after</th>
<th>AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>Literature</td>
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<tr>
<td>English as a Second Language</td>
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<tr>
<td>Other English Course(s)</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

### 7c. SCIENCE
Indicate which science courses you have taken or plan to take and the grade in which you took them or plan to take them. Also indicate whether you have taken an Advanced Placement (AP®) course.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>None</th>
<th>8th Grade &amp; before</th>
<th>9th</th>
<th>10th Grade &amp; after</th>
<th>AP</th>
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</thead>
<tbody>
<tr>
<td>Biology</td>
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<tr>
<td>Earth Science</td>
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</tbody>
</table>

### 7d. SOCIAL STUDIES
Indicate which social studies courses you have taken or plan to take and the grade in which you took them or plan to take them. Also indicate whether you have taken an Advanced Placement (AP®) course.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>None</th>
<th>8th Grade &amp; before</th>
<th>9th</th>
<th>10th Grade &amp; after</th>
<th>AP</th>
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</thead>
<tbody>
<tr>
<td>U.S. History</td>
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<tr>
<td>Other Social Studies Course(s)</td>
<td>☐</td>
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**Questions to Help the College Board Help You**

Your answers to the following questions will help the College Board ensure that tests and services are fair and useful to all students. Your responses may be used for research purposes and may be shared with your high school, school district, and state.

### 8 Grade Average
Cumulative school average for all academic subjects. (Mark only one.)

- A+ (97–100)
- A (93–96)
- A- (90–92)
- B+ (87–89)
- B (83–86)
- B- (80–82)
- C+ (77–79)
- C (73–76)
- C- (70–72)
- D+ (67–69)
- D (65–68)
- E or F (below 65)

### 9 Racial/Ethnic Group
Please answer both questions about Hispanic origin and about race. For the following questions about your identity, Hispanic origins are not races. (You may mark all that apply.)

- 9a. Are you of Hispanic, Latino, or Spanish origin?
  - No, not of Hispanic, Latino, or Spanish origin
  - Yes, Cuban
  - Yes, Mexican
  - Yes, Puerto Rican
  - Yes, another Hispanic, Latino, or Spanish origin

- 9b. What is your race?
  - American Indian or Alaska Native
  - Asian (including Indian subcontinent and Philippines origin)
  - Black or African American (including Africa and Afro-Caribbean origin)
  - Native Hawaiian or other Pacific Islander
  - White (including Middle Eastern origin)

### 10 Language Background
10a. What language did you learn to speak first? (Mark only one.)
- English only
- English and another language
- Another language

10b. What language do you know best? (Mark only one.)
- English only
- English and another language about the same
- Another language

### 11 Military Relation
Mark all that apply.

- I have a parent/guardian who is on Active Duty in the U.S. Military
- I have a parent/guardian who is in the National Guard or the Reserves
- Neither of my parents/guardians have a current military connection
I hereby agree to the terms set forth in the guidelines and regulations and certify that I am the person whose name, address, and signature appear on this answer sheet.

/ / 

Signature

Name (Please print)

By signing above, you agree not to share any specific test question with anyone, in any form of communication, including email, text message, Internet posts, or other use of the Internet. Doing so may result in score cancellation or other possible sanction. In addition, you agree that if your school provided any information about you to the College Board, the College Board may retain that information to provide the educational services related to this test, such as score reporting and scholarship eligibility and opportunities.
**Reminder:** If you erase, do so completely.

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

### Section 1

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### Section 3

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

**Student-Produced Responses**

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

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PLEASE DO NOT WRITE IN THIS AREA

SERIAL #
Distribution of PSAT 8/9 Materials

Associate Supervisor Name

School Name Room No. School Code

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

Seating Chart

Use the diagram below to indicate how test books were distributed in your testing room.

Proctors assisting the supervisor may complete the seating chart(s).

1. For large rooms, use a separate form for each area of the room and indicate where areas abut each other.
2. Indicate the position of the supervisor’s desk or table if it is not at the front of the room.
3. Indicate the location of the entrance doors.
4. Draw a boundary line around the group of seats occupied in the room or your assigned area.
5. Draw a large X to cross out any unused area outside the boundary. Draw an X through any unused seats within the boundary.
6. For each occupied seat, write the test book serial number assigned to that seat.
7. For each row, draw directional arrows to indicate the direction in which the books were distributed.
8. If any test-taker is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which the test-taker was moved and complete a Supervisor’s Irregularity Report explaining the reason for the change.

PSAT 8/9 Coordinator

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

Sample Seating Chart

Rear

Supervisor’s Desk

Front — test-takers face this direction

Answer Sheet Tracking Numbers (see p. 48)