

Fall 2016

PSAT/NMSQT[®]

Preliminary SAT/National Merit Scholarship Qualifying Test

Supervisor Manual FOR BULK REGISTRATION

Look inside for:



SECURITY
REQUIREMENTS



STANDARD AND
NONSTANDARD TEST SCRIPTS



TESTING ROOM
PROCEDURES



INSTRUCTIONS FOR
RETURNING MATERIALS

Test Dates:

OCT
15

OCT
19

NOV
2

Preliminary SAT/National Merit Scholarship Qualifying Test
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CollegeBoard / NATIONAL MERIT
SCHOLARSHIP CORPORATION

Contact Us

The PSAT/NMSQT®

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) is cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It is administered for the College Board and NMSC by Educational Testing Service (ETS). 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	HOURS:	+1-212-237-1335 outside of the U.S. 609-882-4118 (TTY)
MAIL:	PSAT/NMSQT P.O. Box 6720 Princeton, NJ 08541-6720	HOURS:	8 a.m. to 7 p.m. ET, M–F 7 a.m. to 4 p.m., ET, Saturday, October 15;
EMAIL:	psat@info.collegeboard.org	HOURS:	7 a.m. to 8 p.m., ET, Wednesday, October 19; and Wednesday, November 2
FAX:	610-290-8979		
PHONE:	888-477-PSAT (7728) toll free for educators in the United States only		

College Board Services for Students with Disabilities (SSD)

If you have questions about procedures for testing students with disabilities, contact:

WEB:	collegeboard.org/ssd	HOURS:	8 a.m. to 6 p.m. ET, M–F
MAIL:	The College Board Services for Students with Disabilities P.O. Box 6226 Princeton, NJ 08541-6226	FAX:	609-771-7944
EMAIL:	ssd@info.collegeboard.org	MAIL:	If you are sending eligibility-related mail such as SSD Coordinator Forms or applications for accommodations, send to: College Board SSD P.O. Box 7504 London, KY 40742-7504
PHONE:	844-255-7728 (toll free for educators with SSD inquiries only) 212-713-8333 (local) 609-882-4118 (TTY)	FAX:	866-360-0114

National Merit® Scholarship Program

The PSAT/NMSQT is the route of entry to the National Merit Scholarship Program, an academic competition conducted by National Merit Scholarship Corporation (NMSC). Requirements for participation, steps in the competition, and awards offered are explained in the *PSAT/NMSQT® Student Guide* and on NMSC's website, www.nationalmerit.org. Further information is provided in the *Guide to the National Merit® Scholarship Program*.

Questions about the scholarship program not answered in the published materials should be directed to:

WEB:	www.nationalmerit.org
MAIL:	National Merit Scholarship Corporation 1560 Sherman Avenue, Suite 200 Evanston, IL 60201-4897
PHONE:	847-866-5100

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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.

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How to Use This Manual

This manual contains instructions for administering the PSAT/NMSQT for schools that may be participating as part of a state or district contract. Standard administration instructions as well as customized instructions for bulk registration administration are included. Check with your district or state department of education if you are unsure whether your school is participating in bulk registration.

If your school is participating in bulk registration, be sure to note instructions that specifically apply to your school, which have a “BR” icon next to them (see below). If your school is not participating in bulk registration, you may disregard the instructions for bulk registration or Pre-ID labels and follow the standard administration instructions.

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

ⓘ Urgent

BR Bulk registration instruction

☎ Contact by phone

Check Materials Immediately

Your school should receive the following in the test shipment:

- Shipping Notice
- Plastic bags with packs of 5 or 25 shrinkwrapped test books
- Plastic bags with packs of 25 answer sheets and flyers listing religion and college major codes
- Supervisor Manuals for Bulk Registration* (one for every 25 test books). If you received standard *Supervisor Manuals* (that do not specify that they are for Bulk Registration), set them aside. This *Bulk Registration Supervisor Manual* will be used for all test instructions on test day.

NOTE: This manual includes scripts and instructions for administering the PSAT/NMSQT with accommodations. See page 33.

- Copies of the *PSAT/NMSQT Student Guide* and removable full-length Practice Test for distribution to students
- Supervisor’s Kit containing the following:
 - › *Test Shipment Memo*
 - › *Supervisor’s Report Form* (SRF)

- › Remittance Envelope
- › Nonstandard Administration Envelope for return of answer sheets for students tested with accommodations
- › Bundle of 5 *Supervisor’s Irregularity Report* (SIR) forms
- › Gray Materials Return Envelope
- › Roll of packing tape

- Prelabeled Courier Answer Sheet Return Boxes

Your school should have received the following in the Pre-ID label shipment, if participating:

- The *Supplemental Instructions for PSAT/NMSQT*, listing the fields that have been provided in your school’s bulk registration file.
- Pre-ID labels, one label for each student that was included on your school’s bulk registration file.

Your school will receive separately, if ordered:

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

Keeping the test books in their shrinkwrapping:

1. Verify that you have received the correct count of test books and answer sheets.
2. Check the date printed on test books to verify that all materials are for the same test day: Saturday, Oct. 15; Wednesday, Oct. 19; or Wednesday, Nov. 2.
3. Confirm that test materials are for the day for which your school registered.
4. Confirm that you have received any specialized materials such as Braille, MP3 Audio files, and Reader Scripts.

The 2016 PSAT/NMSQT

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

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

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

Changes to the PSAT/NMSQT Administration for 2016

For the test supervisor, the following aspects of administration will change (from the 2015 PSAT/NMSQT administration):

1. The answer sheet has changed slightly. There are additional fields and questions for students and the email question has been simplified.
2. Students who test with accommodations that do not require specific materials will test with the same green test book as students in standard testing rooms.
3. Supervisors are encouraged to assign a two-digit testing room code to each of the rooms where testing will occur. If an irregularity occurs, this code will help ensure timely release of scores for your school. See “Reporting Irregularities” on this page for more details.
4. The methods by which school codes and home-school codes are captured has changed. See page 59 for more details.
5. Supervisors may submit their remittance once testing has completed.

New Testing Room Code

The 2016 PSAT/NMSQT answer sheet includes a new field, Testing Room Code in box 24, that is highly recommended for schools administering the test in multiple testing rooms. The testing room code can help organize your test day experience

and allow speedier resolution for inquiries into any reported group disturbances for your school.

After you have selected the rooms where the test will be administered, assign each room its own unique two-digit code. Decide which code is applied to which room and make a list for your records. Assign each associate supervisor to a room and provide them with their testing room code so that students can grid it in box 24 of their answer sheets on test day.

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

Reporting Irregularities

See page 18 for information about reporting irregularities. If you are using the testing room code, mark the code in section 6 on the Supervisor’s Irregularity Report (SIR) for any group irregularities that occur, and provide the names of the students affected by the irregularity in section 10. If a group irregularity affected the entire school, the testing room code does not need to be provided.

NOTE: *If your school decides to use testing room codes and a group irregularity occurs, a roster of 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 NMSC or ETS.*

Bulk Registration Introduction

The College Board and your school, district, or state department of education are working together to ensure the accuracy of PSAT/NMSQT student registration data, thereby enhancing the quality of the score and skill data provided to educators and students.

To support this effort, your school, district, or state provided College Board with a file containing data for your students taking the PSAT/NMSQT, which is known as “Bulk Registration.” Using that data, the College Board produced the pre-identification

(Pre-ID) labels to be applied to answer sheets. This will ensure accuracy of data and reduce the amount of time students spend filling in circles on their answer sheet.

To ensure fairness for all students and accuracy of data, it is critical that you carefully follow the instructions in this special version of the *Supervisor Manual* created for schools that have received Pre-ID labels. While the bulk registration file that was uploaded for your school contains some of your students’ information, you will

still need to instruct students to provide other essential data. This may be data that was not included on your bulk registration file or data that only your students can provide.

Use the Preadministration Instructions beginning on page 10 of this manual, in conjunction with the *Supplemental Instructions for the PSAT/NMSQT* included in your Pre-ID label shipment, to identify those sections that students will still need to supply on their answer sheets.

Using Pre-ID labels

These instructions will help you and your staff administer the PSAT/NMSQT with Pre-ID labels. It includes all of the instructions you will need to administer the test in standard testing rooms.

This manual will help you to:

1. Receive the *Supplemental Instructions*
2. Receive and apply the Pre-ID labels to answer sheets
3. Plan to organize your testing rooms according to which students have labels and which do not
4. Use the *Supplemental Instructions* in conjunction with this manual to customize scripts with your associate supervisors
5. Conduct a preadministration session with your students on or before test day
6. Administer the test (with and without Pre-ID labels)

If you received standard *Supervisor Manuals* in an earlier test material shipment, put those manuals aside in a secure area to ensure that the correct manual is used on test day. (Retain any copies of the supplemental *Supervisor Manual for MP3 Audio and ATC Formats* shipped with those formats.)

NOTE: Work with your SSD Coordinator to ensure that accommodated students participate in the preadministration session.

Students with Pre-ID labels will not have to complete certain sections of the answer sheet. Having students fill in the rest of their essential data prior to test day *under supervision* during your preadministration session can help your use of Pre-ID labels proceed smoothly.

NOTE: If your school opted in for early delivery of answer sheets and Supervisor Manuals when test materials were ordered, you must wait until you receive your Pre-ID label shipment to conduct your preadministration session.

Pre-ID Label Supplemental Instructions for PSAT/NMSQT

The *Supplemental Instructions for PSAT/NMSQT* enclosed in the Pre-ID label shipment (see below for a sample) lists all of the answer sheet fields that have already been provided for your students. **Be sure to retain the *Instructions* and keep them with this manual.** Your school code and school name should appear at the top of the *Instructions*. If they do not, contact the PSAT/NMSQT Office immediately (see page ii).

CollegeBoard

School Code: 010525
School Name: BRILLIANT HIGH SCHOOL
Supplemental Instructions for PSAT/NMSQT

Dear Coordinator:

Your district or state has elected to provide the College Board with student information for your school in advance of test day. The enclosed Pre-ID labels, to be applied to the answer sheets for PSAT/NMSQT, contain some basic student information. As a result, students will not need to provide responses for the following fields on their answer sheets (The number next to the fields below correspond to the field's section number on the answer sheet):

- Name (1)
- Street Address (2)
- City (3)
- State (4)
- Zip or Postal Code (5)
- Country Code (6)
- Racial/Ethnic Group (9)
- Date of Birth (17)
- Sex (18)
- Grade Level (19)
- Student ID Number/Social Security Number (20)
- School (22)

Additional student information will still need to be provided on answer sheets. Please use the list above to amend the pre-administration instruction in the *Supervisor Manual for Bulk Registration*. Instructions for fields that have already been provided may be skipped. All other directions must be read to students in the pre-administration session. The amended instructions should be shared with test administrators for each test room where the labels will be used.

The enclosed labels may already be sorted per your district or state's instructions, to save time. Please note the SortGroup field on each label.

Thank you for your attention,
The College Board

IMPORTANT: The *Instructions* list the fields included in the bulk registration file that was provided for your school. Use this list to customize your scripts for the preadministration session.

Receiving Labels

You will receive one Pre-ID label for each student that was included in the Bulk Registration file that was provided to the College Board. If your school or district elected to use a sort code, the labels will be sorted by that code, labeled "SortGroup." If not, the labels will be sorted alphabetically within grade level.

NOTE: The barcode on the label includes additional information not listed in the text on the label.

PSAT/NMSQT
Last EBRONESEVEN First EBRONE
SchoolCode 999999 DOB 06/01/1999 Sex M
Grade 11 StuID N/A SortGroup 61T78#GW3F

200000001-3

As soon as possible after receipt, review the labels to ensure that they are correct:

- » Is the school code (third line of the label) correct?
- » Do the students named (second line of the label) attend your school?
- » Are the grade levels (fourth line of label) correct?

IMPORTANT: *If labels are incorrect, DO NOT USE THEM; contact the PSAT/NMSQT Office immediately (see page ii).*

Visit collegeboard.org/bulkregistration for more information.

For information on how to apply your Pre-ID labels go to page 8, “Applying Labels.”

Preparing Your Scripts for the Preadministration Session

The following information has been provided for all students with Pre-ID labels (students do not need to bubble in these fields):

- » First and Last Name
- » School Code
- » Sex
- » Date of Birth
- » Grade Level

Refer to the *Supplemental Instructions for PSAT/NMSQT* to confirm whether your school, district, or state provided the following information for your students on the Bulk Registration file (if the field is listed on the *Supplemental Instructions*, students do not need to fill in the corresponding box(es) on the answer sheet):

- » Street Address, City, State, Zip Code, and Country
- » Student ID or Social Security Number
- » Race and Ethnicity
- » Email Address

The Preadministration Instructions section of this manual includes two sets of scripts to help you guide students with and without Pre-ID labels through each field on the answer sheet.

Prior to test day:

1. If you have multiple rooms where the preadministration sessions will take place, you may wish to set up a time prior to the sessions in which the associate supervisors who will be administering the sessions meet as a group. At this group meeting, supply copies of the *Supplemental Instructions* to the associate supervisors and instruct them to update Script A (pages 12–15) under the Preadministration Instructions in their copy of the manual. Script B (pages 15–18) is for guiding students who do not have labels.
2. Associate supervisors should amend Script A in their manuals based on the information listed in the *Supplemental Instructions*. Students do not need to fill in the fields listed on the *Supplemental Instructions*. Supervisors should find the boldface instructions and place a check mark next to each boldface instruction that indicates a section of the answer sheet that can be skipped (see the sample below).

If Address is already listed on the *Supplemental Instructions*, skip boxes 2–6 and go directly to boxes 7a–7d.

NOTE: *All copies of the Supervisor Manual for Bulk Registration to be used on test day will need the same customization.*

3. All supervisors and associate supervisors must familiarize themselves with these scripts. See page 60 for answers to questions you might have about using Pre-ID labels and working with a mixture of students with and without labels.

Preparing for the Test

A Message for Supervisors

This manual is for use in supervising the administration of the PSAT/NMSQT at your school. You may also fill the role of coordinator in charge of ordering materials. 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.

As noted in the introduction, online training will be provided as an important resource for supervisors. Details on how to access the online training will be emailed in late August and will cover the fundamental aspects of administering the PSAT/NMSQT assessment, including:

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

We recommend that you review the training with your staff as well.

BR If planning an administration for students with Pre-ID labels, you may also want to consider that:

1. Not all of your students may have Pre-ID labels.
2. If you are testing students from other schools or home-schooled students, they will not have Pre-ID labels.
3. As you are administering the preadministration session, you may discover that some students have incorrect Pre-ID labels.

Plan to test any students who have no Pre-ID labels in separate rooms from students with Pre-ID labels, if possible.

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. The PSAT/NMSQT enables students to prepare for the SAT and provides entry to the National Merit®

Scholarship Program, an academic competition conducted by National Merit Scholarship Corporation (NMSC).

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/NMSQT 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.

Facts About the Test

The assessment comprises three tests. Plan for 3 hours and 30 minutes of total (standard) testing time. 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. The actual test will take 2 hours and 45 minutes (standard timing), including 10 minutes of scheduled breaks. Students testing with extended time for the entire test or who are approved for extra breaks will receive 25 minutes of breaks. 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 “Preadministration Instructions” on page 10 for further instructions).

Task/Test Name	Standard Timing
Preadministration activities	45 to 50 minutes
Reading Test	60 minutes
5-minute break	
Writing and Language Test	35 minutes
Math Test – No Calculator	25 minutes
5-minute break	
Math Test – Calculator	45 minutes
Collecting materials and dismissing students	5 minutes

If you are testing students with accommodations, a chart of the different types of timing and breaks is provided on page 35.

Shorten Your Test Day

We strongly recommend that you schedule a preadministration session for your test-takers to have them fill out informational boxes 2–23 and 28 on their answer sheets. This will make it easier to avoid rescheduling lunch and will improve the test-taking experience for your students and staff. (See “Preadministration Instructions,” page 10.)

Using the Test Ordering Site

The Test Ordering site is intended to help schools manage their PSAT/NMSQT administration. If you are not responsible for ordering test materials for your school, you should work with your school’s ordering coordinator to ensure that enough materials have been ordered for your administration. After logging on at collegeboard.org/school, you can order additional tests, requests fee waivers for eligible students, update and track your test material orders and calculate your remittance once test materials have been returned. Check the PSAT/NMSQT 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 on the date for which it registered, using the test form specified for that date. To change the test date, the school must contact the PSAT/NMSQT office in time to obtain appropriate test materials.

- » If your school cannot test on Oct. 15, Oct. 19, or Nov. 2, contact the PSAT/NMSQT office immediately to learn about your options.

NOTE: *The scores of students whose schools administer the test on a date other than one authorized by the PSAT/NMSQT office or who test on a day other than that specified on their test form will not be considered for entry to the National Merit Scholarship Program, and it is possible that those students will not receive score reports.*

How to Enter Scholarship Programs if a Student Cannot Take the PSAT/NMSQT

Advise a student who does not take the PSAT/NMSQT due to illness, an emergency, or other extenuating circumstance to write immediately to the scholarship program the student wishes to enter. Scholarship programs are described in the 2016 *PSAT/NMSQT Student Guide*.

All requests for information about another route of entry to the National Merit Scholarship Program conducted by National Merit Scholarship Corporation (NMSC) should be faxed to 847-866-5113 or mailed to NMSC at the address on the inside front cover of this manual. The fax must be received or the letter postmarked on or before **March 1, 2017**. Do not delay. The earlier a school official or student writes to NMSC, the more options will be available for scheduling test dates. A student should include his or her home mailing address.

Storing and Checking Test Materials

As supervisor, you are responsible for protecting test materials from unauthorized access from the time they are delivered to your school until score reports are received. You will receive an email alert to notify you that your test materials have been shipped. See page vii for instructions on how to receive the Pre-ID label materials. 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 Test Shipment Memo, which may supplement these instructions.**
3. **Open the 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 test date you requested.
4. **Within 24 hours of receiving your test shipment, in a secure area with only authorized staff present, count the tests (keeping them in the unopened shrinkwrapping) and answer sheets** to make sure you have received the correct quantity.
5. **Contact the PSAT/NMSQT office immediately (see inside front cover)** if the test books are for a date other than the one your school is registered for or if the number of tests and answer sheets do not match what was ordered.
6. **Use the checklist on page v of this manual** to verify that you have all materials. Contact the PSAT/NMSQT office if any materials are missing.
7. **Reseal the boxes with ordinary packing tape, sign your name across the tape, and place all test materials in secure storage. Test materials are considered to be in secure storage when they are stored in a locked area at your school where only you and designated assistants have access.**

No one is to open the shrinkwrapped test books until test day, when you will open them and distribute them to your associate supervisors. If you have not already placed your labels on the answer sheets, be sure to keep them with the secure test materials.

8. **Keep the empty, prelabeled answer sheet return box included in your test shipment.** You'll use it to return answer sheets after the test.
9. **When you remove tests from secure storage,** count and verify the number of test books given to each associate supervisor. Distribute and collect materials individually, and in such a way that no student has access to test books except while taking the test. See "After the Test" (page 53) for how to handle test books after the test.

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

Selecting Assistants

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

Associate supervisors should be current or retired teachers, counselors, administrators, or other educators who are familiar with test administration. Each associate 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, including distributing, accounting for, collecting, and counting before dismissing students;
- » administer the test according to the manual's directions; and
- » return test materials to the supervisor after students are dismissed.
- » read the *Supplemental Instructions to PSAT/NMSQT* and check the applicable boxes in this manual prior to test day
- » complete the steps listed in the preadministration instructions
- » distribute answer sheets to test takers

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:

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

Neither the PSAT/NMSQT supervisor nor any associate supervisor or proctor may be an immediate family or household member 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/NMSQT supervisor nor any associate supervisor or proctor may participate in any coaching activity that addresses the content of secure College Board tests.

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 having an unfair advantage over other students. Review the regulations in this manual and communicate any local arrangements and procedures for test day.

Please take advantage of the online training for your staff (see "Preparing for the Test," page 1), and highlight the following:

Security of test materials — Safeguard test books at all times — before, during, and after the test and during the breaks. The supervisor distributes test books to associate supervisors on test day. In the testing room, the associate supervisor distributes the answer sheets and the test books to students. At the end of the test, he or she

collects a test book and an answer sheet from each student and accounts 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 the test book as well as the desks of students at surrounding desks.

If testing has already begun, wait to search the room until a scheduled break or the end of the testing session, but notify the supervisor as soon as possible. Before dismissing students or starting a break, announce that a test book is missing and that no one will be dismissed until it is located. If no one acknowledges having the test book, check all desks in the room. If the test book is still missing, report this on a *PSAT/NMSQT Supervisor’s Irregularity Report (SIR)*. See “Reporting Irregularities” on page 18 for more information about SIRs.

BR School code number — Post your school’s six-digit code prominently in the testing room so your students can confirm if the code on their Pre-ID label is correct. 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 has an approved accommodation). Icons on the answer sheet and in the test book indicate where a calculator is allowed.

All questions can be solved without a calculator, but a scientific or graphing calculator is recommended. See “Acceptable Calculators,” page 31 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 of one inch or more) or raised displays, seat them apart from other test-takers. Students may not share calculators. Students who have received College Board approval to use a four-function calculator on the Math Test – No Calculator should be seated in the nonstandard room. Graphing and scientific calculators are not allowed as part of this accommodation.

Unacceptable calculators — Students may *not* use:

- » laptops or other computers, tablets, cellphones, smartwatches, or smartphones;

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

Prohibited devices and aids — During the test (including breaks), staff must ensure that students have nothing on their desks but a test book, an answer sheet, No. 2 pencils with erasers, and an acceptable calculator for the Math Test – Calculator section only (unless testing with an approved accommodation). See page 25 for a list of prohibited aids.

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

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

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

Test day problems — Staff should know procedures for handling irregularities (see “Irregularity Chart,” page 19) and notify the supervisor as soon as possible of any irregularities that occur. They should submit a *Supervisor’s Irregularity Report (SIR)* if instructed to do so on the Irregularity Chart.

Student ID or Social Security number — Inform associate supervisors whether your students should provide Student ID or Social Security numbers in answer sheet box 20.

NOTE: *Social Security numbers are optional and should only be collected if used by the state, district, or school.*

BR Check your Supplemental Instructions to confirm if this information has already been supplied for your students.

Optional Codes — Schools that wish to have their student’s 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 23 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 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 23 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 2016: Testing Room Codes — See page vi for more information about testing room codes.

Important fields for tracking answer sheets — Students need to record the Form Code and Test ID in boxes 25 and 26 of the answer sheet. These fields are required for accurate scoring. Both the Form Code (25) and the Test ID (26) are illustrated on the back of the test book. Students should copy the characters and (for 25) the filled circles exactly as shown.

Testing students from outside your school — Ensure that your associate supervisors know the school codes for students from other schools. These can be found at collegeboard.org/sat-codes. Notify students from other schools or home-schooled students that they are required to present an acceptable photo ID to be admitted to the testing area. To be acceptable, the ID must be a current government-issued or school-issued photo ID that includes the student’s name and signature. Examples of acceptable ID include a driver’s license, school ID card with photograph, or current passport.

BR These students will not have Pre-ID labels and will need to be seated in a separate room from students with labels.

Information for Test-Takers

Information in advance — Be sure all students are informed of testing arrangements and receive preparation materials ahead of time. Give students

the test date, time, location, and any special instructions relevant to your school. Also remind students of the test date and time on the Monday before the test.

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

- » the 2016 *PSAT/NMSQT Student Guide*. Encourage them to read the test regulations and take the practice test included with the *Student Guide*. The *Student Guide* also provides sample test items and test-taking tips. If applicable, distribute practice test materials in appropriate nonstandard formats to students who need them.
- » copies of informational flyers, which provide facts about the test. These can be downloaded from the Web at www.collegeboard.org/psat-nmsqt and photocopied to distribute to students and parents.

Remind students that they can access Khan Academy for free, personalized, online SAT practice. It can be used to prepare for the PSAT/NMSQT because of the close alignment of the tests. Tailored to each student’s strengths and weaknesses, the program was developed with actual test items from the College Board (satpractice.org). Students who are approved for the Assistive Technology Compatible test form can find a practice test in this format at collegereadiness.collegeboard.org/psat-nmsqt-psat-10/practice/full-length-practice-test-assistive-technology.

Remind students of what to bring on test day:

- » two No. 2 pencils
- » an acceptable calculator (see “Acceptable Calculators,” page 31)
- » Student ID number or Social Security number (optional)
- » email address (optional)
- » Give students from other schools or home-schooled students testing at your school this information and remind them to bring a photo ID.

Policies for Test-Takers

Go over these important policies with students:

Admission to the test — Students from other schools or home-schooled students are required to present an acceptable photo ID to be admitted to the testing area.

Taking the test — Students may not share test questions with anyone during or after the test. They may not work on any section other than the

one currently being timed, and they may not look ahead or back in the test book. When time ends, students may not continue working. Students must take the entire test, since skipping a section will adversely affect their scores and may cause scores to be delayed. Students also may not go to their lockers or leave the building during breaks.

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

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

Scheduling the Test

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 on the PSAT/NMSQT” on page 9 for more details.)

Allow approximately 3 hours and 30 minutes for test-related activities. The test takes 2 hours 45 minutes, including 10 minutes of breaks, and you will need about 45–50 minutes before the test to seat students, distribute test materials, and have students complete identifying information on their answer sheets. To improve the test-day experience, we highly recommend conducting a preadministration session, which will greatly reduce the time needed for pretest activities on test day.

BR Using the Pre-ID labels and following the instructions for the preadministration session will significantly reduce the amount of time needed on test day for preadministration activities.

Begin testing early enough to complete testing before lunchtime. You cannot break for lunch and then resume testing. Testing at any other time is not permitted. If testing students who are approved for 50% or 100% extended time, you may conduct an extended break so that those students may eat lunch without leaving the testing room.

After the test, you will need about five minutes to individually collect answer sheets and test books. Do not dismiss students until all test materials are accounted for.

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

Test Rooms and Seating Requirements

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

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

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

Test Day Planning

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

When deciding on the number of rooms you will require, remember to include space for any students who may be testing from outside of your school, including home-schooled students.

Be sure to account for students testing with accommodations. If you are holding a preadministration session, we recommend that you plan to test any students who did not have a chance to participate in the session in a separate room from those who did.

When training your testing staff, make sure that each associate supervisor is given a list containing their two-digit testing room code, if any (covered on page vi), the optional code (if applicable), as well as the school codes for any students who may be testing from outside your school.

Ensure that you have notified students of the room that they are to report to on test day. We recommend assigning a proctor to each entrance of the school on test day with a list of the assigned testing rooms to help direct students to the right room. If you do not have enough staff to assign a proctor to help direct students, you may want to post a list at 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 school codes (for any students from other schools), test date, and start and stop times in every testing room so all students can see them.

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

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

Students approved for accommodations that do not require specific materials will test in standard rooms with the same green test books as other students in standard rooms. **The regular-type test book with a pink cover that was available for the 2015 PSAT/NMSQT administration has been discontinued.** See “Providing Accommodations on the PSAT/NMSQT” on page 9.

Preparing Seating Plans

BR Create seating plans for your testing room(s) to ensure that answer sheets with Pre-ID labels are distributed to the correct students. If you have students without labels (newly enrolled students, etc.), consider grouping them together in a separate testing room from students with labels to ensure that their identifying information is accurately captured.

Have associate supervisors establish their seating plans in advance and seat students accordingly. Be sure not to arrange seating in any predictable order (e.g., alphabetical). Or, if this is not possible, they should assign seats randomly to entering students so that friends or relatives are not seated

near each other. **They should not allow students to choose their own seats.** Direct them to use the seating chart at the back of this manual to record the seating in their rooms for future reference. Keep these seating plans and any list of room assignments on file for at least six months after the administration.

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

NOTE: *Don’t return the seating chart with the Supervisor’s Irregularity Report unless the irregularity involves missing test book(s); ETS will contact you if they need a copy of the seating chart.*

Testing Students from Other Schools and Home-Schooled Students

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

- BR** You should assign them to different rooms from your students who have Pre-ID labels.
- » Make sure you have sufficient answer sheets and test books for that test day, as no other test may be used. You will need blank answer sheets for these students.
- » Check their current and valid school- or government-issued photo ID.
- » Be prepared with the six-digit codes of students from other schools. Instruct those students to enter their school codes in box 22 of their answer sheets (see “School Field” on page 59 for more details).
- » Home-schooled students will not need to provide school code numbers on their answer sheets. See “School Field” on page 59 for more details.
- » Return answer sheets for all students tested.

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.*

BR Applying Labels

You may not receive labels for some of your students. These students, along with students from other schools, home-schooled students, or students with incorrect information on their labels will need to provide all their identifying information.

To ensure that students fill out the necessary identifying information, assign students without Pre-ID labels to a separate testing room from the students with labels, if possible. They will need to complete all answer sheet fields on test day as detailed in the test day script.

Place the label on page 1 of the answer sheet so that it completely covers the shaded box shown below.

It is important to be as accurate as possible when placing the label so that it falls exactly within the box. School staff should perform this process prior to test day to assure proper placement and to alleviate time pressure on the day of the test.

To ensure ease of distribution on test day, you may want to sort the labeled answer sheets by testing room before returning them to their boxes and securing them. On the day of your test administration, be careful to distribute the appropriate answer sheet to each student.

PSAT/NMSQT[®] Page 1

The Preliminary SAT/National Merit Scholarship Qualifying Test is cosponsored by the College Board and National Merit Scholarship Corporation (NMSC), which will receive your scores and information you provide on this answer sheet.

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

PLACE PRE-ID LABEL HERE

This box is **ONLY** for schools using Pre-ID labels. Place the label so that it completely covers the shaded box. School staff should refer to the Pre-ID label instructions for more information.

For Official Use Only

1 NAME Enter your legal name, including hyphens, apostrophes, and spaces. Enter your middle initial if you have one. Omit Jr. or Sr.

Last Name (Family Name) - Use 35 letters First Name - Use 25 letters

Providing Accommodations on the PSAT/NMSQT

Eligibility

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

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

If students test with any accommodations that are not preapproved by the College Board, scores for those students will not be reported. Students who are approved after testing **may** have an opportunity to receive an unofficial score report, but the answer sheets of ANY students, including those of unapproved students, will not be returned at the student's or school's request. Find more information about eligibility and accommodations at collegeboard.org/ssd.

If a student is interested in participating in the National Merit Scholarship Program and did not receive accommodations for which he or she was approved or did not receive approval in time for the test, the student should contact NMSC immediately.

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

Nonstandard Test Materials

Students testing with accommodations in the nonstandard room who do not require other accommodated formats (e.g., students testing with extended time, extra breaks, or small group setting) will test with the standard, green-covered test books. After following the instructions under "Testing Instructions," the associate supervisor in the nonstandard room should test these students using the scripts in this manual (see "Nonstandard Testing Scripts," page 33).

IMPORTANT: *Review the Nonstandard Testing Scripts section of this manual (page 33) before test day, so that you are prepared for testing students with accommodations.*

Two formats are available for students who need audio and/or visual assistance with the test: MP3 Audio files and Assistive Technology Compatible (ATC) files.

Students who are approved for the ATC format for use with screen reader software will receive files on USB thumb drives. Additional information for using the ATC format is available at collegereadiness.collegeboard.org/doc/sat-practice-test-1-assistive-technology-tips.doc.

The SSD Coordinator will test students who have been approved for MP3 audio files or ATC files in a separate room, following additional instructions in the *PSAT/NMSQT Supervisor Manual for MP3 Audio and ATC Formats*, which is shipped with the specific alternate test formats, along with large-block answer sheets, if ordered. Confirm that all materials have arrived.

All alternate test formats are available for all test dates, including Braille, MP3 audio, and ATC formats. Students who have been approved for one of these formats should be tested on the same date as all other students at your school.

Nonstandard Administration Report (NAR)

The SSD Coordinator at your school has access to the College Board SSD Online system, from which he or she can create and print the list of students with College Board approval to test with accommodations. Close to the test date, the SSD Coordinator should log in to SSD Online to create and print a NAR for the test date.

The NAR must be returned with answer sheets, along with the *Supervisor's Report Form* (SRF). Scores may not be released until the NAR is received. See page 52 for a paper NAR (if needed).

Room Assignments

Students with disabilities who are taking the test with extended time, extra or extended breaks, small groups, or other accommodations not listed on the next page must be assigned a room and an associate supervisor separate from those used for the standard administration. Supervisors should be discreet when sending students to assigned rooms to avoid subjecting students to unnecessary attention.

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

NOTE: *Students cannot share a reader or other assistant; a separate reader must be assigned to each student using the reader's script format.*

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, using the nonstandard scripts in this manual.

- ⓘ Be sure to review the test scripts in this manual before test day.

Section Timing

Students who are approved for extended time will have a set amount of time for each section (as required of all other students), as noted on the NAR. Extended time applies only to the related portion of the assessment. For example, a student with extended time for the Math Test must receive standard time for both the Reading and the Writing and Language Tests.

NOTE: *Students who are approved for extended time will also be provided breaks between test sections.*

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

Seating Students

Assign students with different timings and different accommodations to different rooms. If this is not possible and you are testing a small number of students with different accommodations in the same room, seat students with different timing in separate areas of the room.

To minimize distraction, students should be seated in a separate room from others who are receiving extended time. If this is not possible, seat them as far apart as possible and write “no extended time” next to their names on the NAR.

Preadministration Instructions (Recommended)

During the week before the test, schools have the option for all students, including students testing with accommodations, to ensure that information for boxes 1–23 and 28 of their answer sheets is properly recorded before test day. **This session must take place under supervision in school.**

The session can be conducted using Pre-ID labels. You will use the *Supplemental Instructions for PSAT/NMSQT* to identify those fields that have already been supplied in the bulk registration file. If any students do not have Pre-ID labels, they will need to provide all of their information on test day.

If your school opted in to early delivery of answer sheets and *Supervisor Manuals* when test materials were ordered, wait until you receive Pre-ID labels to conduct your preadministration session so you can instruct students to only provide identification information that was not already provided on their behalf by the district.

Assign students with labels to the same testing room(s) so that as a group they can skip the additional time needed to supply identifying information on the answer sheet.

Planning for the Preadministration Session

1. Answer sheets are shipped to you with the flyers that list religion and college major codes.
2. You may decide to distribute answer sheets in any number of ways (for example, in a class, in an assembly for students taking the test, or in small groups). Do not allow students to take the answer sheets out of the room. Be sure to provide large-block answer sheets to students your school has approved to use them.

3. If you have requested College Board approval for any students to use large-block answer sheets and have not received approval by the time of your preadministration session, do not have those students participate in the session. Arrange for them to instead fill in boxes 1–23 and 28 on test day.
4. You must 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.
5. Inform students that they will need No. 2 pencils and erasers, their Student IDs or Social Security numbers (optional, if not already supplied in the bulk registration file), and their email addresses (also optional, if not already supplied) for the preadministration session.
6. Before distributing answer sheets and flyers, post optional codes, if used (see page 5). If testing students in an international location, post the appropriate country code. See “Codes for Countries or Regions Outside the U.S. States/Territories” on page 58. The testing room code and certification statement will be filled out by students on test day.
7. If your students have “APO” or “FPO” addresses, post the two-letter code (AA, AE, or AP) that applies to them.

BR Planning for the Preadministration Session with Pre-ID Labels

1. Affix the Pre-ID labels, following the instructions on page 8.
2. When affixing the labels, be sure to organize the answer sheets by assigned test rooms so that you can ensure that students receive their own answer sheets on test day. Assign any students without labels to their own test room to ensure that they provide all their identifying information.
3. Before distributing answer sheets and flyers, post your school’s six-digit code so that students can check the accuracy of their labels.

All Pre-ID labels include the student’s name, school ID, date of birth, sex, and grade level. Students do not need to enter this information on their answer sheet if it has been correctly provided on the label.

! If you do not have enough answer sheets, contact the College Board to arrange for more to be sent to your school. See “Using the Test Ordering Site” on page 2 for instructions on ordering more materials.

1. If you haven’t already done so, go through the script ahead of time to check off any fields (address, race/ethnicity, student ID/SSN, or email address) that should be skipped because the Supplemental Instructions show that the information has already been captured (pages 12–15).

Photocopied answer sheets may not be scored.

Conducting the Session

Distributing Answer Sheets and Code Lists

1. For students with Pre-ID labels, give one labeled answer sheet to each student. **Carefully check to ensure that each student receives the answer sheet with the correct label applied, matching the student’s name.** If a student is unknown to you, check his or her identification before providing the labeled answer sheet. If conducting a session for students who don’t have labels, give one blank answer sheet to each student.
2. **Distribute a flyer of religion and college major codes and an answer sheet to each student.**

Using the Preadministration Scripts

The preadministration scripts that follow are divided into two separate scripts. Use Script A if you are using Pre-ID labels. Use Script B starting on page 15 if you are conducting the session without labels.

Read the scripts in the green tinted boxes to guide each student to fill in identifying information on his or her answer sheet.

BR If you are using Script A, students only need to fill in boxes for information that was not supplied by your bulk registration (as noted on your *Supplemental Instructions*).

Read aloud all the instructions in the scripts. Read slowly enough to give students time to fill in their identifying information. **Pause wherever the dots appear (. . .) to allow students time to follow instructions.** Instructions for the associate supervisors that should not be read aloud are listed outside the tinted boxes. Students must fill in the appropriate circles for their information. Students should skip boxes 24–27 and the Certification Statement because these will be completed on test day.

BR Script A – Preadministration Session with Pre-ID Labels

Where you have checked off an instruction because the information is included on the Pre-ID labels, tell students to make no marks in the box(es) that can be skipped.

BR When students are ready, say:

At this time, I will guide you in filling out your identifying information on the PSAT/NMSQT answer sheet. As we proceed, look up when you finish each part of the answer sheet. . . .

Use only a Number 2 pencil. Mechanical pencils may NOT be used on this test. Raise your hand if you do not have a Number 2 pencil.

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

BR Start by saying:

The label at the top of your answer sheet supplies some of your information. Please look and confirm that your legal last name and first name are correctly printed on the second line of your label. Next, check that the school code listed is as follows: _____. Next, check your date of birth, which is marked with the letters “DOB.” Also check that your Sex is correctly noted, and your Grade. Please raise your hand if you see any piece of information that is not correct. Look up when you are finished. . . .

If a student’s information is incorrect, collect the answer sheet, inform the student that he or she will be provided with a blank answer sheet on test day, and dismiss the student from this preadministration session.

NOTE REGARDING NAMES ON THE PRE-ID LABELS:

The student name on the label has been provided by the school, district, or state as the student’s official name of record. If the student’s name on the label is correct, but is not the student’s preferred presentation (for example, if the student has a preferred nickname), do NOT collect the answer sheet or dismiss the student. The student should use the labeled answer sheet so that the PSAT/NMSQT data matches the school’s official record.

BR Once students have checked their labels, say:

The barcode on your label contains some additional information that has been supplied on your behalf. I will only be reading you instructions for sections that still need to be provided.

Do not fill out any information unless you are told to do so, and do not skip ahead.

Make no marks in box 1.

BR If the Address is listed on the Supplemental Instructions, tell students to skip boxes 2–6 and go directly to boxes 7–8.

BR For boxes 2–5, to students with APO/FPO addresses, say:

Open your answer sheet to page 2. 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 the two-letter code I have posted for you. In box 5, provide your ZIP Code.

Look up when you are finished. . . .

BR For boxes 2–5, to all other students, say:

Open your answer sheet to page 2. You must complete your home address in boxes 2 through 5 and fill in the corresponding 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. 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. . . .

NOTE: *If a student’s entire address does not fit in the space provided, tell the student to enter as much as possible.*

BR For box 6, for U.S. students, say:

Make no marks in box 6.

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

In box 6, fill in the following Country Code _____ and the corresponding circles. Look up when you are finished. . . .

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

In boxes 7a–7d, fill in a circle for each academic subject you have taken or plan to take through this year, 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. . . .

BR For box 8, say:

Box 8 asks if you wish to participate in the College Board's Student Search Service®, a free service that provides names of students to eligible educational organizations. Fill in the "Yes" circle in box 8 to let colleges, universities, scholarship programs, and educational opportunity organizations know that you are interested in receiving information about the educational and financial aid opportunities they offer. Colleges, universities, and scholarship programs that request it will receive information you provide to the College Board. They will NOT receive your actual test scores or telephone numbers. If you do not answer and previously opted in to participate in this service, the College Board will continue providing your information. You will have an opportunity to print your email address in a later section. Look up when you are finished. . . .

BR **If you are using Pre-ID labels and Racial/Ethnic Group is already listed on the Supplemental Instructions, skip box 9 and go directly to box 10.**

BR For boxes 9–15, say:

Boxes 9 through 15 are used to help the College Board help you. Your answers to the following questions will help ensure that tests and services are fair and useful to all students. Your responses may be used for research purposes and may be shared with your high school, school district, and state. If you are participating in Student Search Service, your information may also be shared with colleges, scholarship programs, and other educational organizations. For this reason, it is important that as many students as possible complete this and the next section.

BR For boxes 9 and 10, say:

In box 9, provide information on your racial and ethnic background. If you identify with multiple races and ethnic groups, you may mark all choices that apply to you. In box 10, provide information on any other languages you speak. If you do not wish to respond to boxes 9 and 10 you may skip them. Your answer to this question will not affect your participation in the National Merit Scholarship Program. Are there any questions? . . .

BR For boxes 11 and 12, say:

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

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

BR For box 13, say:

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

BR For box 14, say:

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

BR For box 15, say:

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

BR For box 16, say:

Box 16 relates to the National Merit Scholarship Program conducted by National Merit Scholarship Corporation. Complete all parts of box 16; if you ignore a part, National Merit Scholarship Corporation cannot determine if you meet requirements to enter the scholarship program.

In box 16a, fill in the “Yes” circle if you are enrolled as a high school student (traditional or homeschooled). . . .

In box 16b, fill in the circle next to the year in which you will complete or leave high school and enroll full time in college. For example, eleventh graders who are planning to complete high school and enter college in 2018 should code 2018. Tenth graders should code the year in which they will complete high school, which in most cases will be 2019. . . .

In box 16c, fill in the circle next to the number of academic years it will take you to complete grades 9 through 12. For example, if you spend one academic year in each grade without interruption, you will complete high school in four years. . . .

In box 16d, if you are a United States citizen, fill in the “Yes” circle. If you are not a U.S. citizen, fill in the “No” circle that applies to you. Look up when you are finished. . . .

BR For boxes 17–19, say:

Your date of birth, sex, and grade level are provided on the label. Make no markings in boxes 17, 18, and 19.

BR **If Student ID/Social Security Number is already listed on the Pre-ID labels, skip box 20 and go directly to box 21. Note that only the last four digits of the Student ID are printed on the label.**

BR For box 20, if your school is using numeric Student ID numbers, say:

In box 20, 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?

BR For box 20, if your school is using Social Security numbers, say:

In box 20, 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?

BR To U.S. students only, for box 21, say:

Box 21 asks for your Mobile Number. By providing your mobile number, you agree to receive text messages from the College Board about the PSAT/NMSQT; to participate in research surveys; and/or to receive free information on college planning services. If you have an unlimited text message plan, you will receive these messages at no additional cost; otherwise, standard text-messaging rates apply. You may also opt-out at any time. The College Board will not share your mobile number with other organizations.

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

BR To non-U.S. students, for box 21, say:

Box 21 applies only to students in the United States. Make no marks in box 21.

BR **If School Code is already listed on the Pre-ID labels, skip box 22 and go directly to box 23.**

BR For box 22, say:

In box 22, fill in the circle to indicate whether or not you are taking this test at the school you regularly attend. If this is the school you regularly attend, fill in the circle that says “Yes.” If you are homeschooled, fill in the circle that says “No, I am homeschooled” and do not enter any other information in box 22. If this is not the school you regularly attend and you are not homeschooled, fill in the third circle and provide the name, address, and code of your school below. Look up when you are finished. . . .

BR For box 23, if your school does not use optional codes, say:

Make no marks in box 23, “Optional Code.”

If your school does use optional codes, read the directions you have prepared (see “Optional Codes,” page 5). 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. Homeschooled students and students from other schools should leave box 23 blank.

BR **If Email Address is listed on the Supplemental Instructions, skip box 28.**

BR For box 28, say:

Turn to the back page of your answer sheet. If you would like to receive information from the College Board via email, including information about your scores once they release online, write in your email address and fill in the corresponding circles in box 28. This will allow them to contact you about opportunities. As a cosponsor of the PSAT/NMSQT, National Merit Scholarship Corporation will also receive your email address. Be sure to indicate if this is your email address or a parent's or guardian's address. If one of the email endings listed matches yours, fill in the circle for it, then just fill in only the part of your address that comes before the ending you selected. Look up when you are finished. . . .

! **If you are conducting this preadministration session ON test day and are ready to move ahead with testing, go to “Distributing Test Books” on page 26.**

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

BR For boxes 24–27, say:

Leave boxes 24, 25, 26, and 27 blank at this time. Also leave the Certification Statement blank.

BR 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.

Go to “Collecting and Storing Answer Sheets until Test Day” on page 18.

Script B – Preadministration Session Without Pre-ID Labels

Use the following instructions to guide students who do not have Pre-ID labels to fill in the information for boxes 1–23 and 28 on the answer sheet. This may be done as a preadministration session, or you may need to guide them on test day.

When students are ready, say:

At this time, I will guide you in filling out your identifying information on the PSAT/NMSQT answer sheet. As we proceed, look up when you finish each part of the answer sheet. . . . Use only a Number 2 pencil. Mechanical pencils may NOT be used on this test. Raise your hand if you do not have a Number 2 pencil.

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

For box 1, say:

Begin by reading the directions in box 1 of your answer sheet. Then enter your legal name, starting with your last name, and fill in the appropriate circles carefully. If your last name is too long for the number of spaces available, enter as many letters as the space will allow. Include blanks, hyphens, and/or apostrophes if these are part of your name. Fill in the corresponding circles. Make sure each mark is dark and completely fills the circle. Look up when you are finished. . . . Are there any questions?

For boxes 2–5, to students with APO/FPO addresses, say:

Open your answer sheet to page 2. You must complete your home address in boxes 2 through 5 and fill in the corresponding 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 or postal code. Look up when you are finished. . . .

For boxes 2–5, to all other students, say:

Open your answer sheet to page 2. You must complete your home address in boxes 2 through 5 and fill in the corresponding 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. Be sure to complete your five-digit ZIP or postal code in box 5. Raise your hand if you have any questions. Look up when you are finished. . . .

NOTE: *If a student's entire address does not fit in the space provided, tell the student to enter as much as possible.*

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

Make no marks in box 6.

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

In box 6, fill in the following Country Code _____ and the corresponding circles. Look up when you are finished. . . .

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

In boxes 7a–7d, fill in a circle for each academic subject you have taken or plan to take through this year, 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. . . .

For box 8, say:

Box 8 asks if you wish to participate in the College Board's Student Search Service®, a free service that provides names of students to eligible educational organizations. Fill in the “Yes” circle in box 8 to let colleges, universities, scholarship programs, and educational opportunity organizations know that you are interested in receiving information about the educational and financial aid opportunities they offer. Colleges, universities, and scholarship programs that request it will receive information you provide to the College Board. They will NOT receive your actual test scores or telephone numbers. If you do not answer and previously opted in to participate in this service, the College Board will continue providing your information. You will have an opportunity to print your email address in a later section. Look up when you are finished. . . .

For boxes 9–15, say:

Boxes 9 through 15 are used to help the College Board help you. Your answers to the following questions will help ensure that tests and services are fair and useful to all students. Your responses may be used for research purposes and may be shared with your high school, school district, and state. If you are participating in Student Search Service, your information may also be shared with colleges, scholarship programs, and other educational organizations. For this reason, it is important that as many students as possible complete this and the next section.

For boxes 9 and 10, say:

In box 9, provide information on your racial and ethnic background. If you identify with multiple races and ethnic groups, you may mark all choices that apply to you. In box 10, provide information on any other languages you speak. If you do not wish to respond to boxes 9 and 10 you may skip them. Your answer to this question will not affect your participation in the National Merit Scholarship Program. Are there any questions? . . .

For boxes 11 and 12, say:

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

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

For box 13, say:

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

For box 14, say:

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

For box 15, say:

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

For box 16, say:

Box 16 relates to the National Merit Scholarship Program conducted by National Merit Scholarship Corporation. Complete all parts of box 16; if you ignore a part, National Merit Scholarship Corporation cannot determine if you meet requirements to enter the scholarship program.

In box 16a, fill in the “Yes” circle if you are enrolled as a high school student (traditional or homeschooled). . . .

In box 16b, fill in the circle next to the year in which you will complete or leave high school and enroll full time in college. For example, eleventh graders who are planning to complete high school and enter college in 2018 should code 2018. Tenth graders should code the year in which they will complete high school, which in most cases will be 2019. . . .

In box 16c, fill in the circle next to the number of academic years it will take you to complete grades 9 through 12. For example, if you spend one academic year in each grade without interruption, you will complete high school in four years. . . .

In box 16d, if you are a United States citizen, fill in the “Yes” circle. If you are not a U.S. citizen, fill in the “No” circle that applies to you. Look up when you are finished. . . .

For boxes 17–19, say:

When completing box 17, “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 18 and your current grade level in box 19. Look up when you are finished. . . .

For box 20, if your school is using numeric Student ID numbers, say:

In box 20, 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?

For box 20, if your school is using Social Security numbers, say:

In box 20, 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?

To U.S. students only, for box 21, say:

Box 21 asks for your Mobile Number. By providing your mobile number, you agree to receive text messages from the College Board about the PSAT/NMSQT; to participate in research surveys; and/or to receive free information on college planning services. If you have an unlimited text message plan, you will receive these messages at no additional cost; otherwise, standard text-messaging rates apply. You may also opt-out at any time. The College Board will not share your mobile number with other organizations.

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

To non-U.S. students, for box 21, say:

Box 21 applies only to students in the United States. Make no marks in box 21.

For box 22, say:

In box 22, fill in the circle to indicate whether or not you are taking this test at the school you regularly attend. If this is the school you regularly attend, fill in the circle that says “Yes.” If you are homeschooled, fill in the circle that says “No, I am homeschooled” and do not enter any other information in box 22. If this is not the school you regularly attend and you are not homeschooled, fill in the third circle and provide the name, address, and code of your school below. Look up when you are finished. . . .

For box 23, if your school does not use optional codes, say:

Make no marks in box 23, “Optional Code.”

If your school does use optional codes, read the directions you have prepared (see “Optional Codes,” page 5). 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 and students from other schools should leave box 23 blank.

For box 28, say:

Turn to the back page of your answer sheet. If you would like to receive information from the College Board via email, including information about your scores once they release online, write in your email address and fill in the corresponding circles in box 28. This will allow them to contact you about opportunities. As a cosponsor of the PSAT/NMSQT, National Merit Scholarship Corporation will also receive your email address. Be sure to indicate if this is your email address or a parent’s or guardian’s address. If one of the email endings listed matches yours, fill in the circle for it, then just fill in only the part of your address that comes before the ending you selected. Look up when you are finished. . . .

ⓘ **If you are conducting this preadministration session ON test day and are ready to move ahead with testing, go to “Distributing Test Books” on page 26.**

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

For boxes 24–27, say:

Leave boxes 24, 25, 26, and 27 blank at this time. Also leave the Certification Statement blank.

When all students are finished, say:

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

Collecting and Storing Answer Sheets until Test Day

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

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

On Test Day

Maintaining Security

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

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

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

Reporting Irregularities

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

Review these pages so you and your assistants will know how to handle irregularities that occur for individuals and groups of students.

Submit a *Supervisor’s Irregularity Report (SIR)* as instructed on the following pages. The SIR is a scannable form that must be filled out with a No. 2 pencil or a pen with black or blue ink. Make no notes or stray marks on the form, neatly print all information, and fill the circles completely.


Immediately inform the PSAT/NMSQT office (see “Contact Us,” page ii) if an irregularity is discovered after answer sheets have been returned. Provide your school’s six-digit code number. To ensure the timely return of score reports, be sure to respond to all queries from ETS or NMSC regarding test irregularities.

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

ETS, on behalf of the PSAT/NMSQT Program, will review all reports of irregularities and any test scores earned under questionable circumstances. Once answer sheets have been submitted for scoring, ETS reserves the right not to score the answer sheet of a student who engaged in misconduct or was involved in a testing irregularity. ETS also has the right to cancel PSAT/NMSQT scores if there is reason to doubt their validity (see the 2016 *PSAT/NMSQT Student Guide* for more information).

Copies of SIRs will be forwarded to National Merit Scholarship Corporation (NMSC), which reserves the right to make its own judgment about a student’s participation in the National Merit Scholarship Program.

Irregularity Chart

Group Irregularities	Procedure	Supervisor's Irregularity Report (SIR)
Mistiming of Sections		
Too little time given	<p>Permit students to make up time on an undertimed section before allowing a break or dismissing them, so they do not have an opportunity to discuss the test before resuming work on the affected section. Allow the full number of minutes on all other sections.</p> <p>If you cannot permit students to make up time on the undertimed section, allow the full number of minutes on all other sections. Tell students that a report will be submitted.</p> <p>Submit affected answer sheets on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Note the section(s) affected and timing discrepancy</p> <p>On page 2 section 6, fill in the circle for "Undertiming" (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for "Test was undertimed" (for an individual). Fill in the testing room code in box 6b and list the affected students in section 10.</p>
Too much time given	<p>Give the full number of minutes on all the other sections. Tell students that a report will be submitted.</p> <p>Submit affected answer sheets on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Note the section(s) affected and timing discrepancy</p> <p>On page 2 section 6, fill in the circle for "Overtiming" (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for "Test was overtimed" (for an individual). Fill in the testing room code in box 6b and list the affected students in section 10.</p>
Environment		
Disturbance	<p>Reduce or eliminate source of disturbance (loud noise, excessive heat/cold, disruptive behavior, etc.). Tell students that a report will be submitted. Continue testing.</p> <p>Submit affected answer sheets on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Note the source, length, and impact of the disturbance.</p> <p>On page 2 section 6, fill in the circle for "Disturbance/interruption." Fill in the testing room code in box 6b and list the affected students in section 10.</p>
Interruption	<p>Provide clear instructions for safety of students if fire alarm, power failure, etc., occurs. Note the time and take action to be sure no one has access to test materials while students are out of the room. Direct students not to discuss the test and monitor the group the entire time. Students should resume testing in the section they were completing before the interruption occurred. Subtract the time they were given before the interruption and allow the remainder for students to complete the section. Tell students that a report will be submitted.</p> <p>Submit affected answer sheets on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Note the source, length, and impact of the interruption.</p> <p>On page 2 section 6, fill in the circle for "Disturbance/interruption." Fill in the testing room code in box 6b and list the affected students in section 10.</p>
Test Cancellation	<p>If a storm, flood, power failure, etc., necessitates cancellation of the test, call the PSAT/NMSQT office (see "Contact Us," page ii) for instructions. Tell students that other arrangements are being requested.</p>	Not applicable
 <p>Call PSAT/NMSQT</p>		

Individual Irregularities

Procedure





Supervisor's Irregularity Report (SIR)

Test-taker Issues

<p>Late arrival</p>	<p>See "Test Day Instructions," page 24.</p>	<p><input checked="" type="checkbox"/> Identify student</p> <p>On page 2 section 7, Check-in Issue, fill in the circle for "Student arrived late and was admitted to test."</p>
<p>Giving and/or receiving information</p>	<p>Change seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores will be canceled. Keep a seating chart (see back page of this manual) of students who are seated nearby (or entire room, if possible) and indicate original and changed seated location on the seating chart. Tell student that a report will be submitted.</p> <p>Submit student's answer sheet on top of other answer sheets.</p> <p>OR</p> <p>Collect test book and answer sheet and dismiss any student who you are certain is giving or receiving information, or attempting to take the test for someone else.</p> <p>Destroy answer sheet; do not submit fee for student.</p>	<p><input checked="" type="checkbox"/> Identify students (the student providing the information and the student receiving the information) and explain circumstances.</p> <p>On page 2 section 7, Test Admin Issue, fill in the circle for "Student gave or received help."</p> <p>Check the Yes box indicating that student's answer sheet was destroyed.</p>
<p>Prohibited aid (see page 25) or calculator use when not permitted</p>	<p>Collect test book and answer sheet and dismiss any student who uses a calculator on a section where it is not permitted or any of the prohibited aids listed on page 25 either during the test or during breaks. (For example: cell phones, Smartwatches, MP3 players, and iPods.)</p> <p>Destroy answer sheet; do not submit fee for student.</p>	<p><input checked="" type="checkbox"/> Identify student</p> <p>On page 2 section 7, Test Admin Issue, fill in the circle for "Student used an unauthorized aid."</p> <p>Check the Yes box indicating that student's answer sheet was destroyed.</p>
<p>Opening test book before test OR Working on wrong section of test book or answer sheet OR Working longer than the time permitted</p>	<p>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.</p> <p>Submit student's answer sheet on top of other answer sheets.</p> <p>OR</p> <p>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.</p> <p>Destroy answer sheet; do not submit fee for student.</p>	<p><input checked="" type="checkbox"/> Identify student, length of time, and affected sections.</p> <p>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."</p> <p>Check the Yes box indicating that student's answer sheet was destroyed.</p>
<p>Misplaced answers</p>	<p>Provide a new answer sheet if student has misplaced answers on the answer sheet. Direct student to print name on new answer sheet, then to continue in the appropriate place. Tell student a report will be submitted. Answers may not be transferred between answer sheets by student or school personnel after time is called for the section.</p> <p>Clip both answer sheets together; place on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Identify student; indicate which answers were misplaced and amount of time lost, if any.</p> <p>On page 2 section 7, Test Admin Issue, fill in the circle for "Student misplaced/ misgridded answers."</p>

Individual Irregularities	Procedure	Supervisor's Irregularity Report (SIR)
Answers recorded in test book	Answers recorded in a test book may not be transferred to answer sheet by student or school personnel after time is called for the section. An exception may be made for students testing with approved accommodations that include permission to record answers in the test book. Write "Answers in test book" on the front cover and return the book in the Gray Envelope.	Not applicable
Restroom use	Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them when student reenters. Do not allow extra testing time. If two or more students leave, a proctor must accompany them. Recheck the ID of any student who left the room for break and is not known to you.	Not applicable
Student leaves during test	<p>If warranted, collect test book and answer sheet and permit student to leave without completing test. Tell student that he or she may not take the PSAT/NMSQT test again this year.</p> <p>If student wants answer sheet scored, tell student a report will be submitted. Submit student's answer sheet on top of other answer sheets.</p> <p>OR</p> <p>If student does not want answer sheet scored, do not submit it. Tell student that he or she may not take the PSAT/NMSQT test again this year; however, other testing arrangements are available for entering the National Merit Scholarship Program (see page 2).</p> <p>Destroy student's answer sheet; do not submit fee for student.</p>	<p><input checked="" type="checkbox"/> Identify student, test section, last question number completed, and reason for leaving.</p> <p>On page 2 section 7, Test Admin Issue, fill in the circle for "Student left early/left without permission."</p> <p>Check the Yes box, indicating that student's answer sheet was destroyed.</p>
Disruptive behavior	<p>Remove disruptive student from testing room.</p> <p>Destroy student's answer sheet; do not submit fee for student.</p>	<p><input checked="" type="checkbox"/> Identify student, length of time, and affected sections.</p> <p>On page 2 section 7, Test Admin Issue, fill in the circle for "Student disrupted test, causing testing to start/end late." Check the boxes indicating whether the student tested with 11th graders and whether the irregularity affected other students' ability to test.</p> <p>Check the Yes box, indicating that student's answer sheet was destroyed.</p>

Individual Irregularities	Procedure	Supervisor's Irregularity Report (SIR)
Illness	<p>Permit student to leave test room temporarily. Collect test book and answer sheet; return them when student reenters. Do not allow extra testing time. Tell student a report will be submitted.</p> <p>Submit student's answer sheet on top of other answer sheets.</p> <p>OR</p> <p>If student does not want answer sheet scored, do not submit it. Tell student that he or she may not take the PSAT/NMSQT test again this year. Inform student that other testing arrangements are available for entering the National Merit Scholarship Program (see page 2).</p> <p>Destroy student's answer sheet; do not submit fee for student.</p>	<p><input checked="" type="checkbox"/> Identify student, length of absence, affected section(s), and questions.</p> <p>On page 2 section 7, Test Admin Issue, fill in the circle for "Student became ill."</p> <p>Check the Yes box indicating that student's answer sheet was destroyed.</p>
Student score cancellation	<p>Do not submit answer sheet if student requests that test not be scored. Tell student that he or she may not take the PSAT/NMSQT test again this year. Students who wish to withdraw their answer sheets from scoring after leaving the test room must contact the test supervisor or the PSAT/NMSQT office immediately.</p> <p>Inform student that other testing arrangements are available for entering the National Merit Scholarship Program. Tell him or her to contact NMSC at 847-866-5100 immediately after the test with any questions but not later than November 15, 2016.</p> <p>Destroy student's answer sheet; do not submit fee for student.</p>	<p><input checked="" type="checkbox"/> Identify student.</p> <p>On page 2 section 7, Other Issue, fill in the circle for "Other" and enter "Student score cancellation" on the line.</p> <p>Check the Yes box indicating that student's answer sheet was destroyed.</p>
Student does not complete boxes 25 and 26 on the answer sheet	<p>Locate student's test book and direct student to fill in the information from the back of the book for boxes 25 (Form Code) and 26 (Test ID).</p> <p>OR</p> <p>If the student did not write his or her name on the test book, or if the irregularity is found after students have been dismissed, note on the SIR and return the answer sheet with other answer sheets.</p>	<p>Not applicable</p> <p><input checked="" type="checkbox"/> Identify student.</p> <p>On page 2 section 7, Other Issue, fill in the circle for "Other" and enter "Answer sheet returned without Form Code and/or Test ID."</p>

Test Materials	Procedure	Supervisor's Irregularity Report (SIR)
<p>Defective test book</p> <p>Call PSAT/NMSQT if you do not have a replacement book</p> 	<p>Replace defective book with a book that has the same form code if possible. Direct student to use original answer sheet. Tell student that a report will be submitted. If defective test book causes a loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others.</p> <p>On test book cover, write "Defective," identify error, and give school code number. Return defective book and the SIR in the Gray Envelope. (For multiple books, send a sample and note how many were defective.) Place affected answer sheet(s) on top of others.</p> <p>Return defective MP3 Audio or ATC format, in the original packaging it was shipped in, with the answer sheets.</p>	<p><input checked="" type="checkbox"/> Identify student; describe defect; if time was not made up, indicate how much time was lost. Clip defective book to the Irregularity Report.</p> <p>On page 2 section 7, Issue Information, fill in the circle for "Defective Material Issue."</p>
<p>Defective answer sheet</p> <p>Call PSAT/NMSQT if you do not have a replacement answer sheet</p> 	<p>Replace defective answer sheet. Direct student to print name on new answer sheet, then continue with next question. Tell student that a report will be submitted. If defective answer sheet causes loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others. Answers may not be transferred between answer sheets by student or school personnel after time is called for the section.</p> <p>Clip both answer sheets together; place on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Identify student; describe defect; if time was not made up, indicate how much time was lost.</p> <p>On page 2 section 7, Issue Information, fill in the circle for "Defective Material Issue."</p>
<p>Possible test question ambiguities and errors</p> <p>Call PSAT/NMSQT immediately after test</p> 	<p>Direct student to give the best possible answer. Say a report will be submitted. If student expresses concern after test date, tell student to report test form, test section, content of question, and nature of error as soon as possible to: Assessment Design & Development, The College Board, 250 Vesey Street, New York, NY 10281; or send an email to: psatquestion@collegeboard.org.</p> <p>Submit student's answer sheet on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> On page 3 section 8, Test Question Ambiguity Information, fill in the circle for the appropriate type of ambiguity.</p> <p>Indicate name and address of student who reported ambiguity or error, form, section, and test question number.</p>
<p>Materials missing before testing</p>  <p>Call OTI immediately</p>	<p>Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the information on the test books does not correspond with the information on the Shipping Notice.</p>	<p><input checked="" type="checkbox"/> Identify students and explain circumstances.</p> <p>On page 2 section 6, Group Irregularities Information, fill in the circle for "Missing Materials."</p>

Test Day Instructions

Begin Here on Test Day

Use these scripts to prepare all students for testing. If you are testing students with accommodations, you will be instructed when to turn to the Nonstandard Testing Scripts. If testing students with accommodations, turn to the Nonstandard Testing Scripts on page 33. Before distributing test materials, post the following in a place visible to all students:

- » testing room code (see page vi)
- » today's date $\frac{\quad}{\text{Month}}$ / $\frac{\quad}{\text{Day}}$ / $\frac{\quad}{\text{Year}}$
- » start time (to be filled in later)
- » stop time (to be filled in later)
- » break (to be filled in later)
- » optional code, if any (see "Optional Codes," page 5)
- » six-digit school codes for students who attend other schools
- » two-letter "APO" or "FPO" code (AA, AE, or AP), if applicable

Collecting Students' Phones, Devices, and/or Backpacks

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

Seating late arrivals

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

Reading the scripts

Read aloud all the directions in the green-tinted boxes. Read slowly enough to give students time to fill in their responses. Pause wherever four dots (. . .) appear to allow students time to follow instructions. Instructions for the associate supervisors that should not be read aloud are listed outside the tinted boxes. **Do not deviate from these directions or answer any questions regarding the content of the test.**

When you are ready to begin, say:

Welcome to the PSAT/NMSQT administration. Testing will begin in a few minutes. First, listen carefully to the regulations and instructions that I must read. Please hold any questions you may have until I prompt you to ask them. For today's test, you may use only a Number 2 pencil to mark your answer sheet. Raise your hand if you do not have one.

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

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

Then, say:

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

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

You may also be dismissed for:

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

Are there any questions?...

Answer all students' questions.

Then say:

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

If your school has not chosen to collect phones, devices, and/or backpacks, say:

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

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

Then say:

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

- » Remove everything from your desk except your pencils, erasers, 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 approved by the College Board to use a specific additional aid...
- » If you brought a backup calculator or extra batteries, get those out and put them on your desk...
- » Close all bags and backpacks and put them under your desk until the test is over...

Once desks are cleared of prohibited items, say:

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

Walk around the room to make sure no one has the following prohibited aids on his or her desk.

- » Cell phones or smartphones
- » Audio players/recorders, tablets, laptops, notebooks, or any other personal computing devices
- » Separate timers of any type
- » Cameras or any other photographic equipment
- » Any devices, including smartwatches, that can be used to record, transmit, receive or play back audio, photographic, text, or video content
- » Pens, highlighters, and mechanical or colored pencils
- » Books, dictionaries, or references of any kind
- » Compasses, rulers, protractors, or cutting devices
- » Notes, pamphlets, or papers of any kind, including scratch paper
- » 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 and are using Pre-ID labels, conduct one now by turning to "Script A – Preadministration Session with Pre-ID Labels" on page 12.**
- ⓘ **If you have not yet conducted a preadministration session and are NOT using Pre-ID labels, conduct one now by turning to "Script B – Preadministration Session Without Pre-ID Labels" on page 15.**

Continue Here if You Have Already Conducted a Preadministration Session

Distributing Answer Sheets:

When everyone is 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 2–23 and 28 after testing has finished.

Then say:

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

If you have not filled out identifying information on pages 1 through 5, and page 8, complete box 1 on page 1 now. You will need to complete the remaining boxes after the test.

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

When everyone is ready, say:

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

Completing Test Book Information and the Certification Statement

All students must fill out boxes 24–27 and the Certification Statement on the answer sheet.

For box 24, if your school uses testing room codes, say:

In box 24, write the testing room code ____, then fill in the circles.

For box 24, if your school does NOT use testing room codes, say:

Make no marks in box 24.

For boxes 25 and 26, say:

Find boxes 25 and 26 on your answer sheet. Copy the form code and Test ID exactly as they appear on the back of your test book into boxes 25 and 26 on your answer sheet. Look up when you are finished. . . .

For box 27, say:

Make no marks in box 27.

Certification Statement

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

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

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

Walk around the room to collect the flyers listing religion and college major codes. As you do so, check that all students are writing the Certification Statement (even if they are approved to write answers in their test books). Also check to make sure students enter only the date the test is being administered.

Standard Testing Script

The following scripts are for use with standard timing.

NOTE: If you are testing students with accommodations, turn to “Begin Nonstandard Testing Here” on page 35 to use the nonstandard scripts. If you are testing students with extended time on only portions of the test, you will be directed to return to this standard script for the appropriate portions of the test.

After everyone has filled out the Certification Statement, say:

You may not share or exchange calculators at any time. Please put your calculators 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, 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 32 to ensure that you have correctly calculated the stop time.
- » Before you call stop, check your watch against the time you have written down.
- » Verify the time with the proctor, if applicable.

Monitor test-takers:

- » Walk around the room to check that everyone is working on the correct section.
- » Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- » If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart on page 20.
- » 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 for it to be recorded per the instructions on page 18 at a later time.

After testing begins:

Account for all test books (used and unused). Use the chart on the back cover of this manual to record where each student is seated. If a book appears to be missing, follow procedures in “Accounting for Test Materials” on page 4.

Enter the start and stop times as you begin each section; post the times for students to see. Announce the remaining time at regular intervals, as noted in the scripts. This is particularly important if your room clock malfunctions.”

Section 1—Reading Test

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

After you answer all questions, say:


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

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

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



60 MINUTES

START TIME _____ **STOP TIME** _____

Walk around the room to check that everyone is working on Section 1. If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Note this action on a *Supervisor's Irregularity Report (SIR)*.

After 30 minutes, say:

You have 30 minutes remaining in this section.

After 55 minutes, say:

You have 5 minutes remaining in this section.

After exactly 60 minutes, say:

Stop work and put your pencil down.

Put your answer sheet inside 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:

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

During the break:

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

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

ATCTiming for Section 2

To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2. For these students, turn to Nonstandard Script 1, page 37, for Section 2, then turn to page 29 for Section 3.

When everyone is ready, say:

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

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



35 MINUTES

START TIME _____ **STOP TIME** _____

During testing:

Refer to the timing chart on page 32 to ensure that you have correctly calculated the stop time.

After 15 minutes, say:

You have 20 minutes remaining in this section.

After 30 minutes, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes, say:

Stop work and put your pencil down... Keep your answer sheet and test book flat on your desk.

! For students with extended time on math only:

- › **For students approved for 100% extended time for math, switch to Script 1 (pages 38–40) for Sections 3 and 4.**
- › **For students approved for 50% extended time for math, switch to Script 2 (pages 41–43) for Sections 3 and 4.**

Section 3—Math Test — No Calculator

In very rare instances, you may be asked by the College Board to test a student in the standard room who is approved to use a four-function calculator on this section as an accommodation.

In such cases, please add “unless preapproved to use a calculator on this portion of the test by the College Board” to the second sentence in the script below.

When everyone is ready, say:

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

Now turn to Section 3 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces in Section 3. For the grids labeled “Student-Produced Responses,” 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, turn to Section 3 in your test book, read the directions, and begin work.


25 MINUTES

START TIME _____
STOP TIME _____

During testing:

Refer to the timing chart on page 32 to ensure that you have correctly calculated the stop time. Check that calculators are not on students’ desks (unless preapproved to use a calculator on this portion of the test by the College Board).

After 20 minutes, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes, say:

Stop work and put your pencil down...

Put your answer sheet inside 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:

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

During the break:

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

At the end of the break, say:

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

Section 4—Math Test – Calculator

When students are ready, say:

You will have 45 minutes to work on Section 4, Math Test – Calculator. You may have a calculator on your desk for this section.

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

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

Turn to Section 4 of your answer sheet. Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” 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 4, read the directions, and begin work.


45 MINUTES

START TIME _____
STOP TIME _____

During the test:

Refer to the timing chart on page 32 to ensure that you have correctly calculated the stop time.

After 20 minutes, say:

You have 25 minutes remaining in this section.

After 40 minutes, say:

You have 5 minutes remaining in this section.

After exactly 45 minutes, say:

Stop work and put your pencil down. Close your answer sheet so page 1 is facing on top. Close your test book as well. Keep your answer sheet separate from your test book.

After testing:

If all the students in the room have completed boxes 1–28 on their answer sheets, proceed to “Dismissal” below.

To students who need to complete boxes 2–23 and 28 on the answer sheet, say:

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

Turn to “Preadministration Instructions” (page 10), and guide students through filling out boxes 2–23 and 28 on the answer sheet. When students are finished, continue with “Dismissal” below.

Dismissal**When all answer sheets are complete, say:**

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

Collect all test books individually from each student in the same order in which they were distributed. Place them where students cannot access them.

Before dismissing students:

- » Keep students seated until you are sure you have each student’s answer sheet and test book.
- » Make sure answer sheets are not inserted in or between test books.
- » Verify by count that you have a test book and answer sheet for each student.
- » Check each student’s answer sheet to ensure that the ID information has been completed. **It is critical to check that names, school codes, grade levels, and test information have been filled in correctly to ensure accurate reporting and billing.**

After all materials are accounted for, say:

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

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

After students leave the room:

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

Acceptable Calculators

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

On the Math Test – Calculator portion, all scientific calculators are permitted. A four-function calculator is acceptable but not recommended.

Approved Graphing Calculators

Casio FX-6000 series FX-6200 series FX-6300 series FX-6500 series FX-7000 series FX-7300 series FX-7400 series FX-7500 series FX-7700 series FX-7800 series FX-8000 series FX-8500 series FX-8700 series FX-8800 series FX-9700 series FX-9750 series FX-9860 series	CFX-9800 series CFX-9850 series CFX-9950 series CFX-9970 series FX 1.0 series Algebra FX 2.0 series FX-CG-10 (PRIZM) FX-CG-20 series FX-CG-500* Graph25 series Graph35 series Graph75 series Graph95 series Graph100 series	Hewlett-Packard HP-9G HP-28 series HP-38G HP-39 series HP-40 series HP-48 series HP-49 series HP-50 series HP Prime Radio Shack EC-4033 EC-4034 EC-4037	Sharp EL-5200 EL-9200 series EL-9300 series EL-9600 series* EL-9900 series Other Datexx DS-883 Micronta Smart2	Texas Instruments TI-73 TI-80 TI-81 TI-82 TI-83 TI-83 Plus TI-83 Plus Silver TI-84 Plus TI-84 Plus CE TI-84 Plus Silver TI-84 Plus C Silver TI-85 TI-86 TI-89 TI-89 Titanium TI-Nspire TI-Nspire CX TI-Nspire CM-C TI-Nspire CAS TI-Nspire CX CAS TI-Nspire CM-C CAS TI-Nspire CX-C CAS
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*The use of the stylus is not permitted.

Section Timing Chart for the PSAT/NMSQT

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

STOPTIME Standard Time

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

Nonstandard Testing Scripts

Testing Students Approved for Accommodations

After following “Test Day Instructions” on pages 24–27, use the testing scripts in this section for all students testing with accommodations. Accommodated students who require testing with accommodations that do not require specific materials will test with the same green test book as students in the standard room.

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.

On Test Day

Turn to page 24, 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

Supplemental test materials (regular-type or large-type test book or book of Braille math graphs and figures), if ordered, are also provided for students using alternate test formats.

Students can answer Reading and Writing and Language questions on the basis of the information given in a reader’s script or on an audio file alone. When questions in the Math sections refer to figures, students may refer to either the regular-type or large-type test or to the book of Braille math graphs and figures. Students who use readers or audio files in conjunction with other formats will find that the two texts differ slightly because the script read by a reader or the one recorded on the audio file describes the figures in greater detail than given in other formats.

Guide to the Nemeth Code and Braille

The *Guide to the Nemeth Code* lists the current version of Nemeth Code mathematical symbols with their meanings. Students taking the Braille test, or using the supplemental book of Braille math graphs and figures, may refer to the Guide during the test. The Braille Reference Information contains math reference material required for the Braille test. If a student does not read Braille, but chooses to use the book of Braille math graphs and figures, you should be prepared to help the student understand the figures, since all labels and numbers in that

book are in Braille. Labels and numbers given with figures can be found in corresponding locations in both the regular-type and large-type tests.

To supplement each Braille test, a regular-type test book is included for your use as a reference. A reader’s script has also been sent in case the student asks to have a question read. Each student should have a copy of the *Guide to the Nemeth Code* and a Braille math reference book. Note that if a student records answers using a Braille device, you must ensure that the answers are printed out and transcribed to a regular answer sheet before you return the test materials.

Readers

Follow these procedures with readers:

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

Setting up Computers for MP3 Audio or Assistive Technology Compatible (ATC) Files

Students using an MP3 Audio file or ATC file will need a computer with a USB port on their desks. Be sure the computer is plugged in and powered on before testing begins. Disable any access to the Internet and special word processing software. Refer to the supplemental manual, the *PSAT/NMSQT Supervisor Manual for MP3 Audio and ATC Formats*, which was sent with the test materials, for information about passwords and other security measures, starting the tests, timing allowances, and testing room scripts for the MP3 Audio format.

Whenever possible, students should use earphones when testing with the MP3 Audio or ATC files (if used with text-to-speech software). If earphones are not available, the student should be tested in a separate room.

IMPORTANT: *The MP3 Audio format requires 100% extended time.*

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.

Differences in breaks and timing

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

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

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

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

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

NOTE: For these College Board–approved accommodations, break time does not count as testing time.

Using These Scripts

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

Standard Time for Accommodated Students

Use the Standard Testing Script (starting on page 27) for students who are approved for accommodations that do not require extended time on any part of the test; for example, breaks as needed, use of a writer/scribe, or use of Braille materials.

Script 1 – 100% Extended Time Script

Use the entire Script 1 (starting on page 36) 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 40) for students who are approved for 50% extended time for reading.

Script 3 – Standard Time with Extra Breaks

Use Script 3 (starting on page 43) 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 27) 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 38–40) for Sections 3 and 4.
- » For students approved for 50% extended time for math, switch to Script 2 (pages 41–43) for Sections 3 and 4.

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

Overview of Nonstandard Timing and Breaks

		100% Extended Time	50% Extended Time	Standard Time (Nonstandard Room)	Standard Time with Extra Breaks	Math-only 100% Extended Time	Math-only 50% Extended Time
		Use Script 1 (p. 36)	Use Script 2 (p. 40)	Use Standard Testing Script (p. 27)	Use Script 3 (p. 43)	Use combined Standard and Script 1	Use combined Standard and Script 2
1	Reading Test	60 minutes	45 minutes	60 minutes	30 minutes	60 minutes	60 minutes
		5-minute break	5-minute break		5-minute break		
		60 minutes	45 minutes		30 minutes		
		5-minute break					
2	Writing and Language Test	70 minutes	53 minutes	35 minutes	35 minutes	35 minutes	35 minutes
		5-minute break	5-minute break		5-minute break		
		5-minute break					
3	Math Test – No Calculator	50 minutes	38 minutes	25 minutes	25 minutes	50 minutes	38 minutes
		5-minute break					
4	Math Test – Calculator	45 minutes	34 minutes	45 minutes	23 minutes	45 minutes	34 minutes
		5-minute break	5-minute break		5-minute break	5-minute break	
		45 minutes	34 minutes		22 minutes	45 minutes	34 minutes

Begin Nonstandard Testing Here

To remind students of procedure, say:

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

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

During testing, keep your answer sheet 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.

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.

MP3 Audio Format Scripts

- » **STOP HERE** for students using MP3 Audio format files, and use the instructions in your supplemental manual, *the PSAT/NMSQT Supervisor Manual for MP3 Audio and ATC Formats* for the scripts that apply to these students.

Throughout the Test, Follow These Procedures:

Time the section:

- » Enter the start, stop, and additional break times as you begin each section; post the times for students to see.

- » Announce the remaining time at regular intervals as noted in the scripts. This is particularly important if your room clock malfunctions.
- » Before you call any remaining time or stop, check your watch against the time you have written down.
- » Refer to the appropriate timing chart (beginning on page 48) to ensure that you have correctly calculated the stop time(s) for each group. Also record the timing for the extra breaks that extended time test-takers receive.

Monitor test-takers:

- » Walk around the room to check that everyone is working on the correct section.
- » Please be alert and vigilant throughout the test. Do not read, grade papers, work on a computer, talk on a phone, or do any other task unrelated to the test administration.
- » Make sure that students who are using a largeblock answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- » If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart on page 20.
- » 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 for it to be recorded per the instructions on page 18 at a later time.

After testing begins:

- » Account for all test materials (used and unused). Use the chart on the back cover of this manual to record where each student is seated.
- » Enter the start and stop times as you begin each section; post the times for students to see. Announce the remaining time at regular intervals, as noted in the scripts. This is particularly important if your room clock malfunctions.

Script 1: 100% Extended Time

The following script is for 100% extended time test-takers. If you are testing students with 50% extended time, turn to page 40. For standard time with extra breaks, turn to page 43.

Section 1 – Reading Test

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

Before testing:

- » Refer to the timing chart (page 50) at the end of this script to ensure that you have correctly calculated the stop time.

After you answer all questions, say:

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

To 100% extended time test-takers, say:

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

After 30 minutes have elapsed, say:

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

After 55 minutes have elapsed, say:

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

After 60 minutes have elapsed, say:

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

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

You have 30 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

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

For the break, say:

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

For the break:

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

During the break:

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

Just before the end of the break, say:

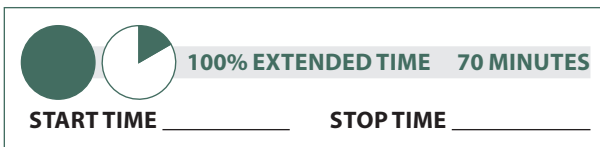
Please take your seat. Do not open your test book until I tell you to do so.

Section 2 – Writing and Language Test

When everyone is seated, say:

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

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



Before testing:

Refer to the timing chart on page 50 to ensure that you have correctly calculated the stop time(s).

To 100% extended time test-takers, say:

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

After 20 minutes have elapsed, say:

You have 50 minutes remaining in this section.

After 50 minutes have elapsed, say:

You have 20 minutes remaining in this section.

After 65 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 70 minutes have elapsed, say:

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

Section 3 – Math Test – No Calculator

- ❗ For students using ATC files with 50% extended time, switch to Script 2, page 41, to continue with Section 3.
- ❗ For students using ATC files with standard time, no extra breaks, switch to the Standard Script, page 29, to continue with Section 3.
- ❗ For students using ATC files with standard time and extra breaks, switch to Script 3, page 45, to continue with Section 3.

For the break, say:

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

For the break:

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

During the break:

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

Just before the end of the break, say:

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.


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

When all students are seated, say

Take out your answer sheet and turn to Section 3 of your answer sheet. Do not begin work until I tell you to do so. Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” 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.

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

During testing, keep your answer sheet 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.


100% EXTENDED TIME
50 MINUTES

START TIME _____
STOP TIME _____

Before testing:

Refer to the timing charts at the end of this script (beginning on page 50) to ensure that you have correctly calculated the stop time(s).

During testing:

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.

To 100% extended time test-takers, say:

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

After 20 minutes have elapsed, say:

You have 30 minutes remaining in this section.

After 45 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes have elapsed, say:

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

For the break, say:

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

For the break:

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

During the break:

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

Just before the end of the break, say:

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

Section 4—Math Test – Calculator



When everyone is ready, say:

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

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

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

Now turn to Section 4 of your answer sheet. Keep your answer sheet and test book flat on your desk. 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. Do not begin work until I tell you to do so. If you finish before time is called, you may NOT turn to any other section.

	100% EXTENDED TIME	45 MINUTES
START TIME _____	STOP TIME _____	
5-MINUTE BREAK		
	100% EXTENDED TIME	45 MINUTES
START TIME _____	STOP TIME _____	

Before Testing

Refer to the chart on page 50 to ensure that you have correctly calculated the stop and break time(s).

To 100% extended time test-takers, say:

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

After 20 minutes have elapsed, say:

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

After 40 minutes have elapsed, say:

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

After 45 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. 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. You have an additional 45 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

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

You have 25 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

After exactly 45 minutes have elapsed (from the end of the break), 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. You will need to keep your answer sheet for the moment. Please sit quietly until I am finished collecting the test books.

Proceed to “Dismissal” on page 47.

Script 2: 50% Extended Time

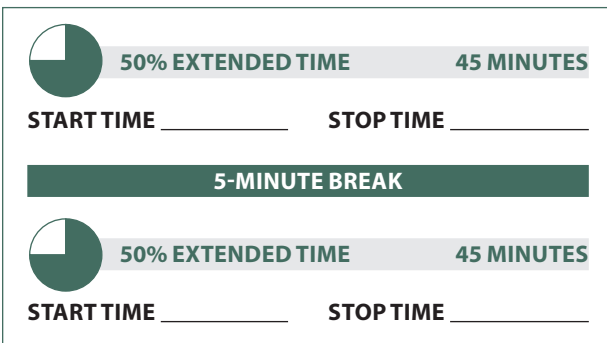
The following script is for 50% extended time test-takers. If you are testing students with 100% extended time, turn to page 36. To test students with standard timing and extra breaks, turn to page 43. For standard timing and breaks, use the Standard Testing Script on page 27.

Section 1 – Reading Test

When everyone is ready, say:

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

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



Before testing:

Refer to the timing chart (page 49) to ensure that you have correctly calculated the stop time.

To 50% extended time test-takers, say:

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

After 30 minutes have elapsed, say:

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

After 45 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. 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. You have an additional 45 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

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

You have 15 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

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

For the break, say:

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

For the break:

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

During the break:

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

Just before the end of the break, say:

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

Section 2 – Writing and Language Test

ATC Timing for Section 2

To allow enough time to navigate Section 2, students using ATC files must be given 100% extended time on Section 2. For these students, turn back to Script 1, page 37, for Section 2, then return to this page for Section 3.

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.

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

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



50% EXTENDED TIME

53 MINUTES

START TIME _____ STOP TIME _____

Before testing:

Refer to the timing chart (page 49) to ensure that you have correctly calculated the stop time.

To 50% extended time test-takers, say:

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

After 20 minutes have elapsed, say:

You have 33 minutes remaining in this section.

After 48 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 53 minutes have elapsed, say:

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

Section 3 – Math Test – No Calculator

For the break, say:

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

For the break:

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

During the break:

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

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.

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

When all students are seated, say :

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

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

During testing, keep your answer sheet 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.

	50% EXTENDED TIME	38 MINUTES
START TIME _____		STOP TIME _____

Before testing:

Refer to the timing chart on page 49 to ensure that you have correctly calculated the stop time(s).

To 50% extended time test-takers, say:

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

During testing:

Walk around the room to check that there are no calculators on the desks, unless a test-taker is approved to use a four-function calculator as an accommodation.

After 20 minutes have elapsed, say:

You have 18 minutes remaining in this section.

After 33 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 38 minutes have elapsed, say:

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

For the break, say:

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

For the break:

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

During the break:

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

Just before the end of the break, say:

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

Section 4 – Math Test – Calculator

When everyone is ready, say:



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

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

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

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

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

	50% EXTENDED TIME	34 MINUTES
START TIME _____		STOP TIME _____
5-MINUTE BREAK		
	50% EXTENDED TIME	34 MINUTES
START TIME _____		STOP TIME _____

Before Testing

Refer to the timing chart on page 49 to ensure that you have correctly calculated the stop and break time(s).

To 50% extended time test-takers, say:

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

After 18 minutes have elapsed, say:

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

After 29 minutes have elapsed, say:

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

After 34 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. 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. You have an additional 34 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

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

You have 19 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down. Close your test book and place it on top of your answer sheet. I will now collect your test book. You will need to keep your answer sheet for the moment. Please sit quietly until I am finished collecting the test books.

Proceed to “Dismissal” on page 47.

Script 3: Standard Time with Extra Breaks



Use this script to test students who have been approved for extra breaks with no extended time. For standard timing and breaks, use the Standard Testing Script on page 27. For 100% extended time, use Script 1 on page 36. For 50% extended time, use Script 2 on page 40.

Section 1 – Reading Test

When everyone is ready, say:

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

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

	STANDARD TIME	30 MINUTES
START TIME _____		STOP TIME _____
5-MINUTE BREAK		
	STANDARD TIME	30 MINUTES
START TIME _____		STOP TIME _____

Before testing:

Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

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

The standard time for Section 1, Reading, is 60 minutes. We will stop for a 5-minute break after 30 minutes. Now open your test book to Section 1, read the directions, and begin work.

After 15 minutes have elapsed, say:

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

After 25 minutes have elapsed, say:

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

After exactly 30 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. 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. You have an additional 30 minutes to work on Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

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

You have 15 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down. Put your answer sheet in front of your test book and close your test book

For the break, say:

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

For the break:

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

During the break:

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

Just before the end of the break, say:

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

Section 2 – Writing and Language Test

ATC Timing for Section 2

To allow enough time to navigate Section 2, students using ATC files must be given 100% extended time on Section 2. For these students, switch to Script 1, page 37, for Section 2, then turn to page 45 for Section 3.



Before Testing

Refer to the chart on page 51 to ensure that you have correctly calculated the stop and break time(s).

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

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

After 20 minutes have elapsed, say:

You have 15 minutes remaining in this section.

After 30 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes have elapsed, say:

Stop work and put your pencil down.

Section 3 – Math Test – No Calculator

For the break, say:

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

For the break:

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

During the break:

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

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.

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

When all students are seated, say

Take out your answer sheet and turn to Section 3 of your answer sheet. Do not begin work until I tell you to do so. Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which is 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.

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

During testing, keep your answer sheet 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.



STANDARD TIME

25 MINUTES

START TIME _____

STOP TIME _____

Before testing:

Refer to the timing chart on page 51 to ensure that you have correctly calculated the stop time(s).

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

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

During Testing

Walk around the room to check that there are no calculators on the desks, unless a test-taker is approved to use a four-function calculator as an accommodation.

After 10 minutes have elapsed, say:

You have 15 minutes remaining in this section.

After 20 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes, say:

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

For the break, say:

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

For the break:

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

During the break:

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

Just before the end of the break, say:

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

Section 4 — Math Test – Calculator

When everyone is ready, say:



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

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

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

Now turn to Section 4 of your answer sheet. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the correct rows. 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.

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

	STANDARD TIME	23 MINUTES
START TIME _____		STOP TIME _____
5-MINUTE BREAK		
	STANDARD TIME	22 MINUTES
START TIME _____		STOP TIME _____

Before Testing

Refer to the timing chart on page 51 to ensure that you have correctly calculated the stop and break time(s).

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

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

After 10 minutes have elapsed, say:

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

After 18 minutes have elapsed, say:

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

After 23 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. 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. You have an additional 22 minutes to work on Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

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

You have 12 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down. Close your test book and place it on top of your answer sheet. I will now collect your test book. You will need to keep your answer sheet for the moment. Please sit quietly until I am finished collecting the test books.

Dismissal

Collect all test books individually from each student in the same order in which they were distributed. Place them where students cannot access them. If all the students in the room have completed boxes 1–24 and 28 on their answer sheets, skip to the script “When all answer sheets are complete.”

To students who need to complete boxes 2–24 and 28 on the answer sheet, say:

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

Turn to page 11, “Using the Preadministration Scripts” and follow either Script A (for students with Pre-ID labels) or Script B (for students who have no labels) to guide students through filling out boxes 2–23 and 28 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.

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

- » Collect the student’s answer sheet.
- » Check to see that all the identifying information on the answer sheet is complete.
- » Ensure that the letters in “YOUR 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.

Before dismissing students:

- » 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.
- » Keep students seated until you are sure you have collected all test materials (by count) and that you have an answer sheet for each student.

After all materials are accounted for, say:

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

After students leave the room:

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

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

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

Section Timing Chart for the PSAT/NMSQT

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

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

50% Extended Time Section Timing Chart for the PSAT/NMSQT

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

STOPTIME 50% Extended Time

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

100% Extended Time Section Timing Chart for the PSAT/NMSQT

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

STOPTIME 100% Extended Time

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

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

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

STOP TIME Standard Time

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

Completing the 2016 PSAT/NMSQT Nonstandard Administration Report (NAR)

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

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

PSAT/NMSQT®

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

Please complete the supervisor and student information. Sign and return the NAR with the answer sheets for the students listed on this report in the envelope provided. (See the previous section of this *Supervisor Manual* for more detailed instructions.)

School Code: _____ School Name: _____

Supervisor's Name: _____ Title: _____

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

Supervisor's Signature: _____

Student's Name: _____ Grade: _____

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

College Board Approved Accommodation(s) _____

Student's Name: _____ Grade: _____

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

College Board Approved Accommodation(s) _____

Student's Name: _____ Grade: _____

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

College Board Approved Accommodation(s) _____

After the Test

Return Materials Immediately

Return applicable materials immediately, including test books and answer sheets, but no later than the next school day after the test administration.

Failure to return answer sheets promptly may delay score reports for your students and/or prevent them from entering the National Merit Scholarship Program. Scores for answer sheets received after the release of score reports has begun will not be reported to NMSC, and some school and district reports will not be generated. If you administered multiple assessments (e.g., PSAT/NMSQT 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/NMSQT material to the correct address.

Checklists to Organize Your Materials

A. Count used answer sheets for standard test-takers. You will need this information to fill in your *Supervisor's Report Form* (SRF) (see "C. Complete forms," in the next column).

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.

- Used answer sheets for students from your school
- Used answer sheets for students not from your school, including home-schooled students (set aside these answer sheets)

TOTAL number of used answer sheets returned for scoring: _____

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. Count used answer sheets for nonstandard test-takers. This information will go on the SRF.

IMPORTANT:

- » You must return one, and only one, answer sheet for each student unless noted on the NAR or on the SIR (e.g., misplaced answers).
- » Students approved to write their answers in the test book **must** have their answers transcribed by a staff member to a machine-scannable answer sheet. Clip the answer sheet to the test book.
- » All students whose answer sheets are returned in the Nonstandard Administration Envelope will be considered to have used accommodations.
- » Do not include the answer sheets of home-schooled students or students from other schools in the Nonstandard Administration Envelope unless they tested with approved accommodations.

C. Complete forms.

- SRF:** Please complete the report entirely, including signature, with a No. 2 pencil. **DO NOT USE INK.**
 - › A signature on the SRF certifies that your school administered the test properly.
 - › Scores will not be released to your school or NMSC unless your SRF is completed, signed, and returned with answer sheets.
- Nonstandard Administration Report (NAR)** created and printed by the SSD Coordinator through SSD Online.
 - › Complete the NAR.
 - › Set aside answer sheets of students listed on it, including students from other schools.
- SIRs**, if any (to describe your handling of irregularities as noted in the chart on pages 19–23).
 - › Review and sign any SIRs submitted by your testing room staff.
 - › Be sure to return any completed SIRs with your answer sheets.

D. Pack the Answer Sheets and Related Materials in the provided prelabeled courier box(es), as follows.

See the diagram on page 55 for packing instructions. Please pack your answer sheets facing the same direction. Do not include filler or additional packing materials.

Top of stack:

- SRF (must be completed in pencil and signed)
- Gray envelope, if applicable, including:
 - › Defective standard test books, if any
 - › SIRs, if any

Middle of stack:

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

Bottom of stack:

- Answer sheets (for standard administration) in the following order:
 - › Answer sheets for students listed on the SIR (unless instructed to destroy per instructions in the Irregularity Chart)
 - › Standard answer sheets for students from YOUR school
 - › Standard answer sheets for students from other schools, and home-schooled students

E. Return Answer Sheets following these mailing directions:

- Insert all used answer sheets and related items into the prelabeled courier box(es) provided. (See D. in left-hand column.)
- Fill in the information requested on the label(s).
- Arrange for packages 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

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

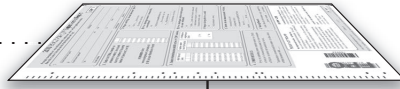
Pearson Processing Center
9200 Earhart Lane SW
Cedar Rapids, IA 52404

RETURNING

Used Answer Sheets and Forms

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

4 Supervisor's Report Form



Gray Envelope
Include:
 Defective test books, if any
 SIR(s) if any

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



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

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



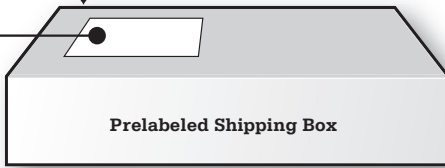
1 Answer sheets (for standard administration)
See box at right for details



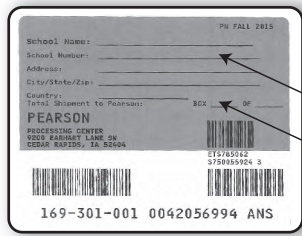
Answer Sheets (for standard administration)
 For standard test-takers listed on the SIR (unless instructed to destroy)
 For standard test-takers, including students from other schools and home-schooled students



Note this tracking number for your records.



- Use the pre-labeled 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.



- Print your school name, school code, and full address.
- Print this box number and total number of boxes being sent (e.g., Box 1 of 2).

After the Test

Checklist to Submit Payment

A. Once you have returned your test materials, complete the paperwork for submitting payment.

- Log on to your school's PSAT/NMSQT Web page at 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/NMSQT test materials by phone should use the "Remittance Report for Schools Without Internet Access" form on page 61. All other schools use the online Remittance Report.

Schools should receive their email notification 2–3 days after returning test materials. If you have not received your email, please check if your test coordinator or the person responsible for ordering your test materials has received it before contacting customer service.

B. Create the Fee-Waiver Roster with the list of eleventh graders who used fee waivers (if applicable).

1. When you print your Remittance Report, a Fee-Waiver Roster will also print if fee waivers have been allocated for your school. The number of fee waivers used must match the number of names provided.
2. Schools claiming fee waivers without submitting this list by November 18, 2016, will be billed and will have to pay test fees for these students. (If your test fees are paid by another entity, this roster must still be returned in October with your Remittance Report.)

C. 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 PSAT/NMSQT; 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/NMSQT 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.
- › **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.

D. Mail the Remittance Report, Fee-Waiver Roster with the list of eleventh graders who used fee waivers (if applicable), and payment in the remittance envelope provided. Do not enclose the Remittance Report or payment with answer sheets.

If the envelope has been lost, mail payment to: PSAT/NMSQT, 12192 Collection Center Drive, Chicago, IL 60693. (Note: Use this address for initial payments only; future payments should be sent to the address on the invoice.)

- › 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.**

Storing Test Books

Immediately after the test administration (unless otherwise instructed):

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

Receiving Score Reports

Online Scores

You and your students will have access to scores online in mid-December. Beyond the scores, teachers and students will have access to more comprehensive information to connect assessment results to instruction. For all tests in the SAT Suite of Assessments, middle and high schools will continue to receive item-by-item summaries in the Question Analysis Report, providing information about students' answers compared with the rest of the nation.

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

Paper Score Reports

Paper score reports and interpretive materials will be shipped to school principals by late December. Under no circumstances should test books, used or unused, be given to anyone until after score reports are received by the principal. Schools found in violation of this policy risk losing the ability to administer the PSAT/NMSQT in the future.

NOTE: Given the high volume of score reports mailed, receipt will not be simultaneous across all schools. To track your score report shipment, go to collegeboard.org/school.

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

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

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

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

Appropriate Uses of Scores and Reports

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

Protecting Student Privacy

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

- » While the College Board recommends that students take advantage of our free and low cost practice tools in order to help them do their best on test day, it is our strict policy NOT to sell student information to test preparation companies, nor are such companies affiliated with the College Board.
- » To read our recommended precautions if your students receive unsolicited calls from persons identifying themselves as belonging to a test preparation company, see the *PSAT/NMSQT Student Guide*.
- » To learn more about our Student Search Service policy, go to student.collegeboard.org/student-search-service.
- » Khan Academy and the College Board are committed to creating a safe and secure online environment for all students using Official SAT Practice. No information about work that students engage in will be shared without their explicit permission. No personally identifiable information is being shared between Khan Academy and College Board.

Students who choose to connect their Khan Academy and College Board accounts will benefit from additional personalization possible through the use of their actual PSAT/NMSQT 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)

- | | | | |
|----------------------------|---|--|--------------------------------------|
| 002 Aaland Islands | 113 Central African Republic | 240 Haiti | 385 Mozambique |
| 001 Afghanistan | 114 Chad | 597 Holy See (Vatican City) | 388 Namibia |
| 003 Albania | 115 Chile | 245 Honduras | 386 Nauru |
| 005 Algeria | 457 China, People's Republic of | 250 Hong Kong | 387 Nepal |
| 008 Andorra | | 251 Hungary | 390 Netherlands |
| 010 Angola | | 255 Iceland | 396 New Caledonia |
| 011 Anguilla | | 260 India | 405 New Zealand |
| 012 Antigua and Barbuda | SPECIAL ADMINISTRATIVE REGIONS OF CHINA: | 265 Indonesia | 420 Nicaragua |
| 015 Argentina | 250 Hong Kong | 270 Iran | 425 Niger |
| 016 Armenia | 347 Macau | 273 Iraq | 430 Nigeria |
| 017 Aruba | | 275 Ireland | 433 Niue |
| 020 Australia | 120 Colombia | 277 Isle of Man | 434 Northern Ireland |
| 025 Austria | 122 Comoros | 280 Israel | 435 Norway |
| 029 Azerbaijan | 630 Congo, Democratic Republic of (Kinshasa) | 285 Italy | 443 Oman |
| 035 Bahamas, The | | 295 Jamaica | 445 Pakistan |
| 040 Bahrain | 125 Congo, Republic of (Brazzaville) | 300 Japan | 447 Palau |
| 045 Bangladesh | 126 Cook Islands | 305 Jordan | 611 Palestine, State of |
| 050 Barbados | 130 Costa Rica | 308 Kazakhstan | 450 Panama |
| 094 Belarus | 290 Côte d'Ivoire (former Ivory Coast) | 310 Kenya | 400 Papua New Guinea |
| 055 Belgium | 133 Croatia | 312 Kiribati | 455 Paraguay |
| 056 Belize | 135 Cuba | 314 Korea, North (DPR) | 460 Peru |
| 058 Benin | 665 Curacao | 315 Korea, South (ROK) | 465 Philippines |
| 060 Bermuda | 140 Cyprus | 686 Kosovo | 470 Poland |
| 063 Bhutan | 142 Czech Republic | 320 Kuwait | 475 Portugal |
| 065 Bolivia | 150 Denmark | 323 Kyrgyzstan | 477 Qatar |
| 069 Bosnia and Herzegovina | 153 Djibouti | 325 Laos | 482 Reunion |
| 070 Botswana | 154 Dominica | 328 Latvia | 483 Romania |
| 075 Brazil | 155 Dominican Republic | 330 Lebanon | 484 Russia |
| 077 British Virgin Islands | 165 Ecuador | 333 Lesotho | 487 Rwanda |
| 081 Brunei | 170 Egypt | 335 Liberia | 486 Saint Kitts and Nevis |
| 085 Bulgaria | 175 El Salvador | 340 Libya | 521 Saint Lucia |
| 593 Burkina Faso | 180 England | 343 Liechtenstein | 522 Saint Vincent and the Grenadines |
| 090 Burma (Myanmar) | 183 Equatorial Guinea | 344 Lithuania | 620 Samoa (former Western Samoa) |
| 092 Burundi | 182 Eritrea | 345 Luxembourg | 488 San Marino |
| 307 Cambodia | 184 Estonia | 347 Macau | 489 Sao Tome and Principe |
| 095 Cameroon | 185 Ethiopia | 348 Macedonia, The Former Yugoslav Republic of | 490 Saudi Arabia |
| | 187 Faeroe Islands | 350 Madagascar | 495 Scotland |
| CANADA | 190 Fiji | 355 Malawi | 497 Senegal |
| 650 Alberta | 195 Finland | 360 Malaysia | 499 Serbia |
| 651 British Columbia | 200 France | 361 Maldives | 498 Seychelles |
| 653 Manitoba | 203 French Guiana | 363 Mali | 500 Sierra Leone |
| 654 New Brunswick | 202 French Polynesia | 365 Malta | 505 Singapore |
| 643 Newfoundland | 204 Gabon | 368 Marshall Islands | 678 Sint Maarten (Dutch Part) |
| 644 Northwest Territories | 205 Gambia, The | 366 Martinique | 503 Slovakia |
| 645 Nova Scotia | 208 Georgia | 369 Mauritania | 504 Slovenia |
| 652 Nunavut | 210 Germany | 370 Mauritius | 506 Solomon Islands |
| 646 Ontario | 215 Ghana | 375 Mexico | 507 Somalia |
| 647 Prince Edward Island | 217 Gibraltar | 107 Micronesia, Federated States of | 510 South Africa |
| 648 Quebec | 220 Greece | 377 Midway Islands | 515 Spain |
| 649 Saskatchewan | 225 Greenland | 376 Moldova | 520 Sri Lanka |
| 626 Yukon Territory | 227 Grenada | 378 Monaco | 525 Sudan |
| | 228 Guadeloupe | 379 Mongolia | 527 Suriname |
| 106 Cape Verde | 230 Guatemala | 383 Montenegro | 530 Swaziland |
| 110 Cayman Islands | 233 Guinea | 381 Montserrat | 535 Sweden |
| | 234 Guinea-Bissau | 380 Morocco | |
| | 235 Guyana | | |

6 COUNTRY CODE

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

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

- | | |
|--------------------------------------|------------------------------|
| 455 Paraguay | 540 Switzerland |
| 460 Peru | 545 Syria |
| 465 Philippines | 550 Tahiti |
| 470 Poland | 555 Taiwan |
| 475 Portugal | 556 Tajikistan |
| 477 Qatar | 560 Tanzania |
| 482 Reunion | 565 Thailand |
| 483 Romania | 567 Togo |
| 484 Russia | 570 Tonga |
| 487 Rwanda | 575 Trinidad and Tobago |
| 486 Saint Kitts and Nevis | 580 Tunisia |
| 521 Saint Lucia | 585 Turkey |
| 522 Saint Vincent and the Grenadines | 584 Turkmenistan |
| 620 Samoa (former Western Samoa) | 586 Turks and Caicos Islands |
| 488 San Marino | 587 Tuvalu |
| 489 Sao Tome and Principe | 590 Uganda |
| 490 Saudi Arabia | 589 Ukraine |
| 495 Scotland | 591 United Arab Emirates |

UNITED KINGDOM

180 England

277 Isle of Man

434 Northern Ireland

495 Scotland

610 Wales

- | |
|----------------|
| 595 Uruguay |
| 594 Uzbekistan |
| 596 Vanuatu |
| 600 Venezuela |
| 605 Vietnam |
| 610 Wales |
| 623 Yemen |
| 635 Zambia |
| 480 Zimbabwe |

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 home-school code will be applied for any students that fill in the circle for "No, I am homeschooled," based on the address the student grids on the answer sheet.

IMPORTANT: *The school code you grid on the Supervisor Report will be used for all students that grid "Yes" for box 22. Make sure you grid the correct code on the form. Mistakes may lead to score reporting delays and billing issues.*

Students testing in the schools they regularly attend should fill in the "Yes" bubble on their answer sheet for this question. No further information is needed.

Home-schooled students should fill in the "No, I am home-schooled." bubble. No further information is needed.

Students being hosted from nearby schools should fill in the bubble marked "No, the name, location, and code of the school I regularly attend is:" and write in 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.

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

Commonly Asked Questions for Administering the PSAT/NMSQT with Pre-ID Labels

Q1: What do I do if my labels are incorrect?

A1: Do not apply incorrect labels. Provide students with blank answer sheets and seat them with students who do not have labels on test day. You will be instructed to complete the preadministration session on test day for these students.

Q2: What information was provided on my school's bulk registration file?

A2: While the labels show some of the information that was provided on behalf of your student, some of this information is encoded on the barcode. Check the Supplemental Instructions to see a list of all the information that has already been provided on your students' behalf.

Q3: What does the barcode on my students' labels mean?

A3: Some of the information that has been provided on behalf of your students is printed directly on the label. Additional information that could not fit on the label is encoded in the barcode. To see what these additional fields may be, refer to the Supplemental Instructions provided in your Pre-ID label shipment.

Q4: What do I do if I lost my Supplemental Instructions for PSAT/NMSQT?

A4: First name, last name, sex, date of birth, grade, and school code have already been supplied for all students with Pre-ID labels. Read the instructions for the preadministration session beginning on page 10 of this manual to ensure that students provide all of the necessary identifying information.

Q5: What do I do if I received regular (non-Bulk Registration) Supervisor Manuals in addition to Supervisor Manuals for Bulk Registration with my test material shipment?

A5: Set aside the regular, non-Bulk Registration Supervisor Manuals that you received with your standard test shipment in a safe place where they will not be confused with the *Supervisor Manual for Bulk Registration* on test day. This *Supervisor Manual for Bulk Registration* contains all of the information you will need to administer in standard rooms with or without Pre-ID labels.

Q6: When should I apply Pre-ID labels to the answer sheets?

A6: Once you have checked your labels to ensure that they are correct and planned out the timing for your preadministration session, apply the Pre-ID labels by following the instructions found on page 8. Use your seating plan to sort the labeled answer sheets so they can be easily distributed to students.

Q7: How can I ensure that associate supervisors will provide the correct instructions to students with Pre-ID labels?

A7: Set up a session before test day with your associate supervisors where you provide them each with a copy of this manual and a photocopy of the Supplemental Instructions. Using your copy of the Supplemental Instructions inform the associate supervisors which fields they may mark in the preadministration session instructions beginning on page 10 of this manual as having already been provided on the labels. Make sure that all associate supervisors are familiar with the instructions included within this manual.

Q8: What should I do if a student finds that his or her label is incorrect during the preadministration session?

A8: Check the student's label. If it is incorrect, the student will have to provide all of his or her identifying information on test day. On test day, the student should be assigned to a separate testing room where other students without Pre-ID labels are seated, if possible.

Q9: If students have incorrect labels on test day, should they be dismissed from testing?

A9: No. Check to make sure that the labels are incorrect. If they are incorrect, provide the students with blank answer sheets, instruct them to provide their names in box 1, and let them know that they will need to provide the rest of their identifying information after testing has completed.

Q10: How do I administer the test if my room has some students with Pre-ID labels and some students without labels?

A10: Students with labels should be assigned to a different testing room than students without labels. If you do not have space to separate the testers, students should be read all instructions found in the test day instructions on page 24. If students with labels already sat through the preadministration session, instruct those students to wait patiently while the rest of the students provide their information.

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 completed:**

- 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).
- Attach a check or money order (payable to PSAT/NMSQT) or purchase order. To ensure proper credit of payment, indicate your school code number on the check or purchase order.

- If you are using fee waivers, attach Fee-Waiver Roster. **You must include the name of each student using a fee waiver. The number of fee waivers used must match the number of names provided. If the Fee-Waiver Roster and Remittance Report are not sent by November 18, 2016, fee-waiver allocations will be removed and your school will be responsible for the full amount due.**
- Send Remittance Report, payment, and Fee-Waiver Roster (if applicable) in the remittance envelope (provided with your test shipment). See "After the Test," page 53.

(A) Number of standard tests ordered (A) _____

(B) Number of standard tests borrowed from other school(s), if applicable (B) _____

Schools borrowed from _____

(C) Number of standard tests loaned to other school(s), if applicable (C) _____

Schools loaned to _____

(D) Total number of standard test books (A + B - C) (D) _____

(E) Total number of nonstandard tests ordered (excludes large block A/S, Braille Graphs & Figures, and Reader's Script) (E) _____

(F) Total number of test books (D + E) (F) _____

(G) Total number of answer sheets returned for scoring (H + I + J + K + L) (G) _____

(H) 11th grade answer sheets (H) _____

(I) 10th grade answer sheets (I) _____

(J) 9th grade answer sheets (J) _____

(K) 8th grade answer sheets (K) _____

(L) Other grade answer sheets (L) _____

(M) Number of 11th grade fee waivers used (M) _____

(A numbered list of names of students using fee waivers **must** be included with this report to receive credit.)

(N) Number of students tested at your school whose fees are being billed to the district/state contracts (N) _____

(O) Number of students tested at your school whose fees will be billed to an educational entity other than the district/state (O) _____

Name(s) of other paying educational entity _____

(P) Total number of students exempt from school's bill remittance (M + N + O) (P) _____

(Q) Total number of students for whom fees are included (G - P) (Q) _____

(R) Number of unused tests (F - G) (R) _____

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

(S) Free unused tests (20% of line F: minimum of 10) (S) _____

(T) Over order fee $[(R - S) \times \$4.00]$ (T) _____

(U) Fees for shipping surcharge for schools outside of the U.S. (U) _____

(Does not apply to schools in U.S. territories or Canada) $[(A + E) \times \$4.00]$.

(V) Total fees for students $(Q \times \$15.00)$ (V) _____

(W) TOTAL AMOUNT DUE $(T + U + V)$ (W) _____

School: _____

School Code: _____

City: _____

State or Country: _____

Name: _____

Phone Number: _____

Title: _____

Purchase Order No. (if applicable): _____

Signature: _____

Date: _____

Notes

Notes

Distribution of PSAT/NMSQT Materials

Associate Supervisor Name _____ Testing Room Code _____ School Code _____
 School Name _____ OR Section _____ of _____ sections in large testing room.

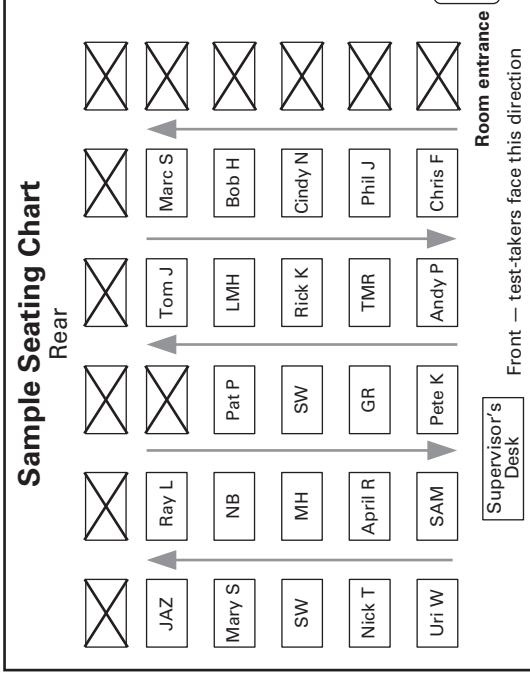
Seating Chart

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

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

PSAT/NMSQT Coordinator

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



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

Name: _____
 Title: _____
 Date: _____

Rear

Front — test-takers face this direction

Supervisor's Desk

Answer Sheet Tracking Numbers
