

Spring 2020

Digital PSAT™ 10 

Coordinator Manual

Look inside for:



TESTING ROOM PROCEDURES



STAFF AND FACILITY
REQUIREMENTS



SECURITY REQUIREMENTS



OFFICIAL TEST DAY
SCRIPTS

STATE-PROVIDED

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For further information, visit collegeboard.org.

Contact Us

PSAT 10 School Day Support (Educators Only)

PSAT 10 SCHOOL DAY SUPPORT HOTLINE: 855-373-6387

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

EMAIL: schooldayassessments@collegeboard.org

WEB: digitaltesting.collegeboard.org

Contact Information for Students and Parents

PSAT CUSTOMER SERVICE: 866-433-7728

EMAIL: psathelp@info.collegeboard.org

Test Question Ambiguity/Error

EMAIL: psatquestion@collegeboard.org

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PART 1: For Test Coordinators

This manual is split into 2 parts.

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

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

Introduction

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

Using This Manual

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

Each section of Part 1 is organized with **tasks** (what you need to do) and **key information** (what you need to know). For example, **tasks** related to room selection are followed by **key information** about seating requirements.

Part 1 for Test Coordinators

Before the Test

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

During the Test

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

After the Test

After the test you'll be in charge of wrapping up the administration, which includes tasks such as completing test day forms, returning materials correctly, and planning for makeup testing. Completing the tasks in After the Test Tasks and Information ensures that students receive their scores.

Part 2 for Proctors and Monitors

Give staff who will be administering the test a copy of this manual, and direct them to read Part 2 carefully. If they are administering the test with accommodations, they should pay special attention to the section Set Up for Testing Students with Accommodations on page 52, which explains the use of the different accommodated scripts in this manual.

Appendix Resources

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

Typographical Icons

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

-  *Contact by phone*
-  *Procedures or information for providing accommodations to students with disabilities*
-  *Security requirement*

New for Spring 2020

Important Changes

Use this manual to administer the digital PSAT 10. If you require additional copies of this manual, please contact us to request more or print a copy from digitaltesting.collegeboard.org.

If you have questions about the specific terms and conditions for your administration, please contact us.

Important Changes to All Digital PSAT 10 Testing:

1. Seating requirements have changed. The minimum distance between students has been reduced from 4 feet to 3 feet for all seating configurations. Each student must be separated by a minimum of 3 feet from right to left (measure from center of desk). At tables, students must be seated at least 3 feet apart and facing the same direction. You may seat 2 students at a table that is 6 feet or longer. Partitions are strongly encouraged.
2. Test coordinators will now use their school's regularly scheduled UPS pickup to return materials. If UPS does not make regular pickups at your school, you'll schedule a pickup with UPS using the pre-paid label and information provided by College Board.
3. Preadministration scripts now include branches for administering the session to students with and without parental consent. As part of this session, students have the option to participate in Student Search Service® and the optional questionnaire. Your school or district may already have a process in place for parent notification/consent; if not, College Board is now providing a consent form template to assist schools in obtaining parental consent for participation in Student Search Service and the optional questionnaire.
4. This manual has been updated to include additional policies and procedures for schools that need to test all or a portion of their students in off-site facilities.
5. Test questions and answer explanations will not be provided in the Question and Analysis Report in the K–12 score reporting portal for the April administration. Instead, educators will have access to a content repository of released test questions that align in subject and difficulty and can be used with the score data. To get a personalized practice plan based on their test results, students may use Khan Academy®. Online and paper score reports will show which questions the student answered correctly.
6. We now allow for more diverse gender identification, in addition to male and female.

Testing Basics

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

Standardized Testing

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

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

Test Sections and Timing

The PSAT 10 is composed of the following sections, which must be completed in order.

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

Time allotted:

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

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

Time allotted:

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

Accommodated Testing Overview

College Board is dedicated to ensuring that students with disabilities receive appropriate accommodations on its tests, such as braille, text-to-speech, and extended time. Using the College Board SSD Online system, SSD coordinators can request accommodations for students with disabilities. All students are expected to test digitally including those with accommodations. Once approved, with limited exceptions, students remain approved for College Board accommodations until 1 year after high school graduation. If a student who doesn't regularly attend your school is testing with accommodations, follow the guidelines in this manual. See Prepare to Test with Accommodations on page 26 for more information.

State-allowed accommodations (SAAs) may be available depending on your state. If available, SAAs allow students to use defined accommodations or supports; however, they do not result in scholarship reportable scores.

Terminology

See the Glossary of Terms on page 129 for definitions of frequently used terms and acronyms.

Accommodated Room Requirements

Students taking the test with extended time, extra or extended breaks, or other accommodations not listed in the next paragraph should be assigned a room and a proctor separate from those used for the standard administration. Test coordinators should be discreet to avoid subjecting students to unnecessary attention.

Please note that some accommodations don't affect the timing or administration of the test and can be given in the standard testing room. These include preferential seating, wheelchair access, permission for food or medication, use of a large-type test (zoom) or magnifier, a sign language interpreter for oral instructions, a colored overlay, or the use of a 4-function calculator on the Math Test – No Calculator.

Staff Roles and Responsibilities

The main testing staff is described in this section. You may require additional support staff depending on the needs of your students.

PSAT 10 Coordinator

As the test coordinator, you're responsible for the test site and staff. You ensure that all testing materials are received, handled, and stored securely. You're responsible for completing setup tasks within the Test Information Distribution Engine (TIDE) platform. You're expected to be at the school to supervise all activities related to testing, including preadministration sessions and accommodated testing. You also are responsible for returning all test materials and requesting any makeup materials.

Online training is provided for all PSAT 10 coordinators. Be sure to complete it well before test day.

We recommend that you designate a backup test coordinator in case you're absent on test day. The designated backup test coordinator will need to sign the Testing Staff Agreement form to signify their acceptance of the conditions and requirements and their commitment to administering the PSAT 10 on the scheduled date. Be sure to have your designated backup test coordinator complete the online training well before test day.

SSD Coordinator

The SSD coordinator works with students, case managers, and/or counselors to apply for accommodations and certain English learner (EL) supports through the SSD Online portal. In addition, the SSD coordinator works with the test coordinator to administer accommodated testing. SSD coordinators should collaborate with district and school EL coordinators to determine which students will use EL supports, if applicable, and ensure requests are submitted. As part of the testing staff, the SSD coordinator accesses, verifies, and prints the Nonstandard Administration Report (NAR) and assists the PSAT 10 coordinator in determining testing rooms and staff needed for administering the test with accommodations.

The SSD Coordinator should also work with the test coordinator to ensure that test settings in TIDE are configured for each student with approved accommodations.

All testing materials, including accommodated materials, are shipped to the PSAT 10 coordinator; however, the SSD coordinator can assist in ensuring the secure storage and timely return of materials for scoring.

Students may be approved for accommodations that require assistance from support staff such as sign language interpreters for test directions or scribes to record responses. The SSD coordinator can assist the PSAT 10 coordinator in identifying appropriate staff in these cases.

Technology Coordinator

Each school must appoint a technology coordinator. The technology coordinator's responsibilities include:

- Performing product and performance validations on school testing infrastructure
- Confirming that hardware, software, and network bandwidth meet minimum specifications
- Working with the test coordinator to confirm technical readiness
- Assisting the test coordinator with device preparation for the digital administration, as assigned

Proctor

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

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

A test coordinator or proctor must be present in each room to read aloud instructions from this manual and to administer the test from the Test Administrator (TA) Interface on their device.

Hall and Room Monitors

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

Support Staff Needed for Accommodated Testing

Work with the SSD coordinator to check your eligibility roster in SSD Online to determine if you have students approved for accommodations who need any of the following support staff:

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

Support staff must meet the same requirements as all other staff. In most cases, a scribe can serve as their student's proctor, since this accommodation requires 1-to-1 testing.

PSAT 10 Test Materials

Materials Tables

Your school will receive a shipment related to your test administration.

Review the following tables to plan for receiving and checking materials and to learn about the forms and publications you'll be using for administering the PSAT 10.

IMPORTANT: Note that scannable forms like the *Irregularity Report (IR)* should not be photocopied because photocopies won't scan properly. Other forms can be copied if needed.

STAFF MATERIALS—MANUAL AND INSTRUCTIONS

Material	What It Is and How It's Used
<i>Digital PSAT 10 Coordinator Manual</i>	Detailed instructions and policies for the test coordinator to plan setup and management of the PSAT 10 administration.
	Detailed instructions and scripts to help the proctor hold the preadministration session and administer the PSAT 10 in the standard and accommodated rooms.
<i>Digital Testing Room Quick Start Guide</i>	Quick reference with instructions to start the test and trouble shooting tips for proctors.

STAFF MATERIALS—REPORTS AND FORMS

Material	What It Is and How It's Used
Testing Staff Agreement	Form for each staff member to read and sign, attesting they have no conflicts of interest that bar them from administering the PSAT 10.
PSAT 10 IR	Scannable form for testing staff to report irregularities that might affect scores or result in a misadministration.

STAFF MATERIALS—ENVELOPES AND LABELS

Material	What It Is and How It's Used
UPS Return Materials	UPS Express Pak for the test coordinator to return reports and signed forms.
Gray-Bordered Envelope	Envelope for test coordinator to return any IRs.
White Accommodated Testing Envelope	Envelope for returning the NAR and any answer sheets for students with accommodations who tested with paper and pencil materials.
IR Label	Pink labels for indicating the inclusion of IRs in a used answer sheet shipment. If returning 1 or more IRs, the test coordinator must affix to all return materials packages.

STUDENT MATERIALS

Material	What It Is and How It's Used
<i>PSAT 10 Student Guide for Digital Testing</i>	A booklet for students that explains the assessment, including test directions, test-taking tips, and policies governing the test and the use of student information.
<i>Digital PSAT 10 Student Questionnaire Instructions</i>	A booklet of instructions to help students complete demographic and nontest questions during the questionnaire.

Manual and Scripts

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

Rosters

To manage testing at your school, we recommend that you develop a Master Student List of test takers for the PSAT 10; recommendations for compiling this list are in Compile a List of Students on page 14. You're not required to return your Master Student List, but you should keep copies for your records. Also, each proctor will need a room roster.

We recommend you keep copies of rosters for your records and return any originals with your other administration reports. In the event of an irregularity or discrepancy, you may need the list to respond to inquiries from the Educational Testing Service (ETS) or College Board during an investigation. For more details, see Creating and Managing Rosters Using TIDE on page 133 in the Appendix.

Forms and Reporting**Nonstandard Administration Report (NAR)**

Your SSD coordinator will have access to the NAR approximately 30 days before test day. It lists students with College Board–approved accommodations, state-allowed accommodations, and EL 50% extended time. Several days before test day, print copies of the NAR and distribute them to proctors.

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

Testing Staff Agreement Form

Before the test begins, all testing staff must review, agree to, and sign the Testing Staff Agreement. You and your backup test coordinator also need to sign the Agreement. Please make sure you and your staff understand the requirements you're agreeing to. See Staff Policies on page 16 for more information.

Seating Chart

Record students' names or initials in the chart on the back of this manual. This task can be completed during Section 1 (the Reading Test).

PSAT 10 Irregularity Report

You'll receive copies of the IR form to use in the event of an irregularity. Distribute at least 1 IR to each proctor to use in the testing room. Remember, these scannable forms can't be photocopied for use, but your school can call PSAT 10 School Day Support to request additional copies.

Without information, College Board can't resolve issues that may occur. Please ensure all proctors are familiar with the IR form. All IRs submitted are thoroughly reviewed. Refer to the Irregularity Chart on page 119 for instructions on when to fill out the IR.

Standard and Accommodated Testing Rooms

Your Nonstandard Administration Report (NAR) should be printed from SSD Online by your school's SSD coordinator. It will list all students who are testing with accommodations and EL students testing with 50% extended time. The table that follows provides an overview of some of the most common accommodation examples. Check your NAR to ensure that all students with approved accommodations or extended time supports are identified correctly.

Some students may test with accommodations that are not appropriate for a digital test. For students whose accommodation does not allow them to participate in the digital administration, the test coordinator or SSD coordinator will arrange for alternate accommodation supports (e.g., paper test book, reader). Please work with your school's SSD coordinator and the student to determine which accommodation option(s) the student will use on test day.

IMPORTANT: *College Board requires that students testing with 50% extended time for reading or as an English language (EL) support receive extended time on the entire assessment.*

GUIDE FOR TESTING WITH ACCOMMODATIONS			
	Standard Room(s)	Accommodated Room(s)	Accommodated Room(s)
Number of Testing Days	1 day	1 day	2 days
Room Roster	Use NAR to help you create a list of students you plan to test.	Use NAR to help you create a list of students you plan to test.	Use NAR to help you create a list of students you plan to test.
Script(s)	Script 1	Script 1–4	Script 2
Accommodation Examples	<ul style="list-style-type: none"> ▪ Magnifier/Zoom text ▪ Written copy of oral instructions ▪ Permission for food/medication ▪ Wheelchair accessibility ▪ Preferential seating ▪ Color contrast ▪ Sign language interpreter for test directions 	<ul style="list-style-type: none"> ▪ Extended breaks ▪ Extra breaks ▪ 4-function calculator on Math Test – No Calculator ▪ Permission to test blood sugar ▪ Small-group setting ▪ 50% extended time ▪ Writer/scribe to record responses ▪ Breaks as needed ▪ 1-to-1 testing ▪ Late start time ▪ 100% extended time for math (Math Test only) ▪ Limited testing time (some may test over 2 days) ▪ State-allowed accommodations (some may require 2 days) 	<ul style="list-style-type: none"> ▪ 100% extended time for reading (entire assessment) ▪ Limited testing time (some may test over 1 day) ▪ State-allowed accommodations (some may require 1 day)

Refer to your state department of education for information about state-allowed accommodations. Refer to the NAR for additional information on testing these students.

Test Coordinator's Checklist

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

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

3 TO 4 WEEKS BEFORE THE TEST DATE		
Activity		Where to Learn More
<input type="checkbox"/>	Complete the online test coordinator training. (We'll email you instructions approximately 6 weeks before test day.)	collegeboard.org/ptat
<input type="checkbox"/>	Work with your technology coordinator to confirm network and hardware configuration including the installation of AIR Secure Test if your students are using Chromebooks and iPads or the CB Secure Browser if using Windows®, Mac®, or Linux® operating systems.	digitaltesting.collegeboard.org/digital-preparedness
<input type="checkbox"/>	Work with your SSD coordinator and technology coordinator to ensure that test devices are configured for students using assistive technology.	cb.org/testsettings
<input type="checkbox"/>	If using the College Board's or a locally developed notice/consent form, distribute with copies of the <i>PSAT 10 Student Guide for Digital Testing</i> if not done previously. Students should take these home to discuss with their parents or guardians and then return signed consent forms before the preadministration session.	Inform Students About the PSAT 10 on page 33
<input type="checkbox"/>	Identify your students who are testing and create a Master Student List.	Build Your Master Student List for Testing on page 14
<input type="checkbox"/>	Work with your SSD coordinator to review the NAR to ensure all students testing with accommodations and/or supports, including SAAs and EL 50% extended time support, are included. Review student test settings in TIDE to ensure that approved accommodations have been properly configured.	Accessing the NAR to Determine Room Needs for Accommodated Students on page 14 SSD Online: collegeboard.org/ssd-online
<input type="checkbox"/>	Work with the SSD coordinator or other school staff to identify students, if any, who will need support staff such as scribes, or sign language interpreters and recruit staff to fill these positions.	Plan Your Staff on page 16
<input type="checkbox"/>	Designate a secure area for receiving, checking, and storing your test materials.	Prepare Your Materials on page 34
<input type="checkbox"/>	Estimate how many standard and accommodated rooms you'll need based on the number of students testing. Identify which rooms in your facility can be used for testing.	Seating Requirements on page 15
<input type="checkbox"/>	Make a list of available staff and their roles. Use the number of testing rooms and their capacity to determine testing room assignments. Include any needed support staff for accommodated testing.	Staff Roles and Responsibilities on page 7
<input type="checkbox"/>	Create user accounts in TIDE for all test administration support staff.	Add Users on page 25
<input type="checkbox"/>	Create room rosters by assigning students to testing rooms.	Build Your Room Rosters on page 17
<input type="checkbox"/>	Arrange to minimize distractions—no fire drills or other disruptive events should be scheduled for test day. Bells and announcements should be silenced while testing is in progress.	Plan for Test Day Impacts to Rooms and Students on page 20
<input type="checkbox"/>	Reschedule lunch for all participating students, if necessary. (You won't be able to break for lunch during testing.)	Plan for Test Day Impacts to Rooms and Students on page 20
<input type="checkbox"/>	Plan activities for students who won't be testing, such as field trips, practice testing, an alternative school schedule, etc.	Plan for Test Day Impacts to Rooms and Students on page 20

Activity	Where to Learn More
<input type="checkbox"/> Notify your school population of modifications to the normal school day.	Plan for Test Day Impacts to Rooms and Students on page 20
<input type="checkbox"/> Plan your preadministration session.	Help Staff Conduct the Preadministration Session on page 36

2 WEEKS BEFORE THE TEST DATE

Activity	Where to Learn More
<input type="checkbox"/> Schedule and conduct staff training.	Plan Training Sessions on page 18
<input type="checkbox"/> Print test tickets for all students prior to the preadministration session.	Print Test Tickets on page 25
<input type="checkbox"/> Confirm consent.	Prepare Your Preadministration Session on page 36
<input type="checkbox"/> Conduct your preadministration session.	Conduct the Preadministration Session on page 46
<input type="checkbox"/> Update Master Student List and room rosters as necessary to include newly enrolled students and any additional approved accommodations or EL supports needed.	Build Your Room Rosters on page 17
<input type="checkbox"/> Plan test day schedule and accommodated testing window schedule.	Prepare to Test with Accommodations on page 26
<input type="checkbox"/> Notify school staff of testing room assignments.	Share Role and Room Assignments on page 21
<input type="checkbox"/> Configure student test settings in TIDE to account for any accommodations.	Manage Accommodated Student Settings on page 25

1 WEEK BEFORE THE TEST DATE

Activity	Where to Learn More
<input type="checkbox"/> Have your SSD coordinator or other school staff make sure you have accounted for all students testing with accommodations and EL supports.	SSD Online: collegeboard.org/ssd-online
<input type="checkbox"/> Revise standard and accommodated room rosters if needed.	Build Your Room Rosters on page 17
<input type="checkbox"/> Finalize and confirm accommodated student test settings in TIDE.	Manage Accommodated Student Settings on page 25
<input type="checkbox"/> Identify students who need EL supports and print necessary translated test directions.	Prepare to Test Students with English Learner Supports on page 26
<input type="checkbox"/> If students are providing their own glossaries, collect them and confirm they don't include any improper writing or pages. You'll redistribute to students on test day.	Prepare to Test Students with English Learner Supports on page 26
<input type="checkbox"/> Notify students of when and where to report on test day and how to prepare their devices (if they take devices home). Post testing room assignments.	Inform Students About the PSAT 10 on page 33 and Plan Student Check-In on page 19
<input type="checkbox"/> Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students on page 20
<input type="checkbox"/> Conduct your preadministration session, if you haven't already.	Conduct the Preadministration Session on page 46
<input type="checkbox"/> Review assignments with staff. Ensure all proctors have reviewed scripts associated with their room types.	Share Role and Room Assignments on page 21
<input type="checkbox"/> Hold a brief assembly with students who are testing to prepare them for test day.	Inform Students About the PSAT 10 on page 33

Activity	Where to Learn More
<input type="checkbox"/> Print test tickets for any students that you haven't already.	Print Test Tickets on page 25
<input type="checkbox"/> Review facility preparation with technology coordinator and custodial staff.	Plan for Test Day Impacts to Rooms and Students on page 20

ON OR BEFORE TEST DAY

Activity	Where to Learn More
<input type="checkbox"/> Before test day, call UPS at 800-PICK-UPS (742-5877) to arrange pickup of materials.	Return Materials on page 43
<input type="checkbox"/> Prepare testing room packets for proctors, including manuals, roster, IR, and test tickets for all students.	Prepare Your Materials on page 34
<input type="checkbox"/> Confirm that student devices are configured to access College Board tests through AIR Secure Test or CB Secure Browser.	Devices on page 24
<input type="checkbox"/> Make sure all devices (test-taking devices and proctor devices) are configured for testing and charged or connected to a power source.	Digital Testing Preparation in TIDE on page 24
<input type="checkbox"/> Ensure that testing room arrangements align with seating policies.	Seating Requirements on page 15
<input type="checkbox"/> Remind staff to cover any instructional materials in the testing rooms before admitting students.	Maintain Security on page 21

ON TEST DAY

Activity	Where to Learn More
<input type="checkbox"/> Make sure that all announcements and bells are discontinued for the duration of testing.	Plan for Test Day Impacts to Rooms and Students on page 20
<input type="checkbox"/> Complete your testing room packets for proctors.	Prepare Your Materials on page 34
<input type="checkbox"/> Post any revised testing room assignments and room assignments for nontesting students.	Admit Students to the Testing Area on page 39
<input type="checkbox"/> Open the secure browser on student devices.	Devices on page 24
<input type="checkbox"/> Distribute testing room packets to proctors. Remind staff to instruct students to power off personal electronic devices and then collect them according to school policy.	Assemble Testing Room Packets on page 35 and Admit Students to the Testing Area on page 39
<input type="checkbox"/> Admit students to the testing area/rooms. Annotate your Master Student List or have staff annotate room rosters as students check in.	Admit Students to the Testing Area on page 39
<input type="checkbox"/> Maintain security in your school and support testing staff while testing is in progress.	Maintain Security in the Testing Room on page 57
<input type="checkbox"/> Report test administration irregularities (if any).	Handle Escalations on page 40

AFTER TESTING IS COMPLETED

Activity	Where to Learn More
<input type="checkbox"/> Collect materials from proctors.	Collect Materials from Proctors on page 42
<input type="checkbox"/> Prepare materials for return.	Return Materials on page 43
<input type="checkbox"/> Make copies of key forms and store securely.	Return Materials on page 43
<input type="checkbox"/> Return test materials.	Ship Materials on page 44
<input type="checkbox"/> Identify students for makeup testing.	Plan for Makeup Testing on page 19

Before Test Day Tasks and Information

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

Prepare Yourself

TASKS

- Read this entire manual.
- Complete online test coordinator training if you haven't already.
- Sign the Testing Staff Agreement.
- Plan to meet with your SSD coordinator to ensure you have plans in place for testing students with accommodations.
- Configure student test settings in TIDE.
- Distribute manuals to proctors for their review.
- Begin to complete the tasks in the Test Coordinator's Checklist on page 11.

Build Your Master Student List for Testing

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

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

For further details, see *Creating and Managing Rosters Using TIDE* on page 133 in the Appendix.

TASKS

Compile a List of Students

You'll need to determine the total number of test takers—including students who don't regularly attend your school, if applicable—before you plan your test rooms and staffing. (See your state's eligibility guidelines for testing.) You'll also need to know which students have been approved in SSD Online for which accommodations or who will test with EL supports.

Create a Master Student List, which will include all students eligible for testing—standard and accommodated. See the Sample Master Student List on page 110 with suggested headings.

1. Pull the list of eligible students from your school's student information system or work with your district assessment coordinator to get the list. Closer to test day, you may need to add any newly eligible students, including students who have recently transferred to your school.
2. If a student doesn't regularly attend your school, they're not able to be added to TIDE or test digitally.
3. Ask your SSD coordinator to print a copy of the NAR and make sure you've accounted for students testing with accommodations or supports in your Master Student List.
4. Make sure your Master Student List notes the support type and languages for any students testing with EL supports.

You will now have a consolidated Master Student List to add room and staffing information to. Check your list against the Sample Master Student List on page 110 to confirm that your list has all the information you'll need for planning rooms and staff.

KEY INFORMATION

Accessing the NAR to Determine Room Needs for Accommodated Students

The NAR for the PSAT 10 includes the names and SSD numbers of all students testing with accommodations and English learners testing with 50% extended time. The SSD coordinator can access the NAR in SSD Online approximately 30 days before test day to help you organize testing for accommodated students.

Using the Eligibility Roster

The eligibility roster is available from the SSD Online dashboard. It lists all students with approved accommodations at your school. The SSD coordinator may use the eligibility roster to update student information in SSD Online.

Plan Your Space

TASKS

Designate a Secure Area for Materials

Designate a location for receiving, checking, and storing your test materials securely. See Prepare Your Materials on page 34 for more information.

Evaluate Rooms for Testing

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

Identify the Number of Rooms You Need for Testing

- Use the Master Student List to determine the number of standard and accommodated testing rooms needed.
- Also refer to the NAR as you determine how many accommodated testing rooms you'll need. The NAR will indicate what accommodation(s) each student is approved for. It also will include EL students testing with 50% extended time. This information will help you determine the number and types of accommodated rooms required.
- If possible, plan to test any students who didn't participate in the preadministration session in a separate room from those who did.

KEY INFORMATION

Facility Requirements

To prepare for test day, you will need:

- School provided testing devices for all test takers and devices for proctors. (See Devices on page 24 for more information.)
- A place to securely receive and store testing materials.
- An area where students can assemble before testing.
- Rooms for testing standard and accommodated students.
- A late-arrivals room for students who arrive late but still in time to be tested.

Testing Room Requirements

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

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

Room Selection Tips and Recommendations

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

Seating Requirements

Digital testing room seating requirements differ from those for College Board paper-based testing. Observe the following requirements:

- Partitions and/or dividers between students are highly recommended.
- Students must be seated no less than 3 feet apart side-to-side and 5 feet back-to-back/front-to-back (measured from the center of one computer to the center of the next computer).
- Face-to-face seating configurations are only allowed with the use of partitions.
- U-shaped seating configurations are allowed; however, students must face outward and toward the wall and must not be seated next to one another in the connecting corner.
- Testing stations should be configured to prevent students from viewing one another's computer screens.
- Ensure unimpeded access to every student by staff.
- Provide enough desk space for the testing device, plus the use of scratch paper and a calculator.
- If laptops are used, they must be placed on tables or desks.

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

See Digital Testing Room Seating Arrangements on page 131 for visual examples of these requirements.

Additional Requirements for Accommodated Testing

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

- Students with the same type of timing may be seated together. EL students receiving 50% extended time can be seated with other 50% extended time students as long as they use the same testing schedule (e.g., same breaks).
- Students who require different timing or breaks must be tested in separate rooms. Use of more than one test room is required if a student's accommodations would disturb other students or if the student is approved for one-to-one testing.
- Students approved for a scribe must test in a one-to-one setting.

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

- preferential seating
- wheelchair access
- permission for food, drink, or medication
- use of a magnifier
- use of a sign language interpreter for oral instructions

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

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

Plan Your Staff

The number of each staff position you need depends on the number of students testing and whether that number includes students testing with accommodations that require separate rooms. See Staff Roles and Responsibilities on page 7 for descriptions of staff positions.

TASKS

Identify Staff for Testing

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

- Work with school administrators to review teacher schedules. Teachers of classes that aren't meeting due to testing are likely candidates to serve as proctors and monitors.
- If you're testing students approved in SSD Online for accommodations, SAAs, or the EL 50% extended time support, work with your SSD coordinator to ensure you have proper staffing to meet students' needs.

Assign Staff to Testing Rooms

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

KEY INFORMATION

Staff Policies

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

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

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

When making staff assignments, adhere to these policies:

- If a staff member has a child or member of their household taking the PSAT 10 at any test site during the same testing period, they must not take a role that gives them access to test content before test day. At a minimum, this includes the roles of test coordinator, SSD coordinator, and backup test coordinator. Having access to test content creates a conflict of interest. **When this policy is not followed, the related student's scores are subject to invalidation.**
- Never assign a proctor to administer the test to a member of their family. If a proctor administers the test to their child or a member of their household, the scores will be invalidated, and the student will require a makeup test.

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

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

Supplementing Testing Staff

If you need to supplement your school staff with additional personnel, follow the same guidelines defined by your school or district for serving on the school staff.

Proctors Needed

Proctors are responsible for conducting a secure, valid administration in the testing room. Each testing room requires 1 proctor.

Room Monitors Needed

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

FOR EACH DIGITAL TESTING ROOM	
Number of Students	Number of Room Monitors Needed
1–25	0
26–50	1
51–75	2
76 or more	3+ (1 monitor for each additional 25 students)

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

Hall Monitors Needed

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

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

Build Your Room Rosters

Once you have your room assignments for staff, you need to create a roster for each testing room that each proctor can use to record attendance on test day. Rosters can be created in TIDE. See *Creating and Managing Rosters Using TIDE* on page 133 in the Appendix. Proctors testing accommodated students will also use the room roster to plan for using the appropriate script(s) on test day and to make other preparations for administering accommodations in their room.

TASKS

Assign Students to Testing Rooms

Divide your students into testing rooms based on room capacity.

- Separate your list of students into standard and accommodated test takers.
- Next, separate your list of students testing with accommodations or supports into testing rooms based on their accommodations listed on your NAR. Remember that students testing in the same room must have the same testing schedule. Some students with accommodations may also test in a standard testing room. For general guidelines, see *Standard and Accommodated Testing Rooms* on page 10.
- If you're using optional codes to sort your students' paper score reports for easier distribution, add optional codes to your Master Student List and provide them to proctors. During the preadministration session, proctors will give the optional codes to students to enter in the secure browser. See *Assigning Optional Codes* later in this section.

Create Individual Room Rosters

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

Divide your Master Student List into individual room rosters for students testing in standard and accommodated testing rooms, using the NAR to guide you.

Optionally, rosters can be created and managed in TIDE, by assigning students to proctors. After creating rosters in TIDE, test tickets can be easily printed by roster grouping. Print the roster and test tickets after finalizing room assignments for preadministration sessions and/or test day.

In addition to individual room rosters for accommodated testing rooms, provide a copy of the relevant pages of the NAR to each proctor for their room. The proctor will need to record which accommodations each student tested with next to the student's name on the NAR.

Update and Finalize Your Room Rosters

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

KEY INFORMATION

Assigning Optional Codes

By default, paper score reports are returned to the school in alphabetical order by student last name. You can choose to make the sort more specific to your school by assigning 2-digit optional codes to students. The codes can be associated with particular homerooms or counselors, for example. If you assign optional codes to students, you'll receive score reports sorted by grade level, your optional codes, and then alphabetically by student last name. (The optional codes will not appear in the score reporting portal.)

For each testing room, prepare a list of student names grouped alphabetically by optional code. The proctor should read the list of students assigned each code when instructed to in the script.

Build Your Plan for Testing

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

TASKS

Plan for Preadministration

The preadministration session is designed to allow students to take advantage of PSAT 10 benefits, including Student Search Service, and to prepare for test day by prefilling their demographic information. The preadministration session also allows students and staff to access the digital testing environments (the secure browser and TA Interface) before testing.

- We recommend that you conduct the session in rooms that will be used for testing and during a time of day that will reflect test day conditions on your school's network. The preadministration session will ensure your devices and network have been properly configured and are ready for test day. **Students must complete the Questionnaire under supervision in school.**
- Completing the Questionnaire may take up to 45 minutes, so schedule a session ahead of test day to walk students through filling out these fields. If you choose to complete the preadministration session on test day and it takes longer than expected, you must still give students the full amount of time for each of the test sections and breaks.
- Plan to distribute copies of the *PSAT 10 Student Guide for Digital Testing* and information for parents in advance of the preadministration session. Let students know that before the session they should read the *PSAT 10 Student Guide for Digital Testing* and should talk to their parents about participating in Student Search Service. The Student Guide provides a link to College Board's privacy policies, which explain how student data, including mobile phone numbers, are used.
- If students are absent for your preadministration session, plan a session with them at some other time before test day.
- Part 2 of this manual includes detailed instructions and scripts for conducting the session. Also see Prepare Your Preadministration Session on page 36 for detailed instructions on planning the session.

Plan Training Sessions

You'll receive a link to access training approximately 6 weeks before test day. Other test day staff must either take the online training or be trained by the test coordinator. You can share the link in the email with other test day staff, such as SSD coordinators and proctors. Make sure any off-site test coordinators and proctors are given training. Schools can determine the best way to train other test day staff.

See Train Your Staff on page 21 for a list of topics your staff should review prior to testing.

Plan Your Test Day Schedule

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

Plan Accommodated Testing Window Schedule

- All students on the NAR are eligible to test in the accommodated window.
- Meet with your staff to determine when to start testing students eligible to test in the accommodated window. If possible, start testing on the primary test date.
- For students who require 2-day testing, schedule the second day of accommodated testing on the next consecutive school day.
- Be sure to allow for rooms needed for 2 days of testing.
- Track any absentees and plan for them to test as soon as they return to school within the accommodated window.

Plan Student Check-In

Depending on your needs, plan for either a central check-in or a room check-in. See Admit Students to the Testing Area on page 39 for more information. If you're using a central check-in, you'll need to designate a waiting area where students can assemble before testing and to inform staff and students of the location.

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

Post Testing Room Assignments

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

IMPORTANT: Take care not to post any student's personally identifiable information such as date of birth.

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

Plan for Breaks

Students may have snacks and drinks in supervised designated areas during scheduled breaks in testing. Before test day, designate 1 or more areas near the testing rooms to use for this purpose. Avoid allowing students to eat their snacks in testing rooms as food and drinks aren't allowed near test devices.

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

Plan for Makeup Testing

Be sure you're aware of the makeup date for your school in the event you need to administer makeup testing. Makeup testing requires that you follow all of the same policies as those for the primary testing day. If students requiring a makeup test have participated in a preadministration session, securely store their test tickets until you hold the makeup testing.

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

- Compile the list of students who were absent or experienced an irregularity and who require a makeup test.
- Identify the number of rooms needed.
- Set aside testing devices and a packet of materials, including manuals and IR forms for the makeup rooms.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary.
- Prepare for administering any accommodations required.
- After testing, return materials following procedures in After the Test Tasks and Information on page 42.

Plan for Off-Site Testing

Most schools participating in PSAT 10 administrations will use their school as the test location. However, schools that submitted a request and received approval for an off-site testing location may need to plan for administrations at more than 1 location. The school (AI) code is common across all testing locations associated with your school.

- Assign an off-site test coordinator for each approved off-site location and off-site proctors as needed.
- Confirm that each off-site meets all requirements for digital testing room and device setup. Off-sites must have internet connectivity, devices for proctors, configured devices for students, and access to a power source. See the Step-by-Step Guide at digitaltesting.collegeboard.org/digital-preparedness.

- Make sure off-site test coordinators and proctors are provided with training.
- Plan for secure transport of materials to off-site locations.
- Each location's test coordinator is responsible for ensuring that the off-site test location meets the requirements for test materials security, room configuration, seating (round tables are prohibited for testing), and test day staffing as described in this manual.

KEY INFORMATION

Timing for the PSAT 10

This chart can help you plan your test schedule. It includes the total testing time without the preadministration (45 minutes), reading of the script (15 minutes), buffer time (up to 5 minutes per test section), and dismissal (5 minutes or more).

TIMING FOR THE PSAT 10

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

Manage Test Day Impacts

Administering the PSAT 10 will affect how your school normally operates. Plan ahead to ensure the day will go smoothly for those who are testing and those who aren't.

TASKS

Prepare to Collect Student Belongings

College Board requires testing staff to collect mobile phones, wearable technology (e.g., smartwatches or fitness trackers), and other prohibited electronic devices before administering the PSAT 10 if permitted under school policy. Plan ahead for collecting electronic devices and backpacks as students enter the testing room. For more information, see Maintain Security on page 21 and Collect Students' Personal Belongings on page 55.

Plan for Test Day Impacts to Rooms and Students

- Arrange for bells and announcements to be silenced on test day.
- Be sure to schedule lunch for students after testing concludes.
- Review the schedule of classes that would normally meet in the rooms you have identified for testing.
- For test day, the school may need to adjust or relocate classes, and/or schedule study halls, field trips, practice testing, or other activities for students not testing.

- Create a list of test day room/activity assignments for nontesting students. A few days before test day, share the list with staff, post it in offices, and create individual room signs for display in all affected classrooms.

Establish a Signaling System

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

Minimize Distractions

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

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

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

Train Your Staff

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

TASKS

Hold Training Sessions

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

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

If you have not already done so, have prospective staff read and sign the Testing Staff Agreement.

Be sure to review the following:

- Using the TA Interface
- Maintaining security in the testing room
- Procedures for collecting student belongings (if school policy permits)
- Seating policies
- Calculator and cell phone policies
- General responsibilities of each position
- Equipping the testing room
- Timing of the test and breaks
- Testing room forms and reports
- Signaling plan for test day
- Administering accommodated testing when applicable

Additional Resources

In addition to this manual and the *Digital Testing Room Quick Start Guide*, you may find additional guides for the AIR Test Delivery System at digitaltesting.collegeboard.org.

This includes:

- Test Information Distribution Engine (TIDE) User Guide
- Test Administrator (TA) User Guide
- Secure Browser Installation Guide - provided by operating system
- Quick Guide for Digital Testing Technology
- Digital Test Preview Guide

Share Role and Room Assignments

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

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

Maintain Security

Electronic devices, including phones and smartwatches, can be used to record test questions and answers or to bring answer keys into the testing room. College Board strictly prohibits such devices to protect test content and prevent security breaches.

Phone access is not allowed in the testing site (unless approved for use as an accommodation). Consequences for using prohibited devices include **dismissal, score invalidation, and collection of the electronic device for investigation**. Refer to the Irregularity Chart for direction on how to address students caught using prohibited devices and aids. An IR must be completed for all incidents.

TASKS

Inform Staff of Policies

Make sure your staff understands and follows these policies:

- Prepare testing rooms by covering up or removing any instructional material, such as maps and charts.
- Review instructions under Collect Students' Personal Belongings on page 55 to plan ahead for collecting or storing electronic devices (depending on school policy) as students enter the testing room. Instruct students to disable any alarms and power off electronic devices.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities unrelated to testing, such as using a phone, using a computer, or grading papers.
- Make sure at least 1 staff member is in the testing room at all times.
- Make sure students are monitored during scheduled and unscheduled breaks.
- Make sure students do not access calculators, phones, or prohibited aids during breaks.

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

- Do not leave test materials or test devices unattended by testing staff under any circumstances.
- Make sure test materials are not removed from the room.
- No student may eat or drink during testing unless they have an approved accommodation.

 *Immediately report significant problems or events that interfere with specific testing procedures or compromise test security, either before or on test day, to PSAT 10 School Day Support. See the Irregularity Chart on page 119 for more information.*

KEY INFORMATION

Prohibited Aids and Devices Policies

Make sure your staff understands and enforces these policies.

Students are advised not to bring their phones into the testing room. Despite this, many students will have their phones with them on test day. Some alarms are set to sound even when the device is turned off.

During the opening scripts proctors read to students, proctors will remind students to power off and (if school policy permits) to turn in their phones and other electronic devices if they haven't already. After the opening scripts, proctors are directed to check desks for prohibited devices and aids, which cannot be on the desks or accessed during testing, including breaks.

Once the script has been read and all desks are cleared, if a prohibited device makes noise or creates a disturbance (e.g., flashing light) while in a student's possession, or if a student is seen with a prohibited device, the test coordinator must dismiss that student and, if warranted, collect the device. (More information about when you should collect a device appears in the Irregularity Chart under Security Violations/Student Misconduct.) Contact the Office of Testing Integrity (OTI) immediately for further instructions if test content is detected on the device.

If a student's phone makes noise or creates a disturbance while in the proctor's possession or stored away from the student's desk, this shouldn't be considered grounds for dismissal, but the proctor should power off the phone to prevent additional disturbances during testing and warn the student that additional disturbances will result in dismissal.

Prohibited Devices and Aids

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

- Mobile phones, smartphones, smartwatches, or other wearable technology
- Audio players/recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Books, notes, or references of any kind (not including EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including notes and scratch paper
- Earplugs
- Unacceptable calculators that have computer-style (QWERTY) keyboards, use paper tape, make noise, or use a power cord

Service animals, such as guide dogs, may be permitted without an accommodation and should not be turned away.

Device Collection Procedures

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

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

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

Medical Devices

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

Other medical devices, such as devices used for testing blood sugar, require an accommodation. In some cases, a student may be approved in SSD Online to have a cell phone in the testing room for use with a glucose monitor. Only students specifically approved to have a cell phone in the testing room may do so. Approval to test blood sugar doesn't permit the student to have a cell phone unless also approved for use of a cell phone. For more information, see *Collect Students' Personal Belongings* on page 55.

Test Monitoring Responsibilities

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

Staff must monitor students at all times during the administration and breaks. They should walk around the room during the test to make sure each student is working alone and not experiencing any technical issues. No one involved in the test administration should read, grade papers, or engage in any activity unrelated to the test administration.

Staff should allow only 1 student at a time to take an unscheduled break, and remind the student that no extra time will be allowed for the break (unless the student has been approved in SSD Online for breaks as needed). As the student leaves the room, staff should make sure the student has navigated to an unanswered question.

Seating Policies

Have proctors follow these procedures:

- Develop a seating plan ahead of time that follows the seating guidelines for type and spacing of seats. (See *Digital Testing Room Seating Arrangements* on page 131.)
- Assign seats at random or by prearrangement with the test coordinator. Seating should not be arranged in any predictable order. **Never allow students to select their own seats.**
- Use the seating chart on the back cover of this manual to record the seating in their rooms for future reference. Test coordinators should keep all seating charts for at least 6 months.

Calculator Policies and Guidelines

Calculators may only be used on the Math Test – Calculator portion of the test, unless a student is approved by College Board to use a basic 4-function calculator as an accommodation on the Math Test – No Calculator portion. Students may only have calculators on their desks when working on these questions. See *Acceptable Calculators* on page 109.

General policies are as follows:

- If students choose to, they may bring and use a calculator, especially one they're familiar with, on the Math Test – Calculator portion of the PSAT 10. A scientific or graphing calculator is recommended.
- There is an embedded graphing calculator in the secure browser for students to use on the Math Test – Calculator.
- If your school provides calculators, you must ensure the devices are on the list of acceptable graphing calculators in the Appendix, have working batteries, and are functional. Make sure students are familiar and comfortable with how to use any school provided calculators.
- Students may also bring acceptable backup calculators. If they want to use a separate calculator, they can, but if it fails, they can always use the embedded one.
- Students may not share calculators.

Monitoring Equipment Use

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

- Only handheld equipment that doesn't require an external power source can be used for testing.
- All scientific calculators and most graphing calculators are acceptable. See *Acceptable Calculators* on page 109. All 4-function calculators are permitted on the Math Test – Calculator, but not recommended.

- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

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

Handheld Calculator Malfunction

Students who are using a handheld calculator should raise their hand if their calculators malfunction during the test. Tell them to switch to using the embedded calculator tool. If students have a backup calculator they would prefer to use, confirm that the calculator is acceptable for use. See Acceptable Calculators on page 109.

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

Devices

All devices supporting the digital test administration must meet College Board's minimum system requirements (hardware/software) for testing as detailed in the Step-by-Step Guide at digitaltesting.collegeboard.org/digital-preparedness. All devices used for the administration must be able to connect to the internet via wired or wireless networks to launch the Test Administrator (TA) Interface and the AIR Secure Test or CB Secure Browser. All permitted test-taking devices must meet the minimum system requirements.

Test Coordinator Device: Each test coordinator will need a dedicated device to set up and monitor the test administration. Access all digital testing environments at digitaltesting.collegeboard.org.

Proctor Device: Each digital testing room must have a dedicated device with access to the TA Interface. The proctor will use the device to open a test session, approve students to test, and monitor the test session.

Student Test-Taking Device: Each student must have an assigned test-taking device with the appropriate version of AIR's secure browser installed. Devices using Chrome OS or iOS must have the AIR Secure Test application. Devices operating on Windows, Mac, or Linux operating systems must have the CB Secure Browser.

IMPORTANT: If your school uses AIR Secure Test to deliver other tests (i.e., end of course, or other state assessments), the application must be configured for College Board tests. Before starting the test or the preadministration session, students must use the **4-square menu** icon to access the secure browser launchpad then select **College Board (PSAT 8/9, PSAT 10, SAT)** from the **Please select your organization or state:** drop-down. **College Board (PSAT 8/9, PSAT 10, SAT)** auto populates in the **Choose Your Assessment Program** drop-down.

Devices may not be shared among students. You should plan to have additional devices available for use as backup in case of equipment failure during testing (e.g., dead battery, broken hardware, etc.) Students aren't allowed to use any test-taking device other than those provided by the school.

College Board strongly recommends that all test-taking devices have access or be connected to a power source for the duration of testing. If this is not possible, all test-taking devices must be able to hold a charge for a minimum of 5 hours. Students should be allowed to move closer to a power source to maintain a charge. If students must change seats within the room to connect to a power source, note the location on the seating chart.

Students with accommodations requiring the use of an approved assistive technology device should pretest the device with the secure browser application in Student Digital Test Preview mode prior to test day to ensure operational functionality. Please see Set Up for Testing Students with Accommodations on page 52.

There is always a risk of disruption during paper or digital testing, including computer issues. College Board has put procedures in place to allow administrators and students to recover from disruptions and complete testing. Despite such efforts, there are situations where College Board's only option is to schedule a makeup test.

Digital Testing Preparation in TIDE

To prepare for digital testing, navigate to TIDE through the College Board Digital Testing Portal at digitaltesting.collegeboard.org. The test coordinator or designee must complete the tasks outlined in this section before test day.

Add Users

Test coordinators must create user accounts in advance of test day to ensure test day staff have time to set up their accounts and practice managing a digital test using the TA Interface Practice Site. Follow these steps to create accounts:

1. Sign in to TIDE.
2. Under **Preparing for Testing**, select **Users**.
3. From the drop-down, select **Add Users**.
4. Enter the user's email address, then select **Add User**. (Note: the user's email address will also be their account username.)
5. Enter the user's first and last name.
6. Select the user's role.
7. Click **Save**.

After accounts are created, all users will receive an email from AIR with a link to establish their user account.

Manage Accommodated Student Settings

All student test settings, including all accessibility features (e.g., extended time, text-to-speech, etc.) must be configured in TIDE before test day to ensure student access to the digital test. TIDE synchronizes with the secure browser and TA Interface to accurately reflect all student information across all testing applications.

Use the **Test Settings and Tools** drop-down to view and edit accessibility features and accommodations for students approved to test with an accommodation. Refer to cb.org/testsettings for details and the steps for assigning test settings and tools.

Print Test Tickets

A test ticket contains the student's information for signing in to the test (exclusive of the Session ID). Each student must have a test ticket to access the test. The proctor in each session will distribute the tickets to the students assigned to their testing room on test day.

TIDE generates the test tickets as a PDF for download. You can print the tickets from your student list or from the roster view if you created TIDE rosters.

You should print test tickets before test day. Ensure that all materials are locked away in a secure area, such as a locked cabinet, closet, or vault, and check them carefully for tampering.

IMPORTANT: *Don't print materials until all student and test day details have been finalized. If any changes are made, be sure to reprint any materials affected by the change.*

Printing Test Tickets from Student List

1. Sign in to TIDE.
2. Under **Administering Tests**, open the **Print Test Tickets** drop-down.
3. Select a print option (**Student List or Roster**) from the drop-down.
4. Use the search/filter options to select the students to print.
5. Click **Search**.
6. Select the students from the list.
7. At the top of the list, select the printer icon.
8. From the drop-down, select **My Selected Test Tickets** or **All Test Tickets**.
9. A new window will appear. Select from the available options. Make sure the tickets clearly display the student name and registration number.
10. Click **Print** (a PDF will automatically download).
11. Open the PDF and print tickets.

Proctor Clock in the TA Interface

The proctor's clock in the TA Interface displays the time allowed for the test section in accordance to the test session attribute selection (i.e., standard or extended time, etc.). Upon the start of the timed portion of the test, the clock will display a message as students start the test, then the clock will count down the time remaining in the section. Each individual test-taking device manages a student's time on the test section. When the allotted section time ends, the proctor's clock will change color and begin to count up to a maximum of 5 minutes to account for any variability in student start times. This 5-minute buffer time also allows any student who has experienced an interruption due to a technical issue to be allotted their lost time up to 5 minutes.

The session will automatically end either when the testing time for all students expires, or when the 5-minute buffer is reached, whichever comes first. The TA Interface will alert you that the test session has ended; click **OK** and begin a new session for the next test section (click **Select Tests**).

Students must be given their full testing time per section. Don't stop the session early, even if all students appear to have completed testing in the section.

Student Clock Tool

As part of the universal toolset, students have access to the clock tool in the secure browser that displays the time remaining in the test section. The student can choose to hide or unhide the clock throughout the test.

At 5 minutes remaining, the student clock will turn red and provide a pop-up warning message. The student can't hide the clock once the 5-minute warning displays.

Proctors can monitor student test progress in the TA Interface, which will display the approximate time remaining for each student.

IMPORTANT: *Unless there is a midsection break (for some accommodation scenarios), proctors will not announce a warning for 5 minutes remaining in the section. The time displayed for each student may reflect different times based on the student's entry to the test section.*

Although students have access to the clock tool, the proctor should note the approximate start and stop times on the board to aid students' time management during the test. See the timing charts in the Appendix on page 104.

Remind proctors that it is their responsibility to:

- Monitor student test progress and the timing of each test section.
- Record the Session ID and approximate start and stop times in the area provided in the scripts.
- Inform you immediately of any timing irregularities.
- Record irregularities and actions taken on the IR.
- Refrain from stopping a session early by clicking the **Stop** icon (except in case of an actual emergency); the TA Interface will automatically end the session when time expires.

Prepare to Test Students with English Learner Supports

College Board provides supports for English learners who may need them. The supports used for testing should align to the supports that students use for classroom tests. The available EL supports include 50% extended time on the entire test, translated test directions, and permission to use an approved word-to-word bilingual glossary. Scores are scholarship reportable.

TASKS

Once you identify the students who require EL supports and the languages they need, you'll have to provide the supports and plan for 50% extended time for those who need it. This support must be requested each academic year for students who need it.

Provide Translated Instructions and Glossaries

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

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

Prepare for Extended Time EL Support

EL students testing with 50% extended time must be entered in SSD Online in advance of the deadline. They will display on the NAR to facilitate planning. When determining room assignments, you can place these students with other students taking the test with 50% extended time on the entire test so long as no other accommodations are being administered that would require different timings or breaks.

Prepare to Test with Accommodations

College Board requires preapproval for all accommodations. Providing accommodations without authorization may result in the student's scores being invalidated. To help ensure students testing in your school receive reportable scores, provide testing accommodations only under one of the following conditions:

- The student is included in the school's SSD Online dashboard of students with approved accommodations.
- The student appears on the online NAR accessed by the SSD coordinator.
- Your SSD coordinator has verified the student's eligibility with the College Board SSD office.
- The student has a documented College Board approval for accommodations or has documented approval for a state-allowed accommodation in SSD Online.

If a student presents an eligibility letter, but does not appear on the NAR, you can test them as long as you can configure their Test Settings in TIDE, or have the paper testing mode materials if they are needed.

All other students, including those who are testing with College Board–approved accommodations, are expected to test digitally. This manual includes scripts for all students, standard and accommodated. Accommodated students must adhere to all standard testing administrative procedures, requirements, and timing regulations unless otherwise approved as an accommodation.

Accommodated students who are absent on test day should test later in the accommodated testing window using the digital testing platform. If you have accommodated students who experience an irregularity on test day that may warrant a makeup, contact the SSD office as soon as possible.

If students test with any accommodations that are not preapproved in SSD Online, scores for those students will be invalidated.

TASKS FOR TEST COORDINATORS

Check Room Assignments for Accommodated Students

As the test coordinator, you're responsible for creating room assignments for all students, including those testing with accommodations. See *Build Your Room Rosters* on page 17 for more information. Proctors testing in accommodated rooms should closely review Part 2 of this manual for additional details about administering the test with accommodations.

Manage Student Test Settings

All student test settings (e.g., extended time, text-to-speech) must be configured in TIDE before test day to ensure student access to the digital test. TIDE synchronizes with the secure browser and TA Interface to accurately reflect all student information across all testing applications.

Test coordinators should update test settings in TIDE with the appropriate accessibility features for individual students testing with accommodations. Use the **Test Settings and Tools** drop-down to view and edit accessibility features for students approved to test with an accommodation. Not all accommodations require setup in TIDE. Refer to the section *Digital Testing Tools for Students with Accommodations* on page 112 for more details.

Assign Any Support Staff for Accommodated Students

- Using the list supplied by your SSD coordinator, assign support staff, such as scribes, or sign language interpreters (for directions only), to students approved in SSD Online for them. Follow the same guidelines as for other staff assignments (see *Train Your Staff* on page 21).
- Don't assign a support staff member to a student who is a relative of the staff member.
- Assign a single scribe to each student. (Scribes can't be shared unless students are testing on different days in the window.)
- Notify scribes that their students will take the test with 50% extended time unless a student is already approved in SSD Online for 100% (or more) extended time. Students assisted by a scribe must test in a 1-to-1 setting.

Continue to Check for Approvals and Plan for Testing Needs

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

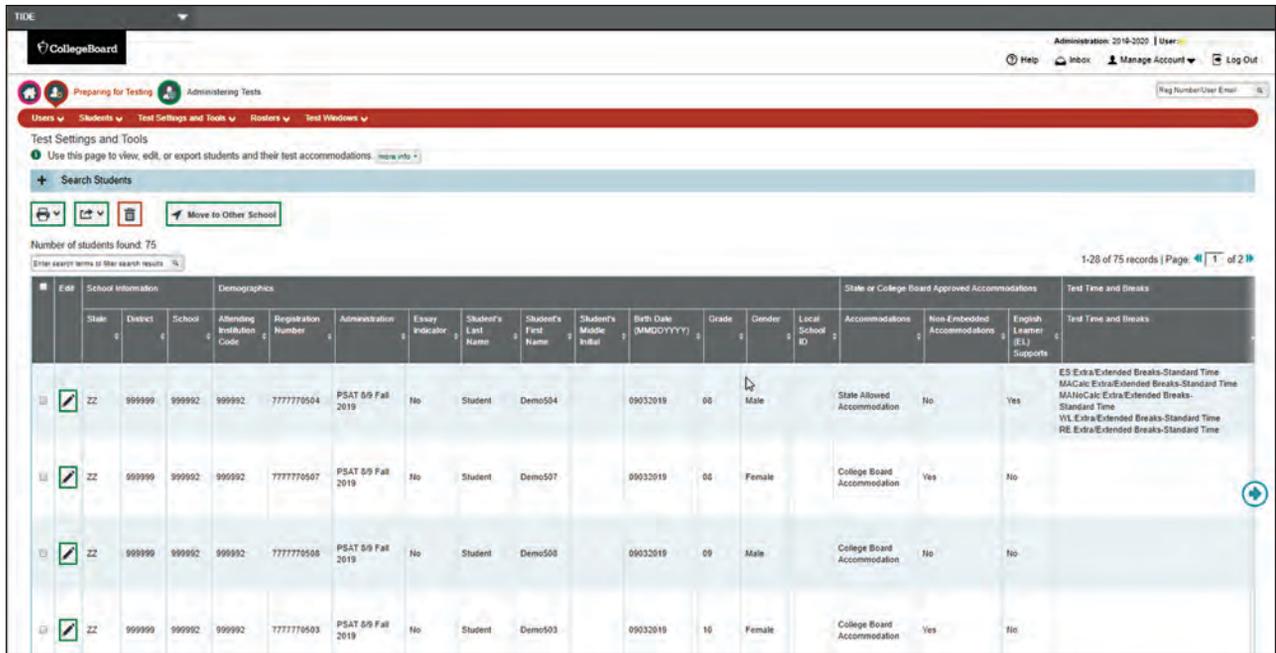
- Ask the SSD coordinator to alert you if they're notified that a student received approval for accommodations. Contact the SSD office if you don't receive materials for all students approved for accommodations.
- If necessary, adjust staffing and rooms to allow for additional accommodated students.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

Test Settings in TIDE

Test settings can be set or changed manually within an individual student’s record in the TIDE platform.

To edit test settings within a student record:

1. Click the **Student Information** task menu, then click **View Edit Export Student**.
2. Enter search criteria into the fields provided to retrieve student records. Click **Search**.
3. To view and edit student test settings, click the icon next to the appropriate student’s individual record. 

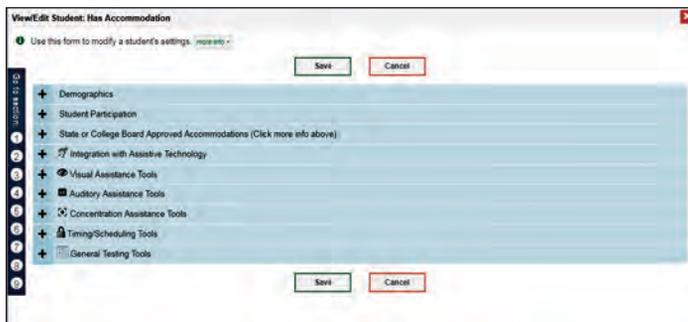


Number of students found: 75

1-28 of 75 records | Page 1 of 2

Flag	School Information			Demographics							State or College Board Approved Accommodations			Test Time and Breaks			
	State	District	School	Attending Institution Code	Registration Number	Administration	Essay Indicator	Student's Last Name	Student's First Name	Student's Middle Initial	Birth Date (MMDDYYYY)	Grade	Gender	Local School ID	Accommodations	Non-Embedded Accommodations	English Learner (EL) Supports
	ZZ	999999	999992	999992	7777770504	PSAT 8/9 Fall 2019	No	Student	Demo504		09032019	08	Male	State Allowed Accommodation	No	Yes	ES Extra/Extended Breaks-Standard Time MA/NoCalc Extra/Extended Breaks-Standard Time VI Extra/Extended Breaks-Standard Time RE Extra/Extended Breaks-Standard Time
	ZZ	999999	999992	999992	7777770507	PSAT 8/9 Fall 2019	No	Student	Demo507		09032019	08	Female	College Board Accommodation	Yes	No	
	ZZ	999999	999992	999992	7777770508	PSAT 8/9 Fall 2019	No	Student	Demo508		06032019	09	Male	College Board Accommodation	No	No	
	ZZ	999999	999992	999992	7777770503	PSAT 8/9 Fall 2019	No	Student	Demo503		09032019	16	Female	College Board Accommodation	Yes	No	

4. On the **View Edit Student** page, the student’s test settings will be displayed in separate sections, as shown in the graphic below.



View/Edit Student: Has Accommodation

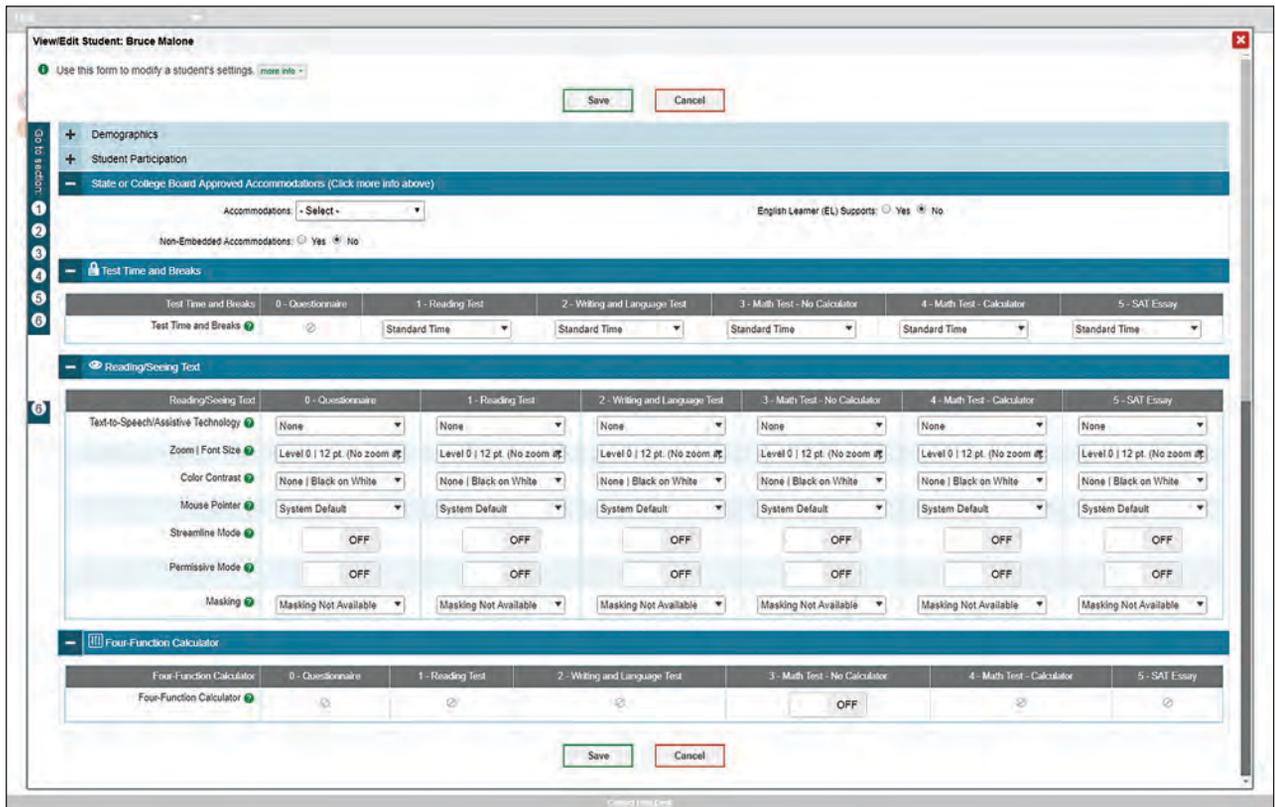
Use this form to modify a student's settings.

Save Cancel

- Demographics
- Student Participation
- State or College Board Approved Accommodations (Click more info above)
- Integration with Assistive Technology
- Visual Assistance Tools
- Auditory Assistance Tools
- Concentration Assistance Tools
- Timing/Scheduling Tools
- General Testing Tools

Save Cancel

- Expand the sections, and select the settings from the drop-down menus or use the switch to turn a setting on or off.



- Click **Save** at the bottom of the page to update the student's settings.

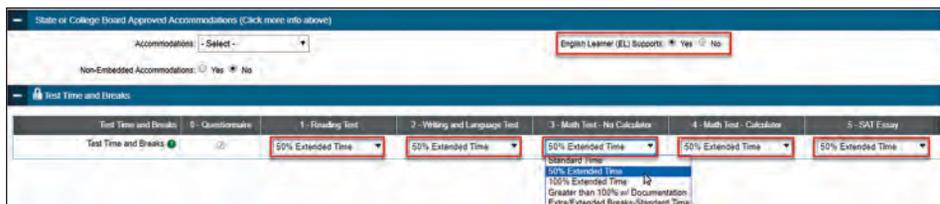
IMPORTANT: All updates to student test settings must be completed prior to test day.

Test Settings with Special Dependencies and Requirements

The following test settings in this section have dependencies and/or additional requirements.

English Language Supports

For students approved to receive EL supports, the support must be indicated in TIDE. Select **English Learner (EL) Supports: Yes**. Any student with this setting must also be given 50% extended time for all sections of the test, unless they are approved for more. Edit the timing for the student in the Test Time and Breaks section.



Text-to-Speech (TTS)

Text-to-Speech Rules defined:

The **TTS: Read Text Only** accommodation provides a short description of each image. This enables the native speech synthesizer to read the text on the screen and the short image description. It's intended for students who don't require a detailed description of images, and requires 50% extended time, unless approved for more.



The **TTS: Read Text and Graphics** accommodation renders an alternative long description for each image. In addition to reading the text on the screen, the native speech synthesizer reads the alternative long description of images. It's intended for students who require detailed image descriptions and requires 100% extended time, unless approved for more.



Assistive Technology for Screen Readers and Refreshable Braille Devices

For students testing with a screen reader such as JAWS® or NVDA, please refer to [cb.org/testsettings](https://www.collegeboard.org/testsettings) for configuration requirements.

The AT accommodation (i.e., JAWS, NVDA, Braille Display) renders an alternative long description for an image to convey the necessary information. It is intended for students with visual impairment using assistive technology devices, including screen readers such as JAWS, NVDA, and refreshable braille displays (RBDs). It is automatically enabled with the assistive technology (AT) accommodation. Students test with standard time, unless approved for other extended time accommodation.

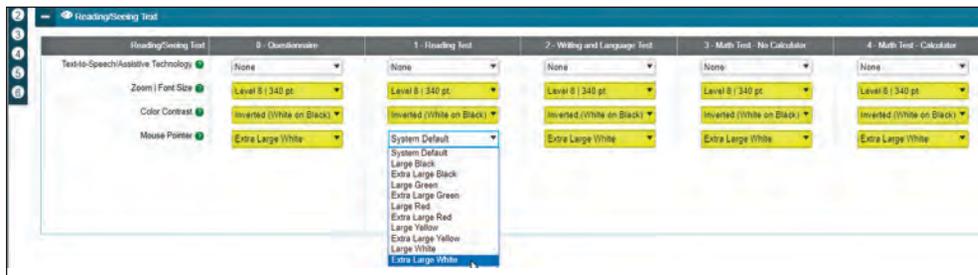


Braille Graphs and Figures

Students testing with the assistive technology accommodation, and using a screen reader and/or refreshable braille device can request prebossed tactile graphics as supplementary materials. These materials can be requested for the digital PSAT 10 by contacting College Board directly.

Visual Assistance for Color, Font Size, and Mouse Pointer

For students who have color and/or font size accommodations, also consider adjusting the mouse pointer according to the preferred color and size for greater visibility.



IMPORTANT: Students who receive a zoom level (font size) of 5 or greater will see the test in the streamlined mode. The setting will be enabled for the student automatically in the secure browser.

Non-Embedded Accommodations

For any accommodations that are not provided through the secure browser, including modified settings, preferential seating, small group seating, 1-to-1 testing, or wheelchair accessibility, select **Yes** for Non-Embedded Accommodations.

 A screenshot of a form titled "State or College Board Approved Accommodations (Click more info above)". It contains:

- An "Accommodations:" dropdown menu set to "- Select -".
- Radio buttons for "English Learner (EL) Yes" and "English Learner (EL) No", with "No" selected.
- Radio buttons for "Non-Embedded Yes" and "Non-Embedded No", with "No" selected.
- A label "Supports:" followed by a faint, illegible text field.

TASKS FOR SSD COORDINATORS

Work with the Test Coordinator

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

- A copy of the NAR. The SSD coordinator will need to review the students listed on the NAR to confirm that all students are reflected as anticipated. If any student eligible to test is approved for accommodations in SSD Online but doesn't appear on the NAR, the SSD coordinator should handwrite the student's name, SSD number, and accommodations at the bottom of the NAR.
- A list of students approved for accommodations, and notification of any updates to apply to the Master Student List.
- A list of needed support staff for accommodated students.
- Assistance with planning for rooms and materials.
- Assistance with planning the accommodated rooms and materials for students testing with digital alternatives.

Request Accommodations and EL Supports

The SSD coordinator submits requests for accommodations and EL supports for your students. All accommodations for students with disabilities must be approved in advance in SSD Online. College Board–approved accommodations last until a year after the student's graduation. Some requests will be automatically approved upon submission of the request, while others will require documentation. Requests that require documentation review may take approximately 7 weeks to process from the date we receive all documentation.

For EL students requiring 50% extended time for the entire test, the SSD coordinator will work with the test coordinator to submit the request in SSD Online. Unlike College Board accommodations, the EL 50% extended time support must be requested each year for students who need it. This is the only EL support that must be requested in SSD Online.

- Each school must have 1 (but may have more) designated SSD coordinator with access to SSD Online.
- For detailed instructions on how to access SSD Online, see collegeboard.org/ssdonline.

IMPORTANT: If a student needs temporary assistance for an injury such as a broken arm or concussion, contact the SSD office. The support must be requested and approved before test day using the Support for Students with Temporary Physical/Medical Conditions form and won't be requested in SSD Online.

Review Approvals and Add New Requests

The SSD coordinator will:

- Identify students testing this year and confirm accommodations.
- Use the dashboard in SSD Online to look up students or print the eligibility roster. The roster lists all students approved for accommodations at your school.
- Submit a request in SSD Online for new students or students who need accommodations that have not yet been requested.
- Verify the following information for students with previously approved accommodations:
 - ◆ The accommodations approved match the student's current identified accommodation needs. (Submit updates in SSD Online.)
 - ◆ The student's name and birth date are correct. (Submit a change request form to make any updates.)
 - ◆ The student's graduation date is correct. (Any updates must be made to the eligibility roster.)
- Submit updates to the eligibility roster (e.g., removing students no longer at your school or correcting graduation dates). Contact information is provided at collegeboard.org/ssdonline.
- Submit requests in SSD Online to transfer newly enrolled students with previously approved accommodations to your school's SSD dashboard. On the first screen of questions, respond that a request for accommodations has already been submitted, and that the student is a transfer student.
- Work with the test coordinator to determine which students will be using the EL support of 50% extended time and submit the request in SSD Online by the EL deadline. This is the only EL support that must be requested in SSD Online.

Download and Verify the Nonstandard Administration Report (NAR)

The SSD coordinator will need to supply the test coordinator with the NAR regularly in the weeks leading up to the test administration. The NAR, which can be accessed through SSD Online, will be available about 30 days before test day and will be updated as accommodations are approved. A final NAR should be provided to the test coordinator in the days before testing to ensure proper planning for test day.

IMPORTANT: If you submit late requests for accommodations or supports requiring paper-testing mode materials after the deadline, you will need to call SSD to confirm that any required materials can arrive in time for testing.

KEY INFORMATION

Types of Accommodations and Materials

College Board offers extended time; special formats such as braille and text-to-speech; and other accommodations to students with documented needs and an approved request in SSD Online. Some students may be approved in SSD Online for 1 or more alternate test formats.

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

Extended Time

If a student is testing with an extended time accommodation (e.g., 50% or 100%), the secure browser will display the student clock with the appropriate amount of extended time based on the student's test settings.

IMPORTANT: Students testing with extended time and students approved for extra breaks require a midsection break that must be managed by pausing the test session from the TA Interface. The proctor should follow the instructions for initiating a break as prompted by the scripts.

IMPORTANT: If a student is approved to test with more than 100% extended time, contact PSAT 10 School Day Support for additional guidance.

Test Aids and Support Staff

Students may be approved in SSD Online for aids or support staff such as a braille device or scribe to record responses.

Scribes and interpreters should be instructed on exam security and how to proceed during the exam administration.

Students approved for accommodations that include a scribe or equipment that might disturb others, or students taking the same assessment with varying amounts of extended time, must be seated in separate rooms. Before the assessment, the students should also discuss with their interpreter or scribe how best to work together. **A proctor must be in the room at all times.**

Readers

Students approved for a reader can test with a human reader or digitally with TTS.

IMPORTANT: From this point forward, "reader" refers to a human reader unless "screen reader" is specified.

For students using TTS, see Test Aids and Support Staff above. Students testing with a human reader should be testing with a paper accommodation. The proctor should use the *PSAT 10 Coordinator Manual* along with the printed test book and answer sheet.

Recording Responses – Digital Scribes

Some students may need accommodations related to the recording of answers. These accommodations may include the following methods:

- Clicking and selecting answers in the secure browser.
- Dictating answers and text to a scribe to enter in the secure browser; they may not prompt the student in a way that would result in a different response.
- Using other assistive technology and having a scribe record answers, as needed.

Students who are deaf or hearing-impaired:

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

State-Allowed Accommodations (if Applicable)

State-allowed accommodations (SAAs) may be available depending on your state. If available, SAAs allow students to use defined accommodations or supports; however, they do not result in scholarship reportable scores. Students with SAAs can be seated in the same room as other students with College Board–approved accommodations.

Prepare Your Students

TASKS

Inform Students About the PSAT 10

3–4 weeks before the test:

- Meet with students, including those with accommodations, to go over their schedules and important information for test day. Be sure to inform any students testing with 100% extended time they will be testing over 2 days. If your school is conducting an extended break for students testing with 50% or 100% extended time, remind those students to bring a lunch to the testing room. Let all other students know that lunch won't be served until after testing ends.
- Encourage students to visit the Student Digital Test Preview at digitaltesting.collegeboard.org/for-students to become familiar with the tools and functionalities of the secure browser. When communicating to students, emphasize that a

universal toolset, including a calculator, is available within the secure browser and will be available for use during testing. Share the website and inform students they can access the preview as guest users—no username or password required.

At least 2 weeks before the test:

- Distribute the *PSAT 10 Student Guide for Digital Testing* to students. It's also available online at digitaltesting.collegeboard.org/for-students.

Before the week of the test:

- If students take devices home (e.g., 1-to-1 assignments), provide instructions for preparing their devices before test day.
- Verify students testing with accessibility tools are able to use the secure browser successfully.
- Remind students how to access the Student Digital Test Preview.
- Remind students of the test date and time.
- Remind students to bring the following on test day:
 - ◆ 2 pencils or pens for scratch work.
 - ◆ an acceptable calculator (optional; see Acceptable Calculators on page 109).

Inform Families About the PSAT 10

We suggest you inform students' families of what students can expect on test day and what the PSAT 10 means to their college and career planning. Let them know about Official SAT Practice from Khan Academy. Make them aware of additional privacy policies as described in the so they can discuss them with their child.

KEY INFORMATION

When and Where to Report

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

What to Bring on Test Day

Tell students to bring the following on test day:

- Charged and configured testing devices (if they are school-owned and assigned to students to take home).
- Pens or pencils for scratch work.

- Acceptable calculator (for the Math Test – Calculator portion of the test only).
- Earphones, if using an AT or TTS audio format.
- Acceptable photo ID that includes their name and signature, if testing at a school they don't regularly attend. (See Photo ID Requirements on page 118.)
- For students approved in SSD Online to use a calculator on the Math Test – No Calculator portion of the PSAT 10, a separate, basic 4-function calculator. (Percentage and square root functions are permitted.)

IMPORTANT: *If you have students with College Board approval to use a calculator on the Math Test – No Calculator portion of the PSAT 10, a calculator will be available to them in their secure browser test tools.*

We also recommend that students bring snacks and drinks (which must be stored under the students' desks during testing).

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

What Not to Bring on Test Day

Students may not have items listed under Prohibited Devices and Aids on page 22 (except in the case of accommodations approved in SSD Online for specific aids).

IMPORTANT: *Remind students that scratch paper will be provided on test day, issued by the proctor. Students should not bring their own.*

Marking Answers in the Secure Browser

Correctly selecting answers in the secure browser is very important. Students must be sure the radio button next to the response they wish to choose is selected. Some questions in the Writing and Language Test consist of **only** the four answer options (with only the question number above the options). In these cases, students should choose the option they think is the best choice in the context of the passage. For student-produced response questions on the Math Test, students will type their answers directly in the secure browser following the instructions outlined in the test.

Important Reminders for AT and TTS Users

Share these important details with your AT and TTS format users ahead of test day.

- Students using the AT or TTS formats should use earphones. Schools can provide earphones, if necessary; however, students should use earphones they're comfortable using. Bluetooth capabilities are not allowed (i.e., no AirPods).

- Students using either format should practice to become familiar with the test platform before testing. Students with accommodations requiring the use of an approved assistive technology device should pretest the device with the secure browser in the Student Digital Test Preview prior to test day to ensure operational functionality. Please see Set Up for Testing Students with Accommodations on page 52.

Prepare Your Materials

TASKS

Identify Authorized Staff

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

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

Check the Test Materials Shipment

Your test materials shipment may include materials for both digital testing rooms and rooms for students with paper-and-pencil accommodations, if you requested them.

If you received testing materials (e.g., test books and answer sheets), select a secure, locked location for storing them, and confirm that access to the storage area is limited to no more than 3 authorized individuals.

Standard and accommodated materials will be shipped separately to the test coordinator. You should receive testing materials approximately 10 days before test day. You will receive an email alert to notify you that your test materials have been shipped.

If you do not receive testing materials by the expected date, call PSAT 10 School Day Support immediately.

Each shipment may include more than one box. One box will contain a summary list of all materials in the shipment. Each individual box may contain a list of materials within that box.

IMPORTANT: Check the contents of the shipments within 24 hours of delivery to allow enough time to get missing or extra materials to you, if needed. Use the packing list(s) to make sure all items are accounted for. Do not remove any testing materials from the test site without the consent of the Office of Testing Integrity (OTI) unless you have an approved off-site location.

See Materials Tables on page 8 for further information about the shipment.

Your shipments may include:

- Shipping notice
- Accommodated materials, for individual students approved to use them, if requested
- Coordinator Testing Materials Kit containing:
 - ◆ 5 Irregularity Report (IR) forms
 - ◆ White Accommodated Testing Envelopes for returning the NAR, if you have one.
 - ◆ Gray-Bordered Envelopes
- UPS Express Paks with preapplied labels for returning used answer sheets

If you need additional materials, call PSAT 10 School Day Support immediately.

Secure Materials for Off-Site Testing

If your school was approved to test students off-site, plan to provide materials securely to off-site testing locations. Materials should only be transported to off-site locations when the off-site test coordinator will be available to accept them and ensure the security of test materials from their arrival until their return.

Create a Testing Room Cover Sheet

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

Include the following information:

- Number of students assigned to a room.
- Type of test administered in the room (standard or accommodated, e.g., 50% extended time).
- Name of proctor administering the test in that room.
- Monitor name(s) (if applicable).
- School (AI) code and address.

Assemble Testing Room Packets

As close to test day as possible, create packets for your testing rooms. This will make distributing materials to proctors much easier on test day. We recommend that you place the packets into bins. Sort materials to create

a packet for each testing room. Include the correct materials for each room—standard or accommodated.

Assemble the following items to create your testing room packets:

- Testing room cover sheet.
- If applicable, a list of school names and addresses for any students from other schools.
- A student roster showing students assigned to the proctor's testing room for attendance purposes.
- A test ticket, for each student, printed from TIDE.
- A list of state student IDs for students in the room.
- If applicable, a list of optional codes assigned to students (with student names grouped by assigned code).
- If applicable, EL supports (translated directions and/or word-to-word glossaries) for students using them.
- Scratch paper (approximately 5 sheets per student).
- 1 or more blank Irregularity Report (IR) forms.
- A copy of the *Digital PSAT 10 Coordinator Manual*.
- A copy of the *Digital Testing Room Quick Start Guide*.
- Copies of the *Digital PSAT 10 Student Questionnaire Instructions* if the questionnaire will be completed after testing.
- Clear plastic bags for storage of collected electronic devices. Also include any other materials needed, such as sticky notes or envelopes. Note that the bags can also be used to store medical devices (e.g., EpiPens).

Assemble Packets for Off-Site Testing

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

- Necessary test day materials, such as forms, envelopes, and manuals. Each off-site location will need IR forms, White Accommodated Testing Envelope, Gray-Bordered Envelope, and enough copies of the *Digital PSAT 10 Coordinator Manual* and *Digital PSAT 10 Student Questionnaire Instructions* for the testing rooms.
- Proctor device to connect to the TA Interface.
- A student roster showing students assigned to the proctor's testing room for attendance purposes.
- Test tickets, for each student, printed from TIDE.

If you plan to deliver all test materials to the off-site locations before test day, follow the instructions under Provide Materials to Off-Site Locations on page 38.

Prepare Your Preadministration Session

Holding a preadministration session in advance of test day allows students to complete the Questionnaire early to reduce extra test day activities. In the preadministration session students will submit identifying information and choose to participate or not in Student Search Service. The Questionnaire is voluntary and optional. You may hold a session once you receive your manuals and student guides. Share the *PSAT 10 Student Guide for Digital Testing* and information about the preadministration session in advance so students can discuss with their families if they will participate in Student Search Service. If your school does not already collect parental consent, College Board has provided consent forms to support this session.

All activities related to the preadministration must take place under school supervision.

TASKS

Plan the Session

Full scripts and instructions for conducting the preadministration session are included in Conduct the Preadministration Session on page 46.

- Use your Master Student List of who will be testing (both standard and accommodated students).
- Print test tickets for all students. Work with your SSD coordinator or other appropriate school staff to identify any students who may require test settings management in TIDE or other resources to support an accommodation.
- At least 2 weeks before your scheduled preadministration, share the *PSAT 10 Student Guide for Digital Testing*, parent information, and information about the session with each student so they can discuss with their families.
- Inform staff and students of the planned sessions. They may also need their email address (optional) and signed consent form if using the College Board template.
- Determine how you plan to conduct the preadministration session (for example, in a class or in small groups). Work with your school administration if additional space is needed to conduct the session. We recommend assigning students to rooms based on whether they have consent to answer the optional questionnaire or not.

- Before the preadministration, meet as a group with the staff who will administer the sessions.
 - ♦ Confirm staff can access the TA Interface.
 - ♦ Distribute copies of the manuals and instruct them to become familiar with the preadministration scripting.
 - ♦ Review roles and responsibilities of staff conducting the sessions.
 - ♦ If your session will include any students from other schools, ensure that staff have a list of school names and addresses for those students.
- Allow time for students to review with parents and decide if they will complete the optional questionnaire. Students have a choice to opt in to Student Search Service, which allows College Board to provide students' basic information to eligible colleges and universities, scholarship programs, and education opportunity programs.
- Collect consent forms from students. Separate into two groups: students with consent and those without consent for the optional questionnaire.

Collect Consent before the Session

IMPORTANT: Schools should collect consent from parents for students who wish to opt in to Student Search Service and complete the optional questionnaire.

- Consent is only required to opt in to Student Search Service and complete the optional questionnaire. Students can still take the PSAT 10 without completing the questionnaire.
- Consent forms should remain on file at the school until the student graduates or leaves the school.
- If a student's parents have not approved them to participate in Student Search Service and the optional questionnaire, follow the script for students without consent.

Help Staff Conduct the Preadministration Session

There are two parts to the preadministration session: completing required student information for scoring, and participating in the optional questionnaire. All students will participate in the first activity. **Only students with parental consent should participate in the optional questionnaire portion of the session.**

We recommend assigning students to rooms based on whether they have parental consent to answer the optional questionnaire or not.

TASKS

Determine Staffing and Materials for the Preadministration Session

- Determine staffing needs prior to preadministration. Depending on the number of students you're testing, the preadministration session may be conducted by you, or you may need 1 or more proctors to conduct multiple sessions.
- Staff conducting the session will need to use the script in *Conduct the Preadministration Session* on page 46. Be sure to distribute copies of the manual to staff who need them. They should keep their manual for use on test day.
- Staff will distribute test tickets to each student participating in the preadministration session.
- If your session will include any students from other schools, ensure that staff have a list of school names and addresses for those students.
- Each staff member will need a device to start the Questionnaire from the TA Interface. Each student will need a device configured for digital testing.
- Staff will give each student a copy of the *Digital PSAT 10 Student Questionnaire Instructions*. A large-print version of the *Digital PSAT 10 Student Questionnaire Instructions* is provided for students who are approved in SSD Online for large-print accommodations.

Get Started

1. Assemble a list of students testing (both standard and accommodated test takers).
2. Work with your SSD coordinator or other appropriate school staff to identify any students who may require test settings management in TIDE or other resources to support an accommodation.
3. Create user accounts for the staff recruited for the preadministration session.
4. Assign a testing room to each proctor administering the test. This includes staff administering the test on the primary test date.
5. Print test tickets for all students.
6. Assign your list of students to the appropriate testing rooms. We recommend using the same assignments for your room rosters for test day. Organize test tickets to correspond to the testing room assignments you've made.
7. You may decide to hold preadministration sessions in any number of ways (for example, in a class or in small groups). Don't let students take the test tickets out of the room. Plan to collect test tickets before dismissing students. All activities related to the Questionnaire must take place with school supervision.
8. Prior to the administration, meet as a group with the proctors who will be administering the sessions.
9. Provide staff members assisting with the preadministration session with a list of optional codes (see *Assigning Optional Codes* on page 18), if your school is using them.
10. Inform staff to note any issues they encounter during the session with the school's network or testing devices. This may be an indicator of issues that could arise on test day and must be addressed beforehand.

Full scripts and instructions for conducting the preadministration session can be found under *Conduct the Preadministration Session* on page 46. Be sure proctors know they must return all test tickets to you after the session so you can return everything to secure storage until test day.

KEY INFORMATION

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

During the Test Tasks and Information

Follow Your Test Day Schedule

TASKS

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

KEY INFORMATION

Timing of the Test and Breaks

The PSAT 10 is timed by section in all rooms. Students must be given the entire amount of time for each section. Timing charts are supplied for each script in the manual.

Remind staff to follow procedures under Administer the Test on page 56, including timing the test, maintaining security, preventing copying and communication, monitoring breaks, and reporting irregularities.

Scheduled Breaks

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

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

Students approved in SSD Online for extended time on some or all of the assessment receive extra breaks. Some students may be approved in SSD Online for extra and/or extended breaks. Specific timing instructions will be noted on the NAR. (See Administering Accommodated Breaks and Extended Time on page 53 for details.)

Unscheduled Breaks

When students take an unscheduled break, the clock does not stop. To maintain security, staff should adhere to the guidelines in Monitor Breaks on page 57 for permitting unscheduled breaks.

Equip Testing Rooms

TASKS

Count and Distribute Test Materials

The morning of test day:

- Distribute testing room packets to proctors.

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

- Proctor device to connect to the TA Interface
- A testing device for each student assigned to the room
- A supply of pens or pencils
- Calculators, if your schools is providing them
- Supplies for collecting and storing phones and wearable technology, if allowed under school policy (e.g., clear plastic bags and sticky notes)

Provide Materials to Off-Site Locations

If you have not already delivered all testing materials in the off-site testing packets, count and distribute the test materials to your off-site test coordinator(s).

KEY INFORMATION

Information to Post in Testing Rooms

Your testing room packets should contain the information under Create a Testing Room Cover Sheet on page 38 and Assemble Testing Room Packets on page 38 for proctors to post. Proctors will use the list you provide to post the following information:

- Test date.
- Test name (PSAT 10).

Information to Provide to Students

If applicable, the testing room packet also should include the following information for proctors to provide directly to students (instead of posting on the board):

- A list of students from your school assigned to the room and the optional codes assigned to them (if your school is using optional codes for managing the sorting of score reports)
- A list of school names and addresses for students from other schools (if any)

Admit Students to the Testing Area

TASKS

Manage Central Check-In

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

- Check ID for students you don't recognize.
If a student doesn't have a valid ID, you should record this in the IR but allow the student to test. (See Photo ID Requirements on page 118.)
- Annotate your Master Student List as students check in.
 - ◆ Write "P" (present) next to the name of each student who checks in.
 - ◆ After check-in is complete, put an "A" (absent) next to the name of any student who is absent.
 - ◆ Add student information for any student not on your original Master Student List.
- If you change a student's room assignment, give them a signed note to present to the proctor. Also provide the student's test ticket and confirm that there is a test-taking device available.
- If adding a student to a room, ensure that the proctor has the necessary testing materials.

Manage Classroom Check-In

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

- Tell your proctors that changes to a student's room assignment (or room assignments for students not on your Master Student List) should be written and signed by the test coordinator (you) for the student to present when entering the testing room.
- If you change a student's room assignment, give them a signed note to present to the proctor. Also provide the student's test ticket and confirm that there is a test-taking device available.
- If additional students who are testing arrive on test day, see *Admitting Extra Students* on page 40 for more information. If able to test them, add their information to your Master Student List and assign them to a testing room. Give them a signed note to present to the proctor.

Staff should:

- Write a "P" (present) next to the name of each student who checks in.
- After check-in is complete, put an "A" (absent) next to the name of any student who is absent.
- If a student who isn't on the roster provides a note from the test coordinator, the proctor should write in the student's information on the room roster. If a

student who isn't on the roster can't provide a note, the proctor should send them to the test coordinator.

- Check ID for students who aren't familiar to them. If a student can't present acceptable ID, staff should record this incident on an IR but allow the student to test. (See Photo ID Requirements on page 118.)

Manage Late Arrivals

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

See *Admitting Latecomers* on the next page for more information.

Manage Requests to Change to Accommodated Testing on Test Day

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

- If a student requests accommodations not noted on your NAR, and the online SSD system doesn't show the student as approved for the accommodations, do not supply the accommodations until you have checked with the SSD office.
- Mark the student as moved by printing an "M" next to the student's name in the original assigned room roster.
- Make sure the requested accommodations have been configured on the student's test settings in TIDE before the student begins testing in the accommodated room.
- Add the student to the accommodated room roster by printing their name and eligibility number at the bottom of the roster. Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Also provide the student's test ticket and confirm that there is a test-taking device available.
- If a student requests to change to testing that requires specific accommodated materials that are not available, you may still have time to request materials for testing later in the accommodated window. If so, note the student as absent and immediately call the SSD office to request materials for testing.
- If it's too late to request materials for testing in the accommodated window, call the SSD office.

SSD Make sure that students are approved for accommodations. Providing accommodations to students who have not been approved will result in their scores being invalidated. Call the SSD office if you have any questions about providing accommodations to a student.

Manage Requests to Waive Accommodations on Test Day

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

- Make sure any accommodations have been removed from the student's test settings in TIDE before the student begins testing in the standard room.
- Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room. The proctor should add the student's information at the bottom of the roster.
- Deliver a test ticket for the student to the testing room and confirm that there is a test-taking device available.
- Keep the letter on file at your school (it doesn't need to be sent to College Board).

KEY INFORMATION

Admitting Extra Students

Some students who recently enrolled in your school may be eligible to test there. You can test these students as long as they are registered and appear in TIDE. Advise these students to bring photo identification on test day because your staff may not be familiar with them.

Admitting Latecomers

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

If you're admitting them 1 at a time to rooms where testing procedures are already in progress, they may be admitted only if the proctor is still reading the preliminary instructions for the test.

A few things to note about admitting latecomers:

- If you have a late-arrivals room, late testing should start no more than 45 minutes after testing has begun in the other testing rooms.
- Admittance to the late-arrivals room shouldn't be allowed after other testing rooms have begun their first break. The proctor must close the door to the late-arrivals room before the start of the first scheduled break in testing that is already in progress.

- Ensure that testing in any late-arrivals room begins early enough to end before the school breaks for lunch so testing is not disrupted.

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

Your Role During Testing

TASKS

Verify Authorized Test Observers and Visitors

Staff from College Board, Educational Testing Service (ETS), American Institutes for Research (AIR®), or administrators from your state assessment office or district may visit your school the day of the test or in the weeks preceding it. Verify visitors have government-issued identification and a letter of authorization from College Board, ETS, or your state department of education.

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

If the media are present during a test, they must remain outside the building. Make sure their presence doesn't distract or disturb students. Stop any attempts to record or photograph the test administration. Call PSAT 10 School Day Support about any media requests for test information or test coverage.

IMPORTANT: If you have any concerns about an individual's authorization, contact PSAT 10 School Day Support for verification before admitting that person to a testing room.

Handle Escalations

As a test coordinator, you'll be called on to address many kinds of situations, most of which can be resolved on the spot.

If you encounter repeated hardware or networking issues with a particular device, moving the student to a backup device can often be the most expedient resolution.

Always contact PSAT 10 School Day Support and consult the Irregularity Chart on page 40 for more instructions on what to do if you encounter:

- Security breaches of any kind (suspicion of tampering, attempts to steal test materials, missing materials, etc.)

- Unauthorized visitors
- Observed misconduct that warrants dismissal, such as attempted impersonation, removing test materials from the testing room, or leaving the building during testing
- Events that interfere with testing procedures or require cancellation of testing or changes in reporting location
- Timing irregularities or other administration issues that may require a makeup test

Handle Dismissals

Do not allow students who have been referred to you for misconduct to return to the testing room. Explain the reasons for their dismissal and refer them to the Test Security and Fairness Policies information provided in the *PSAT 10 Student Guide for Digital Testing*. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an IR. Escort the student to their normally scheduled class or to the location predetermined by your school's protocol for students dismissed from testing for misconduct (e.g., the principal's office). Please confirm on the IR all actions taken (see the Irregularity Chart on page 119).

If you or a member of your staff suspects a phone or other electronic device has been used to record or transmit test questions or answers, you should collect the phone. In such cases, explain to the student the phone is needed for further investigation and will be returned to them. Follow instructions in the Irregularity Chart on page 119 under "Use or possession of test content through answer keys or images of test content."

Handle Student Complaints

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

- Physical conditions such as overcrowding, inadequate writing surfaces, poor lighting, and extreme temperatures
- Delayed check-in and testing
- Unresolved or repeated technical disruptions
- Testing staff who are rude, disorganized, distracting, or inattentive to their duties
- No visible clocks
- Apparent mistiming and distracting noise
- Cheating

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

Report Test Administration Irregularities

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

Refer to the Irregularity Chart on page 41 when filling out the IR. Record the following types of incidents:

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

Follow these steps when recording irregularities:

- For all irregularities, fill in the general information in items 1–5 (page 1) and item 9 (page 3) of the form.
 - ♦ In field 2, fill in your primary or your makeup test date according to what administration you're reporting.
 - ♦ In field 3, fill in the bubble for Digital PSAT 10.
 - ♦ In field 4a, write your 6-digit school (AI) code.
 - ♦ In field 4b, fill in the number of students tested at your school (use leading zeros, as in "0055").
- To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in items 6 (page 2), 9 (page 3), and 10 (page 4) to show the type of occurrence, describe the events and actions, and list information about the students affected. Note the grade level for each affected student. Providing a roster of impacted students will ensure scores are not held for your school and only the scores for the students impacted by the group irregularity will be held until any investigations of the incident have been completed.
- To report an **individual irregularity** (an issue that affects 1 student, such as illness), fill in items 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to show the type of occurrence and the events and actions taken. List the student's name and grade level.
- In all situations, provide as much detail as possible (e.g., indicate if the student was dismissed and during which section). You'll countersign and complete any IRs provided by testing staff.

Proctor Role During Testing

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

After the Test Tasks and Information

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

Collect Testing Materials

Collect all the materials you provided to proctors in the testing room materials packets.

TASKS

Collect Materials from Proctors

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

- Copy of this manual, with completed seating chart on the back.
- Annotated room roster or NAR (if applicable).
- Any additional test materials related to testing (such as scratch paper, test tickets, etc.).
- Any printed translated testing directions.
- Any word-to-word glossaries.
- Any completed IRs. (You must countersign any IRs submitted by your proctors.)

After you've collected materials, do the following:

- Ask each proctor to double-check their room to see if anything has been left behind, either by staff or by students.

- Make sure each staff member has signed the Testing Staff Agreement.
- Review and sign IRs. Confirm that your school code is gridded correctly. If needed, complete additional IR(s). Note any student irregularities that require a makeup.
- When you've completed these tasks, release staff members.

Ensure Completeness of Room Rosters

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

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

Make copies of any forms and other materials if necessary.

Prepare for Makeup Testing

If students miss your original test date, you may hold a makeup test as determined by your state. The relevant materials must be returned immediately after all testing has completed at your school.

Prepare Materials for Return

KEY INFORMATION

What to Do with Materials

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

HOW TO HANDLE TEST MATERIALS WHEN TESTING IS COMPLETE			
Test Materials	Return	Keep Copies for Your Records	Destroy
NAR	Yes—in white Accommodated Testing Envelope	Yes	No
IR(s) (if used)	Yes—in Gray-Bordered Envelope in return shipment. All packages in shipments that include 1 or more IR(s) should display the pink IR Label on the return box.	Yes	No
Testing Staff Agreement form	Yes—in Gray-Bordered Envelope in return shipment.	Yes	No
Test tickets	No	No	Yes
Seating charts	No	Yes	No
Scratch paper	No	No	Yes
Annotated Master Student List	Yes—loose in return shipment	Yes	No
Room rosters	Yes (if a Master Student List was not produced)—loose in return shipment	Yes	No
Tracking number(s) of return shipment(s)	No	Yes	No
Translated directions for EL students	No	No	Yes
Word-to-word glossaries for EL students	No	No	No—keep for future use
<i>Digital PSAT 10 Coordinator Manual</i>	No—store securely if needed for makeup testing	No	Yes—after score reports are distributed to students
Leftover return materials (envelopes, cartons, labels)	No—store securely if needed for makeup testing	No	Yes—if makeup testing is complete

Return Materials

In your shipment of manuals for digital testing, you received a UPS Express Pak that you must use to return your test day forms (if any).

If you have a NAR, place it inside the white Accommodated Testing Envelope.

Return all completed IR forms in the gray-bordered envelope. Don't use rubber bands or other fastenings that might damage them. Once all forms are packed, seal the UPS Express Pak and fill in the information requested on the label. If you're returning any IRs, apply the pink IR label to the front of each package in the shipment next to the return label. You may discard unused boxes or envelopes.

IMPORTANT: If you are returning paper and pencil test materials (e.g., test books and answer sheets), follow the return instructions included in the *PSAT 10 Coordinator Manual*.

TASKS

Ship Materials

Test coordinators will schedule their own return material shipments. The first shipment should occur after testing your standard and accommodated students. A second return kit has been provided for any students that test on the makeup date.

- Keep materials secure until pickup.
- If UPS doesn't make a regular stop at your school, schedule a pickup at [ups.com](https://www.ups.com), or call 800-PICK-UPS (800-742-5877). You can also take packages to any UPS store. Do not place materials in a UPS drop box. You must hand them directly to a UPS driver or UPS counter employee.
- Write down your UPS package tracking number.
- If UPS isn't available in your area, return materials via another traceable express courier. Record your tracking number.
- Don't use first-class mail or any other nontraceable method.
- Give your package to the driver or responsible person so you'll have a chain of custody for the shipment.

Return Materials for Makeup Testing

If you administer makeup testing, follow the same steps to return your makeup materials as you did for the primary test date.

Receive Score Reports

KEY INFORMATION

PSAT 10 scores are shared with the school and, if applicable, with the district and/or state.

Online Scores

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

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

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

Paper Score Reports

One paper copy of each student's score report will be mailed and delivered to the school principal soon after online reporting is available. Access codes will be provided on the paper reports. Educators also will have an online dashboard at k12reports.collegeboard.org to help them share scores with students, along with instructions and recommendations for doing so. To track your score report shipment, go to ordering.collegeboard.org.

Appropriate Uses of Scores and Reports

Go to research.collegeboard.org and select **On the Uses of College Board Test Scores and Related Data** for a publication that highlights proper and beneficial uses of test scores and cautions against uses that are inappropriate.

Protecting Student Privacy

College Board makes every effort to protect student privacy. When students take a College Board assessment such as the PSAT 10, they have a choice to opt in to Student Search Service, which allows College Board to give students' basic information to eligible colleges and universities, as well as scholarship and other educational programs. Information about disability, phone numbers, or actual test scores is never shared. To learn more, visit collegeboard.org/student-search-service.

Students can link their Khan Academy and College Board accounts to get a personalized practice plan based on their PSAT 10 results. Account linking is entirely student-driven, and students can unlink their accounts at any time. Khan Academy and College Board are committed to creating a safe and secure online environment for all students using Official SAT Practice. College Board and Khan Academy don't share students' personal information or practice work without their consent.

For more information about privacy practices, please visit:

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

PART 2: For Proctors and Monitors

Introduction for Proctors

This is your guide to administering the digital PSAT 10 and for creating the best possible environment for your students on test day. You're required to participate in the online training for digital testing and other training provided by your test coordinator. Be sure to carefully read this section of the manual for information on digital test administration. It's especially important to read through the scripts and instructions ahead of time so you can address any questions with your test coordinator before test day.

This part of the manual includes the required scripts for preadministration and both standard and accommodated test administrations.

After the scripts, we've provided resources that will be useful on test day, such as the section timing chart, a list of acceptable calculators, an overview of universal digital testing tools, and the Irregularity Chart.

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

Failure to follow the policies and procedures described in this manual could result in score cancellations. We appreciate the efforts you and your colleagues make to ensure a test administration that is efficient, secure, and fair for all students.

Before Test Day

Prepare Yourself

TASKS

- Confirm you can sign in to the Test Administrator (TA) Interface and know your password. Go to digitaltesting.collegeboard.org.
- Uniform testing conditions depend on you reading the scripts aloud to students exactly as written in the manual. Take time to study the scripts and timing before test day.
- Review and sign the Testing Staff Agreement form provided by your test coordinator.
- Prepare to conduct a preadministration session at your test coordinator's direction.
- If you're testing accommodated students, before test day:
 - ◆ Review Using Accommodated Scripts on page 54 to determine the correct script to use.
 - ◆ Test any equipment needed.
 - ◆ Be prepared to assist students approved for alternate test formats such as braille. If testing students with TTS or AT formats, you may be asked to work with the SSD coordinator or other appropriate school staff to set up those students' devices before test day (see Set Up for Testing Students with Accommodations on page 52).

Delivering the Digital PSAT 10

In the testing room, proctors will manage and monitor student testing from the TA Interface (digitaltesting.collegeboard.org). Review this section for key features of the delivery of the digital PSAT 10.

Student Test-Taking Devices

Before testing can begin, you must ensure that all student test-taking devices are navigated to the sign-in page of the secure browser. On Chromebooks and iPads, navigate the student's machine to AIR Secure Test. If these devices are used for other assessments, click the **4-square menu** icon to access the Secure Browser Launchpad and select **College Board (PSAT 8/9, PSAT 10, SAT)** from the State/Organization drop-down to launch the secure browser. The "Assessments" drop-down will automatically populate.

Session IDs

To enter and begin each timed section of the test, students will be required to join the session you've started in the TA Interface. Students must enter a Session ID and wait for approval to enter the session. You'll then disclose the Session ID at the start of each test section as prompted in the testing scripts. Each test section has a unique Session ID.

Approving Students for Testing

Before students can take the test, you'll need to approve them twice: first, to enter the section and, second, to start the test. You'll repeat this 2-part approval process each time you begin a new section.

In both parts, students appear in your **Approval Queue** on the TA Interface after they confirm they're ready. Help your students get their full testing time by making sure they're all listed in your queue before you click **Admit Students** or **Start Test**.

Your script will tell you when to perform each part and refer you to the instructions.



How to Approve Students from the TA Interface

Part One: Admit Students

You'll admit students to the section after they sign in and verify their identity by selecting **Yes**.

1. Click the **Approvals** button on the TA Interface.
2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting for admission above the table to make sure it matches the number of students in your room.

3. Click the **Admit Students** button.
4. Click **Yes** to confirm.

Continue reading from the script.

TIP: If a student has a "timing mismatch" error or needs to be returned to the sign-in screen, click the red **X** next to their name to deny the student entry, and contact your test coordinator.

Part Two: Start Test

You'll start timed testing after students review their test settings and select their **Start** button.

! *These steps start test time.*

1. Click the **Approvals** button on the TA Interface.
2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting to start testing above the table to make sure it matches the number of students in your room.

3. Click the **Start Test** button.
4. Click **Yes** to confirm.

Continue reading from the script.

Conduct the Preadministration Session

There are two parts to the preadministration session: completing required student information for scoring and participating in the optional questionnaire. All students will participate in the first activity. **Only students with parental consent should participate in the optional Questionnaire which begins after the question for optional code.** Some students who take the test may be absent for the preadministration session. This manual includes instructions for ensuring students complete the student information questions on test day.

IMPORTANT: *If students using accommodations are part of the session, be prepared to offer assistance that might be needed.*

Conducting the Session

Before starting the preadministration session, display the following information for your students:

- Today's date
- Session ID (to be filled in later)

If applicable, the testing room packet should also include the following information to provide directly to students (instead of posting on the board):

- A list of school names and addresses for students from other schools (if any).
- A list of students from your school assigned to the room and the optional codes assigned to them (if your school is using optional codes for managing the sorting of score reports).
- Copies of the *Digital PSAT 10 Student Questionnaire Instructions* for each student.

Starting the Questionnaire

Launch the secure browser on all student devices. On iPads and Chromebooks, take the following steps:

1. Navigate to **AIR Secure Test**.
2. Click the 4-square menu icon to access the secure browser launchpad.
3. Select **College Board (PSAT 8/9, PSAT 10, and SAT)** from the state/organization drop-down menu. The assessment drop-down will automatically populate.



Launch the TA Interface from your device

1. Navigate your web browser to the College Board digital testing portal, digitaltesting.collegeboard.org.
2. Click **TA Interface**.
3. Sign in to the TA Interface with your username and password.
4. Expand the **Operational Test Selection** menu by clicking on the **plus sign** next to **College Board PSAT 10**.
5. Select **PSAT 10 Questionnaire** from the list of sections. Click **Start Operational Session**.
6. Post the **Session ID**, exactly as it appears, on the board.

Read aloud all the directions in the scripts, which appear in the shaded boxes.

Text that appears outside of the shaded boxes is intended for proctors and shouldn't be read aloud.

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

Preadministration Scripts – Students With Consent

Give each student a copy of the *Digital PSAT 10 Student Questionnaire Instructions*.

To all students, say:

Take out the *Student Questionnaire Instructions* that I gave you. You can refer to it for this session. *[pause]*

Now we'll complete the Questionnaire portion of the PSAT 10. You'll have the chance to answer some questions about yourself. You'll also have the

opportunity to opt in to Student Search Service and provide information about yourself to help connect you with colleges. As I read these instructions aloud, raise your hand if you have any questions. *[pause]*

If administering before test day, say:

Use this opportunity to also become familiar with the digital testing environment which you'll see again when answering the actual test questions.

I will now distribute your test ticket. You'll use the information on the ticket to sign in to the Questionnaire.

Distribute a test ticket to each student. Make sure each student receives the ticket with their name printed on it.

When all students have their test ticket, say:

Your device should be navigated to the secure browser sign-in screen.

- Type your **First Name** and **Registration Number** exactly as they're printed on your test ticket.
- Type the **Session ID** exactly as it appears on the board.
- Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll come around to assist you. *[pause]*

If a student receives an error when signing in, ask the student to reenter the information. Ensure the student enters the information exactly as it appears on their test ticket. Verify that the Session ID matches what appears in the TA Interface and on the board.

If the student still receives an error when signing in, have them close and relaunch the secure browser or reboot the device. Any further issues should be escalated to the test coordinator.

After all students are signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. If the name there is not your own, please raise your hand. *[pause]*

If the student name on the "Is This You?" page is incorrect, confirm the identity of the student. Verify that the student has the correct test ticket and has entered the information correctly. Contact your test coordinator if the error can't be resolved.

After all errors are resolved, say:

You should now see a “Waiting for Approval” message. Please sit quietly and wait for approval. [pause]

All students should now be waiting for your approval.

**Admit Students**

This is the first part of the 2-part approval process.

1. Click the **Approvals** button on the TA Interface.
2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting for admission above the table to make sure it matches the number of students in your room.

3. Click the **Admit Students** button.
4. Click **Yes** to confirm.

Once you’ve admitted all students, say:

You are almost ready to begin the Questionnaire. You should see a box labeled “Help Guide” on your screen. Please take a moment to view the Help Guide by selecting the button. You’ll see an overview of the test tools, buttons, and features that will be available to you during the test. You can access this information during the test by clicking the question mark icon in the top right corner of your screen. When you are done reviewing the tools, click the back button to return.

Allow time for students to scroll through and read the information on the screen.

If students are testing with text-to-speech, say:

Now you should see the text-to-speech sound check. Please follow the on-screen instructions and make a selection at the bottom of the screen. Then click **Continue**. [pause]

Confirm students have completed the sound check, heard the voice, and made a selection (**Works**, **Doesn’t Work**, or **Skip**). If a student has an issue that can’t be resolved, contact your test coordinator.

If students are using assistive technology or text-to-speech, say:

On this page you may also view your test settings. These are auditory, visual, and concentration assistance test settings that have been set up for you, if you have been

approved for them. Confirm that your test settings are enabled here. If any information is incorrect, raise your hand. If all information is correct, scroll to the bottom of the page and click the **Back** button to return to the previous screen.

When all students are ready, say:

Click **Start**.

You should now see a “Waiting for Approval” message. If you don’t see this message, raise your hand. [pause]

If a student isn’t waiting for approval, ensure that the student has clicked **Start** at the bottom of the previously described page.

When all students are ready, and before approving all students, say:

The Questionnaire is untimed. You’ll be asked to type in some responses and select a response for other questions. If you have any questions, raise your hand and I’ll help you. [pause] I’m now going to approve you to begin.

All students should now be waiting for your approval.

**Start Questionnaire**

This is the second part of the 2-part approval process.

1. Click the **Approvals** button on the TA Interface.
2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting to start testing above the table to make sure it matches the number of students in your room.

3. Click the **Start Test** button.
4. Click **Yes** to confirm.

Continue by saying:

Use the navigation arrows to view the next page and answer the Questionnaire where you will be asked about the school you attend. [pause]

If you attend this school, type our school’s name, city, and state.

If you don’t regularly attend this school, select **No** for the question “Is this the school you regularly attend?”

Look up when you’re done. [pause]

Provide the school addresses for students from other schools (a list should be in your materials from the test coordinator). Tell homeschooled students to leave this information blank.

When students have completed their school information, say:

Click the forward arrow to see page 2 of the Questionnaire. The remaining questions are optional but recommended. If your address changes, you can always update it through your College Board account. Look up when you have finished providing your address. *[pause]*

Optional Codes

Read script **A** to students if your school is not using optional codes. If your school uses optional codes, read script **B**.

READ ONLY ONE OPTION

A If your school doesn't use optional codes, say:

The next question will ask you for an optional code, don't type anything. Click the **Next** arrow.

Continue reading "Continue with page 4 of the Questionnaire by saying:".

OR

B If your school does use optional codes, say:

In the next question you will be asked for an optional code, I will tell you the 2-digit code that you must type in the text box. *[pause]*

If your school uses optional codes, you should have a list of optional code assignments ready to read to students (see Assigning Optional Codes on page 18 for additional information on optional codes). Homeschooled students or students from other schools should leave this blank.

Continue with page 4 of the Questionnaire by saying:

Page 4 of the questionnaire asks if you want to participate in College Board's free Student Search Service. This service can help you connect with opportunities. For example, some programs are open to students with particular backgrounds or interests.

Saying "Yes" to Student Search Service allows eligible colleges, universities, and scholarship and other educational programs to send you information about the educational and financial aid opportunities they offer.

Eligible educational programs that request it will receive information you provide on the answer sheet, but they will NOT receive your actual test scores or phone number.

There is more information about Student Search Service in your *Digital PSAT 10 Student Questionnaire Instructions*. If you select "No," you will not be included in Student Search Service, even if you provide answers to the other questions in the optional questionnaire.

If you do not answer and previously chose to participate in this service, College Board will continue providing your information. Please make your selection. *[pause]*

For page 5 of the Questionnaire, say:

Read the information in your *Student Questionnaire Instructions* about providing your email address on page 5 of the Questionnaire. If you decide to provide an email address, mark the bubble to indicate whether the email address is yours or a parent's or guardian's. College Board will use the email address to send information such as when your scores are available online.

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

For page 6 of the Questionnaire, say:

Page 6 asks for your mobile number. Please leave the box blank if yours is not a U.S. mobile number.

If you have a U.S. mobile number, read the information on your screen and in the *Student Questionnaire Instructions* about providing phone numbers. College Board will use it to send information such as when your scores are ready. You may opt out at any time. College Board will not share your phone number with other organizations.

Now say:

Please look at page 1 of your *Digital PSAT 10 Student Questionnaire Instructions*. You will need the information and instructions to complete some of the remaining questions. Take a moment to read the opening paragraphs, including the information about confidentiality and complete the remaining pages. Look up when you're done.

Walk around the room to check that students have finished the Questionnaire.

When all students have completed the Questionnaire, say:

You have now completed the Questionnaire. Click the **End Test** button in the top left corner of the screen. If you don't see the **End Test** button, please navigate to the review screen.

When you see the pop-up that says, "You have reached the end of the test," click **Yes**.

On the Congratulations page, click **Submit Test**, then click **Yes**.

When you reach the Your Results page, click **Log Out**.

Please sit quietly and wait for further instruction.

Click the **Stop** button next to the Session ID in the TA Interface.

Then say:

I will collect your test tickets. Thank you for completing the Questionnaire for the PSAT 10.

- The session is now over. You may dismiss your students or carry on with your regular school day.
- Return the test tickets to the test coordinator.

IMPORTANT: *If completing this session after the test on test day, continue to Dismissal on page 103.*

Preadministration Scripts – Students Without Consent

Give each student a copy of the *Digital PSAT 10 Student Questionnaire Instructions*.

To all students, say:

Take out the *Student Questionnaire Instructions* that I gave you. You can refer to it for this session. *[pause]*

Now we'll complete the Questionnaire portion of the PSAT 10. You'll have the chance to answer some questions about yourself. As I read these instructions aloud, raise your hand if you have any questions. *[pause]*

If administering before test day, say:

Use this opportunity to also become familiar with the digital testing environment which you'll see again when answering the actual test questions.

I will now distribute your test ticket. You'll use the information on the ticket to sign in to the Questionnaire.

Distribute a test ticket to each student. Make sure each student receives the ticket with their name printed on it.

When all students have their test ticket, say:

Your device should be navigated to the secure browser sign-in screen.

- Type your **First Name** and **Registration Number** exactly as they're printed on your test ticket.
- Type the **Session ID** exactly as it appears on the board.
- Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll come around to assist you.

If a student receives an error when signing in, ask the student to reenter the information. Ensure the student enters the information exactly as it appears on their test ticket. Verify that the Session ID matches what appears in the TA Interface and on the board.

If the student still receives an error when signing in, you may have them close and relaunch the secure browser or reboot the device. Any further issues should be escalated to the test coordinator.

After all students are signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. If the name there is not your own, please raise your hand. *[pause]*

After all errors are resolved, say:

You should now see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

This is the first part of the 2-part approval process.

1. Click the **Approvals** button on the TA Interface.
2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting for admission above the table to make sure it matches the number of students in your room.

3. Click the **Admit Students** button.
4. Click **Yes** to confirm.

TIP: If a student has a “timing mismatch” error or needs to be returned to the sign-in screen, click the red **X** next to their name to deny the student entry.

Once you’ve admitted all students, say:

You are almost ready to begin the Questionnaire. You should see a box labeled “Help Guide” on your screen. Please take a moment to view the Help Guide by selecting the button. You’ll see an overview of the test tools, buttons, and features that will be available to you during the test. You can access this information during the test by clicking the question mark icon in the top right corner of your screen. When you are done reviewing the tools, click the back button to return.

Allow time for students to scroll through and read the information on the screen.

If students are testing with text-to-speech, say:

Now you should see the text-to-speech sound check. Please follow the on-screen instructions and make a selection at the bottom of the screen. Then click **Continue**. [pause]

Confirm students have completed the sound check, heard the voice, and made a selection (**Works, Doesn’t Work, or Skip**). If a student has an issue that can’t be resolved, contact your test coordinator.

If students are using assistive technology or text-to-speech, say:

On this page you may also view your test settings. These are auditory, visual, and concentration assistance test settings that have been set up for you, if you have been approved for them. Confirm that your test settings are

enabled here. If any information is incorrect, raise your hand. If all information is correct, scroll to the bottom of the page and click the **Back** button to return to the previous screen.

When all students are ready, say:

Click **Start**.

You should now see a “Waiting for Approval” message. If you don’t see this message, raise your hand. [pause]

If a student isn’t waiting for approval, ensure that the student has clicked **Start** at the bottom of the previously described page.

When all students are ready, and before approving all students, say:

The Questionnaire is untimed. You’ll be asked to type in some responses and select a response for other questions. If you have any questions, raise your hand and I’ll help you. I’m now going to approve you to begin.

All students should now be waiting for your approval.



Start Questionnaire

This is the second part of the 2-part approval process.

1. Click the **Approvals** button on the TA Interface.
2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting to start testing above the table to make sure it matches the number of students in your room.

3. Click the **Start Test** button.
4. Click **Yes** to confirm.

Continue by saying:

Use the navigation arrows to view the next page and answer the Questionnaire where you will be asked about the school you attend. [pause]

If you don’t regularly attend this school, select **No** for the question “Is this the school you regularly attend?”

Look up when you’re done.

Provide the school addresses for students from other schools (a list should be in your materials from the test coordinator). Tell homeschooled students to leave this information blank.

When students have completed their school information, say:

Click the forward arrow to see page 2 of the questionnaire where you will provide your address. If your address changes, you can always update it through your College Board account. Look up when you have finished providing your address.

Optional Codes

Read script **A** to students if your school is not using optional codes. If your school uses optional codes, read script **B**.

READ ONLY ONE OPTION**A If your school doesn't use optional codes, say:**

Click the forward arrow until you reach the final review screen.

Continue reading at "Complete the Preadministration Session".

OR

B If your school does use optional codes, say:

In the next question, you will be asked for an optional code, I will tell you the 2-digit code that you must type in the text box. After you have typed the option code click the forward arrow to find the review screen and wait for further instructions. [pause]

If your school uses optional codes, you should have a list of optional code assignments ready to read to students (see Assigning Optional Codes on page 18 for additional information on optional codes). Homeschooled students or students from other schools should leave this blank.

Walk around the room to check that students have finished the Questionnaire.

Complete the Preadministration Session**When all students reach the final screen, say:**

You have now completed the Questionnaire. Click the **End Test** button in the top left corner of the screen. If you don't see the **End Test** button, please navigate to the review screen.

When students reach the review screen, they will not be able to proceed further until they receive the next instruction from you.

Then say:

When you see the pop-up that says, "You have reached the end of the test," click **Yes**.

On the Congratulations page, click **Submit Test**, then click **Yes**.

When you reach the Your Results page, click **Log Out**.

Please sit quietly and wait for further instruction.

Click the **Stop** button next to the Session ID in the TA Interface.

Then say:

I will collect your test tickets. Your test ticket will be returned to you on test day. Thank you for completing the Questionnaire for the PSAT 10.

- The session is now over. You may dismiss your students or carry on with your regular school day.
- Return the test tickets to the test coordinator.

IMPORTANT: If completing this session after the test on test day, continue to Dismissal on page 103.

Set Up for Testing Students with Accommodations

If you're testing students with accommodations, read this section thoroughly before test day. It will help you prepare for the accommodations your students have been approved for in SSD Online, including determining which script(s) to use for the students assigned to your room. Depending on your room, your students could include EL students receiving 50% extended time.

TASKS

- Before test day, your test coordinator or SSD coordinator will let you know which accommodations each student in your room has been approved for.
- Some students may be approved in SSD Online for a special format. On test day, your packet will include the Nonstandard Administration Report (NAR), which lists the accommodations your students have been approved to receive.
- Review Using Accommodated Scripts on page 54 to determine which script(s) to use for the students assigned to your room. Also see the timing chart Overview of Timing and Breaks on page 104.

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

Testing with Assistive Technology

Students who require external assistive technology, such as screen readers or refreshable braille displays, should be tested separately from other accommodated students. They'll take the test with earphones and the assistive technology device for their accommodation. Students should bring their own earphones and devices. If earphones aren't available, the student should be tested in a separate room.

Screen Reader and Refreshable Braille

Students with an AT accommodation receive digital tests in an accessible format via the secure browser: AIR Secure Test if using Chromebooks or the CB Secure Browser if using Windows, Mac, or Linux operating systems. iPads are not supported for use with assistive technology.

Information about supported hardware and software requirements for testing with assistive technology devices and instructions for configuring and navigating JAWS and NVDA is available at [cb.org/testsettings](https://collegeboard.org/testsettings).

Students who use a screen reader with a refreshable braille device can access the Reading and Writing and Language sections. The Math sections (with and without calculator) use Nemeth Code, which does not readily display on refreshable braille devices, and will require the use of braille graphs and figures. See Braille Graphs and Figures on page 30 for more information.

Students should be comfortable and independent with using a refreshable braille display in instructional activities prior to testing in the digital platform. Students are encouraged to use the secure browser with the Student Digital Test Preview to become familiar and comfortable with the digital assessments.

Braille

Students who test with a braille test book have standard time and breaks (Script 1) unless they're approved for extended time. Braille is in Unified English Braille (UEB), with Nemeth Code for math. Make sure each student testing with braille receives the *Guide to the Nemeth Code* and the *Braille Reference Information*.

The *Guide to the Nemeth Code* lists the current version of Nemeth Code mathematical symbols with their meanings. Students may refer to the guide during the test if they're taking the braille test or using the braille figure supplement. The *Braille Reference Information* contains math reference material required for the braille test.

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

Braille Graphs and Figures

Students testing with the AT accommodation and using a screen reader and/or refreshable braille device can

request pre-embossed tactile graphics and the braille reference information as supplementary materials. These materials can be requested for the digital PSAT 10 by contacting College Board directly.

Testing with Text-to-Speech

Text-to-speech (TTS) provides textual alternatives to written text and nontext content in digital assessments. Verbalizations or audio presentation of text can be useful to students who are unable to access test content due to visual disabilities (i.e., students who are blind or visually impaired) or due to learning disabilities (e.g., students who have difficulties decoding words in the process of reading). The TTS accommodation provides a delivery mechanism for audio presentation for students not using a screen reader. TTS also allows the student to control aspects of text delivery such as what is read and, depending on the platform, the voice.

Students testing with the TTS accommodation will be presented with a text-to-speech sound check screen when signing in to the test. Please ensure that each student is able to hear the voice before proceeding. It is highly recommended that all students test all the digital features and tools prior to test day, by accessing the Digital Test Preview at digitaltesting.collegeboard.org.

Refer to [cb.org/testsettings](https://collegeboard.org/testsettings) for required computer configuration for screen readers and other assistive technologies.

The TTS test format requires specific extended time accommodations. Students using TTS must test with 50% extended time (Script 3) if they are assigned to the "Read Text Only" setting. They must test with 100% extended time (Script 2) if assigned to the "Read Text and Graphics" setting. The TTS accommodation is different from the AT accommodation.

Administering Accommodated Breaks and Extended Time

Some students may be approved for extra and/or extended breaks. Break time is not included as part of testing time and is timed separately. Students who are approved in SSD Online for accommodated breaks are still subject to the same regulations that apply to standard breaks. Post break times for the students as noted in the scripts.

Administer accommodated breaks as follows:

- **Extra Breaks:** Students who are approved for extra breaks receive a break between each test section and a break in the middle of Sections 1 and 4. Use Script 4 for students who are approved for extra breaks and who are not approved for extended time.
- **Extended Breaks:** Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.

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

IMPORTANT: Breaks as needed should be given in a 1-to-1 setting. To initiate a break for the student, the proctor must use the *Pause Session* button in the TA Interface. This will pause both the proctor and student clocks for the duration of the break. When the break is over, the student will sign in and the proctor must admit them back into the test session to continue testing.

Students approved for extended time receive extra breaks as follows:

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

Once you have started each section, you should record the start and stop times in the scripts, then post the times at the front of the room for students to see.

Other Accommodations

Some students may be approved by College Board for other accommodations, such as use of color contrast, permission for food/medication, permission to test blood sugar, use of a 4-function calculator on the Math Test – No Calculator portion, or use of a sign language interpreter for oral instructions only. These students should test with standard time and breaks (Script 1), with the timing setting of Extra/Extended Breaks - Standard Time, unless they have other accommodations that affect timing.

Using Accommodated Scripts

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

Script 1: Standard Time

Use Script 1: Standard Time on page 62 for students approved in SSD Online for accommodations that don't require extended time—for example, breaks as needed or use of braille materials.

In the TA Interface, select **Standard Time** from the **Test Time and Breaks** drop-down.

Script 2: 100% Extended Time

Use Script 2: 100% Extended Time on page 70 for students approved in SSD Online for 100% extended time for reading. Also use Script 2 for students using TTS with the Read Text and Graphics setting.

In the TA Interface, select **100% Extended Time** from the **Test Time and Breaks** drop-down.

Script 3: 50% Extended Time

Use Script 3: 50% Extended Time on page 82 for students approved in SSD Online for 50% extended time for reading. Also use Script 3 for students using TTS with the Read Text Only setting.

In the TA Interface, select **50% Extended Time** from the **Test Time and Breaks** drop-down.

Script 4: Standard Time with Extra Breaks

Use Script 4: Standard Time with Extra Breaks on page 92 for students who receive standard time on some or all sections of the test and are approved in SSD Online for extra breaks.

In the TA Interface, select **Extra/Extended Breaks - Standard Time** from the **Test Time and Breaks** drop-down.

Reminder: Students who are approved in SSD Online to use their own screen reader software, such as JAWS or NVDA, and who are not using the built-in reader should test with Scripts 1–4, depending on their approved extended time.

Combined Scripts for Math-Only Extended Time

Begin with Script 1: Standard Time on page 62 for students who are approved in SSD Online for extended time only on math with no extra breaks. Begin with Script 4: Standard Time with Extra Breaks on page 92 for those who have math-only extended time with extra breaks.

- For students approved in SSD Online for 100% extended time for math, turn to Script 2, Break Before Section 3 for 1-Day Testing on page 77, and continue with that script for Sections 3 and 4.
- For students approved in SSD Online for 50% extended time for math, turn to Script 3, Break Before Section 3 on page 88, and continue with that script for Sections 3 and 4.

Script for Greater than 100% Extended Time

For more than 100% extended time, please contact College Board.

During the Test

Prepare to Test

TASKS

Prepare the Testing Room

- Double-check that your testing room meets seating requirements, including guidelines for type and spacing of seats.
 - ◆ Each student must be separated by a minimum of 3 feet from right to left (measure from center of desk).
 - ◆ At tables, students must be seated at least 3 feet apart and facing the same direction.
 - ◆ You may seat 2 students at a table that's 6 feet or longer.
- For seating requirements and general testing room requirements, see Plan Your Space on page 15. (See also Digital Testing Room Seating Arrangements on page 131.)
- Cover or remove any instructional material, such as maps and charts.
- Confirm the clock is working properly.

Post Information for Students

- Today's date
- Test name ("PSAT 10")

To be filled in later:

- Session ID
- Start time
- Stop time (approximate)
- Break time

If applicable, have the following information from your test coordinator available to provide to students:

- A list of school names and addresses for students who don't attend your school.

Admit Students to the Testing Room

Admit students one at a time, taking care to assign their seats at random or by prearrangement. If the school doesn't allow collection of cell phones, verify that students have powered off their cell phones as they are admitted to the room. If your school is conducting classroom check-in, check each student against the room roster as they enter the room:

- Write a "P" (present) next to the name of each student who checks in.
- If a student is unfamiliar to you, ask them for identification. If the student can't present acceptable ID, record this incident on an IR but allow the student to test. (See Photo ID Requirements on page 118.)

- After you have closed the testing room door, put an "A" next to the name of any student who is absent.

Collect Students' Personal Belongings

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

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

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

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

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

- At the door, ask students to confirm that their phone and other electronic devices are powered off.
- Ask students to place their devices in their backpacks or bags and place these bags to the front or side of the room, away from desks.
- If a student doesn't have a bag, provide a clear plastic bag (or label the device and collect it if school policy permits).
- Tell students to remove their pens or pencils, calculator, drinks, snacks, and ID (if applicable) from their bag and take them to their seat. If a student is approved to use an aid, they should include it with the items they take to their seat.

Returning devices:

- Cell phones and other collected devices should remain out of reach until testing is complete and all test materials have been collected.
- At the end of the test, students will collect their devices as their row is dismissed. If possible, arrange the items to make the return process easy.

- Before returning a device, check the name on the label, and advise students to check the name on the device to make sure it's theirs.
- If an item is left behind, return it with other materials to the test coordinator. Record the student's name so the student can be contacted.

Use of Medical Devices

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

In these circumstances, the phone must remain on the proctor's desk and can only be viewed under direct supervision. The phone must be in airplane mode and the camera feature disabled. After the phone has been placed in airplane mode, Bluetooth may be enabled, but only to connect the share app to the continuous glucose monitor. (If needed to check their blood sugar, the phone may be taken off airplane mode when the student is accessing the share app, under direct supervision of the proctor, and reengaged following use.) Before testing begins, the proctor should ask the student for instructions on how to access the share app and how to proceed if any alarm goes off (including how to operate the phone). The phone settings must be adjusted so sounds are produced only when monitoring is required because of the student's medical status. Under no circumstances may a student keep their phone at their desk.

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

More information is given under Prohibited Aids and Devices Policies on page 22.

Seat Students

Never allow students to select their own seat. Assign seats at random or by prearrangement with the test coordinator. For detailed information on seating requirements, see Seating Requirements on page 15. Your test coordinator will also have this information.

Process Late Arrivals

Admit and seat students who arrive late only if you haven't started the timed test (i.e., Section 1). Continue reading the script to all students.

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

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

Administer the Test

TASKS

- Administer each section of the test in sequence.
- Read scripts exactly as written.
- Complete the count of materials.
- Maintain security in the testing room.
- Report any test administration irregularities.
- Monitor the TA Interface periodically to view student progress and students who may need assistance.

Time the Test

- As you begin each section, once all students are working on the test, record the start and approximate stop times and post them for students to see.
- Refer to the appropriate Section Timing Chart in the Appendix to ensure that the stop time is correctly calculated.
- All students must receive the entire time on each section of the test, even if they finish before section time ends. Don't end a session early by clicking the **Stop** icon unless you're following a resolution path described in the Irregularity Chart.
- Immediately inform the test coordinator of any timing irregularities. Record irregularities and actions taken on the Irregularity Report (IR). See Complete the Irregularity Report (IR) on page 58 for more information.
- Once time has expired for the test section, the TA Interface will display an alert message; click **OK**.

TA Interface – Timing/Scheduling and Tools

From the TA Interface, you must select the time setting that applies to the group of students in your room. Please see the table below to identify the selection you will make from the **Timing/Scheduling** drop-down in the TA Interface. You must make the selection when starting each test.

Timing	TA Interface Timing/Scheduling Label
Standard Time	Standard Time
50% Extended Time	50% Extended Time
100% Extended Time	100% Extended Time
Greater than 100% w/ Documentation	Greater than 100% w/ Documentation
Standard Time w/ Extra Breaks	Extra/Extended Breaks-Standard Time

After Testing Begins

Complete the Digital PSAT 10 Seating Chart on page 134 (see back cover).

Maintain Security in the Testing Room

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

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

- Don't leave test materials unattended under any circumstances.
- Make sure test materials and phones aren't removed from the room.
- No one may access or use phones or wearable technology in the testing room, or eat or drink during testing unless they have an approved accommodation in SSD Online.

Prevent Copying and Communication

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

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

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

 *If the Irregularity Chart on page 119 indicates to call PSAT 10 School Day Support, report the situation immediately.*

Monitor Breaks

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

For the breaks:

- Post the break time and include what time testing will resume.
- Also check that any translated instructions or word-to-word glossaries are closed and left on the desks.
- Student test-taking devices should be on the sign in screen (scheduled break) or an unanswered question (unscheduled break).
- Students aren't allowed to use phones or other prohibited devices during breaks for any reason. Phones and other prohibited devices should be collected (if school policy permits), and must remain powered off and stored away from the testing area until the test is over.
- Students may eat and drink during breaks in designated areas, as long as they placed their food and drinks under their desks before the start of the test, as instructed.

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

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

Follow these guidelines for unscheduled breaks:

- Inform students they won't get extra testing time.
- Do not pause students' test in the "Actions" column in the TA Interface. Ask students to navigate to the next unanswered question.
- Allow only 1 student at a time to take an unscheduled break.
- Collect any EL supports (translated directions or glossary) the student may be using.
- When the student returns, if they're unfamiliar to you, check their ID before you hand back the testing materials.
- Never leave the testing room unattended. If possible, have a monitor accompany the student. It's not necessary to record this irregularity on an IR unless you find the activity suspicious (e.g., frequent breaks or breaks in coordination with other students).

Complete the Irregularity Report (IR)

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

- For all irregularities, fill in the general information in fields 1–5 (page 1) and field 9 (page 3) of the form.
 - ◆ In field 2, fill in your primary or makeup test date according to what administration you’re reporting (use primary test date for any accommodated testing).
 - ◆ In box 3, fill in “Digital PSAT 10” and indicate the type of test room affected.
 - ◆ In box 4a, write your 6-digit school (AI) code.
 - ◆ In box 4b, fill in the number of students tested at your school (use leading zeros, as in “0055”).
- To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in fields 6 (page 2), 9 (page 3), and 10 (page 4) to show the type of occurrence, describe the events and actions, and list information about the students affected. Note the grade level for each affected student in field 10.
- To report an **individual irregularity** (an issue that affects 1 student, such as illness), fill in fields 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to show the type of occurrence and the events and actions taken. List the student’s name, grade level, and date of birth.

KEY INFORMATION

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

- Prohibited Aids and Devices Policies on page 22
- Calculator Policies and Guidelines on page 23
- Monitoring Equipment Use on page 23
- Verify Authorized Test Observers and Visitors on page 40

Your test coordinator will also have this information.

Using the Irregularity Chart

The Irregularity Chart on page 119 lists the most common irregularities with the procedures and actions you should use to respond to them. When the chart indicates the need for immediate action, respond immediately. The chart also indicates situations you should complete and submit an IR for.

Use the IR to record an irregularity, including:

- Security incidents
- Misconduct

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

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

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

Administer Accommodations

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

IMPORTANT: *If you’re testing students in a standard room, proceed to [Begin Here on Test Day on page 59](#).*

Specific Formats Instructions

Instructions for AT Users (Screen Reader and Refreshable Braille)

If you are testing students using an assistive technology device, students must set punctuation and verbosity settings before signing in to the test. If they attempt to change particular screen reader settings while in a timed test section, they may be exited from the test and the test will need to be resumed. Resume the student’s test and record the missed testing time on the IR.

Take time before you begin reading the scripts to have students check their device settings and configuration.

Instructions for TTS Format

The TTS accommodation delivers an audio version of the test for students not using a screen reader and allows them to control aspects of text delivery such as what is read.

The students in your room will have either the Read Text Only setting or the Read Text and Graphics setting. You’ll need to use Script 3 (50% Extended Time) for students with text only settings. Use Script 2 (100% Extended Time) for students with text and graphics settings.

Test Day Scripts

Begin Here on Test Day

Your test coordinator will provide you with the appropriate materials for the accommodations approved by College Board for the students you are testing.

You may also be provided with EL supports for some students, such as translated directions or word-for-word glossaries.

Every student taking the digital PSAT 10 must be assigned to their own testing device. See *Delivering the Digital PSAT 10* on page 45 for more information.

Start the Digital Test

Launch the secure browser on all student devices. On iPads and Chromebooks, take the following steps:

1. Navigate to **AIR Secure Test**.
2. Click the **4-square menu** button to access the secure browser launchpad.
3. Select **College Board (PSAT 8/9, PSAT 10, and SAT)** from the state/organization drop-down menu. The assessment drop-down will automatically populate.

Launch the TA Interface from your device.

1. Navigate your web browser to the College Board digital testing portal, digitaltesting.collegeboard.org.
2. Click **TA Interface**.
3. Sign in to the TA Interface with your username and password.

Read the Scripts

Read aloud all the directions in the shaded boxes. Read slowly enough to give students time to navigate the screen and enter responses. Pause where you see *[pause]* in the script to allow students time to follow directions. Text that appears outside of the shaded boxes is intended for proctors and shouldn't be read aloud.

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

Students with headphones will not be able to hear your announcements while they're in the test. Signal students to let them know you have an announcement.

Don't deviate from these directions or answer any questions regarding the content of the test.

If students in your room will be using translated directions or word-for-word glossaries, distribute these now.

When you are ready to begin, say:

Welcome to the PSAT 10 test administration. This test will focus on what you've already been learning in school. It gives you a chance to see where you might need to improve during high school. If you're using printed directions that are translated, open the booklet now to follow along as I give instructions.

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

All students should have an equal opportunity to show their skills and knowledge on this test. Everyone in this room today is responsible for helping make that happen. If anyone disturbs others or tries to gain an unfair advantage, I'll ask them to leave the room and their scores will be invalidated.

Here are some examples of unfair advantages:

- Using or attempting to use the testing device for any purpose other than testing
- Giving or receiving help of any kind on the test
- Attempting to remove test materials from the testing room
- Using a phone or any unauthorized testing aid during testing or during breaks
- Using an answer key or sharing answers with anyone during or after the test
- Going to a locker or leaving the building during the test
- Attempting to take the test for someone else
- Eating or drinking during testing without an approved accommodation to do so
- Causing a disturbance
- Failing to follow testing procedures

These policies help make sure your testing experience today is fair, and that you can focus on your own test without distractions. If you see anything that concerns you, please talk to me or another testing staff member after the test, and we'll help you with any next steps.

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

Answer all students' questions.

Confirm Prohibited Devices Are Powered Off

Collection of personal belongings:

Most schools will be collecting students' phones, electronic devices, and/or backpacks. Read script **A** if this is the case in your school. Read script **B** if your school does not allow collection of students' belongings.

READ ONLY ONE OPTION

A If your school is collecting personal belongings, say:

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

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

At this time, if you have a phone or any other unauthorized electronic device in your possession, including a smartwatch or fitness tracker, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. [pause]

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

To all students, say:

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

Then say:

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

- Remove everything from your desk except your pencils or pens, acceptable calculator if you brought one, and any approved testing device. If you're using translated test directions or a word-to-word glossary, keep these items on your desk as well.
- If you brought a backup calculator or extra batteries, put them on the floor under your desk.
- Place any drinks and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and place them on the side of the room. You will not be able to access your bags until testing is over. [pause]

Allow time for students to turn in or put away any electronic devices; take out snacks, drinks, and calculators; and put their bags on the side of the room.

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

NOTE: Some students with diabetes may be approved to use a cell phone to check their blood sugar. Permission to test blood sugar, without approval for a cell phone, does not permit a student to have their cell phone in the testing room. The cell phone must be specifically preapproved and must remain at the proctor's desk during testing. Ensure that the phone is in airplane mode and the camera feature disabled. After the phone has been placed in airplane mode, Bluetooth may be enabled, but only to connect the share app to the glucose monitor. (If needed to check their blood sugar, the phone may be taken off airplane mode when the student is accessing the share app, under your direct supervision, and re engaged following use.)

To all students, say:

Please sit quietly while I take a moment to make sure everyone has an acceptable calculator. [pause]

Walk around the room to check each student's calculator and to make sure students have nothing on their desks other than pencils or pens, acceptable calculators, and, if applicable, translated test directions and word-to-word glossaries.

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

- Phones
- Audio players/recorders
- Tablets, laptops, or any personal computing devices other than the device used for the test
- Timers
- Cameras
- Smartwatches or other wearable technology
- Highlighters
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Reference materials of any kind
- Earplugs
- Unacceptable calculators that have QWERTY (typewriter-like) keypads, use paper tape, make noise, or use a power cord. (See Acceptable Calculators on page 109 for a full list.)

Then say:

You may not share or exchange calculators at any time. If you brought a calculator, put your calculator under your desk now. You won't need it until a later section.

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

Distribute Materials

Distribute a test ticket and 1 sheet of scratch paper to each student. Make sure each student receives the test ticket with their name printed on it. If you're unsure of a student's identity, ask the student to present their ID to verify their name.

Instructions for Using a Scribe

If you have students using a scribe and taking the digital PSAT 10, read the following script to them before beginning the test.

To students using a scribe, say:

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

Proceed to the Appropriate Script

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

SCRIPTS TO USE FOR TESTING

Description	Title and Page Number
Standard timing and breaks (see note that follows)	Script 1: Standard Time on page 62
100% extended timing and extra breaks	Script 2: 100% Extended Time on page 70
50% extended timing and extra breaks	Script 3: 50% Extended Time on page 82
Extra/Extended Breaks - Standard Time	Script 4: Standard Time with Extra Breaks on page 92

SSD Some students with accommodations may require the standard script. For example, you'll use Script 1 to test students testing in a small group setting or with permission to test blood sugar, students testing with extended breaks or breaks as needed, or students testing with extended time for math only with no extra breaks (you'll see instructions for when to switch to Script 2—100% extended time—or Script 3—50% extended time).

The Overview of Timing and Breaks on page 104 gives details about the different types of timing and breaks that may be needed.

SCRIPT 1: Standard Time



Set up the TA Interface for the Reading Test

1. Expand the Operational Test Selection menu by clicking on the **plus sign** next to **College Board PSAT 10**.
2. Select the **Reading Test** from the list of sections; click **Start Operational Session**.
3. Select **Standard Time** from the **Test Time and Breaks** drop-down; click **OK**.
4. Post the **Session ID**, exactly as it appears, on the board.

IMPORTANT: You'll announce and post the Session ID for each test section as prompted by the testing script.

At this point, student devices should be on, with the secure browser ready for their sign in.

IMPORTANT: If Chromebook or iPad students are not on the sign in screen, refer back to Start the Digital Test on page 59 for instructions.

Student's Screen: Secure Browser Sign In

Give Preliminary Instructions

When all students are ready, say:

Please listen carefully to these instructions. Your computer should be on the secure browser sign in screen. If you do not see the College Board logo on your screen, please raise your hand. *[pause]*

- Type your **First Name** and **Registration Number** exactly as they're printed on your test ticket.

- Type the **Session ID** exactly as it appears on the board. *[read Session ID aloud]*
- Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

If a student receives an error when signing in, ask them to reenter their information. Ensure the student enters their information exactly as it appears on their test ticket. Verify that the Session ID matches what appears in the TA Interface and on the board.

If the student still receives an error when signing in, have them close and relaunch the secure browser or reboot the device. Any further issues should be escalated to the test coordinator.

After all students have signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. If the name there is not your own, please raise your hand. *[pause]*

If the student name on the "Is This You?" page is incorrect, confirm identity of the student against their ID. Verify that the student has the correct test ticket and has entered the information correctly. Contact your test coordinator if the error can't be resolved.

IMPORTANT: Students will go through these screens for every section. Follow the same procedure if this issue arises in a later section.

Once everyone is ready, say:

Please sit quietly and wait for approval. Look up when you see the "Waiting for Approval" message.

If a student isn't waiting for approval, make sure the student clicks **Yes** from the "Is This You?" page.

When everyone is ready and before approving all students, say:

For each section, you will follow this process for approval using your first name and registration number from your test ticket and a new Session ID. You won't be able to enter a section and begin the test until I approve you to do so. Before I approve everyone to begin testing, remember:

- Throughout this test administration, you must listen to all directions for how to proceed.
- Don't exit or navigate away from the secure browser until your test is complete or you could lose testing time.

- During testing, keep your eyes on your device only. If your device malfunctions while testing, raise your hand and I will assist you.
- You'll have breaks during the test when you can leave the room to have a snack or use the restroom.

All students should now be waiting for your approval.



Admit Students

This is the first part of the 2-part approval process. It won't start timed testing.

1. Click the **Approvals** button on the TA Interface.
2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting for admission above the table to make sure it matches the number of students in your room.

3. Click the **Admit Students** button.
4. Click **Yes** to confirm.

TIP: If a student has a “timing mismatch” error or needs to be returned to the sign in screen, click the red **X** next to their name to deny the student entry. Contact the test coordinator for students with timing mismatch errors.

Once you've admitted all students, say:

You're almost ready to begin. You should now see 3 sections of information on your screen. You may need to scroll down. The first is the Help Guide, which lists the test tools, buttons, and features available to you during the test. You can access this information during the test by clicking the **question mark** icon in the top right corner of your screen.

Once you're in the test and after you have read the directions, move from question to question using the forward and backward arrows in the top left corner of the screen.

During the test you will also have access to a clock tool. You can view or hide the clock by clicking on the icon. Your clock will begin to count down the time you have remaining in the section. When your time for that section is up, you'll be automatically exited from the test.

Are there any questions? *[pause]*

After you answer all questions, say:

Find the Terms and Conditions section on your screen and review the terms. You are agreeing to not share any test content with anyone, in any form of communication, including email, text message, internet posts, or other use of the internet. Doing so may result in score invalidation or other possible sanction. These conditions are spelled out in the *PSAT 10 Student Guide for Digital Testing* and on the College Board website.

When you have finished reading, click the box next to “**I agree to the Terms and Conditions.**” *[pause]*

From this page, you may also view your test and time settings. These are auditory, visual, and concentration assistance test settings that have been set for you, if you have been approved for them. Confirm that all information on this page is accurate for your test. If you have any questions about the settings, raise your hand. If all information is accurate, scroll to the bottom of the page and click **OK.** *[pause]*

If anything on the student test settings page is incorrect, the student should click **Go Back** at the bottom of the page and return to the sign in screen. Contact your test coordinator immediately to determine if the student's accommodations were set correctly.

Then say:

Now click **Start.** You must select the check box in the terms and conditions for the **Start** button to be active.

Please place your test ticket to the side; you'll need to refer to it for the next test section. I'll collect the tickets once testing is finished.

You should now see a “Waiting for Approval” message. If you don't see this message, raise your hand.

If a student isn't waiting for approval, ensure that the student has clicked the box to agree to the terms and conditions. Ask the student to click the box and then click **Start.**

SECTION 1: Reading Test

STANDARD TIME

 60 Minutes

IMPORTANT: *Don't 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 and before approving students, say:

Please listen to these instructions for the Reading Test. Once we begin, you'll have 60 minutes to work on Section 1, the Reading Test. We'll take a 5-minute break when this section is finished.

If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

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

Test time will begin after I approve you and when test directions appear on your screen. If you finish testing before section time ends, please sit quietly and wait for further instruction. Remember, after the test has ended, no one may leave the room until I announce dismissal.

IMPORTANT: *Time starts as soon as you approve all students.*

Then say:

Once I approve your entry to the test, you'll see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.

Start Test

This is the second part of the 2-part approval process.

 **These steps start the test time.**

1. Click the **Approvals** button on the TA Interface.
2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: *Check the count of students waiting to start testing above the table to make sure it matches the number of students in your room.*

3. Click the **Start Test** button.
4. Click **Yes** to confirm.

Once you have started testing, say:

Time starts now. Good luck.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



60 MINUTES STANDARD TIME

START TIME _____ **STOP TIME** _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will alert you that the session has ended; click **OK**.

While students are testing, complete the seating chart on the back of this manual.

When the TA Interface alerts you that the testing session has ended, say:

The Reading Test is now complete. You should be on the secure browser sign-in page. If you don't see this screen, raise your hand. *[pause]*

I will now walk around and collect any scratch paper. Do not exit out of the secure browser.

Walk around the room to ensure that all students have successfully submitted their test and see the sign in page. If a student doesn't see the sign in page, ask them to click the **Next** button in the secure browser and respond to the prompt to exit the section. This may take up to 2 minutes for students to see depending on network connectivity. As you monitor students' completion, collect any scratch paper. Collect all paper, even if it appears unused or blank.

After all scratch paper is collected, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.
- Don't discuss test questions with anyone or use any kind of electronic device during the break.
- If you brought a snack, you may eat it in designated areas only.

We'll start testing again in exactly 5 minutes.

5-MINUTE BREAK**During the Break**

Post the break time of 5 minutes and the time students should return to their seats. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

**Set up the TA Interface for the Writing and Language Test**

1. Click the **Select Tests** button.
2. Select **Writing and Language Test** from the pop-up.
3. Click **Start Operational Session**.
4. Select **Standard Time** from the **Test Time and Breaks** drop-down; click **OK**.
5. Post the new **Session ID** on the board.

At the end of the break, say:

Please take your seat. *[pause]*

I will now hand out scratch paper for the next section of the test.

Walk around and distribute one piece of scratch paper to each student.

SECTION 2:**Writing and Language Test****STANDARD TIME**

35 Minutes

When everyone is ready, say:

Take out your test ticket and sign in to the secure browser. Type your **First Name** and **Registration Number** and the new **Session ID**, exactly as it appears on the board. *[read Session ID aloud]* Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval. *[pause]*

All students should now be waiting for your approval.

**Admit Students**

Refer to Part 1: Admit Students under Give Preliminary Instructions on page 63 for instructions. This is the first part of the 2-part approval process. It won't start timed testing.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings sections. Remember that you can access information about test tools and features during the test by clicking the **question mark** icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. *[pause]*

If the student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page.

When everyone is ready and before approving all students, say:

Before I approve everyone, please listen to these instructions for Section 2, the Writing and Language Test. You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

Some questions in this section consist of **only** the 4 answer options. Only the question number is shown above the options. In these cases, choose the option you think is the best choice in the context of the passage.

If you finish before the end of this section is announced, you may review your answers for this section only. Once you complete your review, please sit quietly and wait for further instructions.

You have 35 minutes to work on the Writing and Language Test.

IMPORTANT: Time starts as soon as you approve all students.

Then say:

Once I approve your entry to the test, you'll see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.

 **Start Test**

Refer to Part 2: Start Test under Section 1: Reading Test on page 64 for instructions. This is the second part of the 2-part approval process.

 **The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.**

Once you've started testing, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



35 MINUTES STANDARD TIME

START TIME _____
STOP TIME _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will alert you that the session has ended; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Writing and Language Test is now complete. You should be on the secure browser sign in page. If you don't see this screen, raise your hand. *[pause]*

Walk around the room to ensure that all students have successfully submitted their test and see the sign in page. If a student doesn't see the sign in page, ask them to click the **Next** button in the secure browser and respond to the prompt to exit the section.

Choose the correct script for the students in your room or continue below for standard time students:

Description	Title and Page Number
50% extended time	Break Before Section 3 on page 88
100% extended time	Break Before Section 3 for 1-Day Testing on page 77

 **Set up the TA Interface for the Math Test – No Calculator**

1. Click the **Select Tests** button.
2. Select **Math Test – No Calculator** from the pop-up.
3. Click **Start Operational Session**.
4. Select **Standard Time** from the **Test Time and Breaks** drop-down; click **OK**.
5. Post the new **Session ID** on the board.

SECTION 3:
Math Test – No Calculator

STANDARD TIME

 25 Minutes

NOTE: *If a student has College Board approval to use a 4-function calculator on this portion of the Math Test as an accommodation, confirm that the handheld calculator they use isn't a scientific or graphing calculator and ensure the calculator icon appears in the tool bar. (Percentage and square root functions are permitted.)*

When everyone is ready, say:

Take out your test ticket and sign in to the secure browser. Type your **First Name** and **Registration Number** and the new **Session ID**, exactly as it appears on the board. *[read Session ID aloud]* Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.

**Admit Students**

Refer to Part 1: Admit Students under Give Preliminary Instructions on page 63 for instructions. This is the first part of the 2-part approval process. It won't start timed testing.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings sections. Remember that you can access information about test tools and features during the test by clicking the **question mark** icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. *[pause]*

If the student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page.

When all students are ready and before approving all students, say:

Before I approve everyone to begin testing, please listen to these instructions for Section 3, the Math Test without Calculator.

Although this is a math section, you aren't allowed to use a calculator on this section of the test, unless you are approved to use a 4-function calculator as an accommodation. Please keep your calculator under your desk.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

If you finish before the end of this section is announced, you may review your answers for this section only. Once you complete your review, please sit quietly and wait for further instructions.

You have 25 minutes to work on the Math Test without Calculator.

Then say:

Once I approve your entry to the test, you will see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.

**Start Test**

Refer to Part 2: Start Test under Section 1: Reading Test on page 64 for instructions. This is the second part of the 2-part approval process.

⚠ The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.

Once you've started testing, say:

Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS	
 25 MINUTES STANDARD TIME	
START TIME _____	STOP TIME _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Do not stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Math Test without Calculator is now complete. You should be on the secure browser sign in page. If you don't see this screen, raise your hand. *[pause]*

I'll walk around and collect your scratch paper.

Walk around the room to ensure that all students have successfully submitted their test and see the sign in page. If a student doesn't see the sign in page, ask them to click the **Next** button in the secure browser and respond to the prompt to exit the section. As you monitor students' completion, collect scratch paper from each student. Collect all paper, even if it appears unused or blank.

After all scratch paper is collected, say:

We'll stop now for a 5-minute break. Do not discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

5-MINUTE BREAK

During the Break

Post the break time of 5 minutes and the time students should return to their seats. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.



Set up the TA Interface for the Math Test – Calculator

1. Click the **Select Tests** button.
2. Select **Math Test – Calculator** from the pop-up.
3. Click **Start Operational Session**.
4. Select **Standard Time** from the **Test Time and Breaks** drop-down; click **OK**.
5. Post the new **Session ID** on the board.

At the end of the break, say:

Please take your seat. *[pause]*

I will now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.

SECTION 4:

Math Test – Calculator

STANDARD TIME

 45 Minutes

When everyone is ready, say:

Take out your test ticket and sign in to the secure browser. Type your **First Name** and **Registration Number** and the new **Session ID**, exactly as it appears on the board. *[read Session ID aloud]* Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. You should then see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Refer to Part 1: Admit Students under Give Preliminary Instructions on page 63 for instructions. This is the first part of the 2-part approval process. It won't start timed testing.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings sections. Remember that you can access information about test tools and features during the test by clicking the **question mark** icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. *[pause]*

If the student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page.

When all students are ready and before approving all students, say:

Before I approve everyone to begin testing, please listen to these instructions for Section 4, the Math Test with Calculator. For this section you may use a calculator. If you brought a calculator, please take it out and place it on your desk. You also have access to the embedded calculator for this section. Click the **calculator** icon in the toolbar to use this tool during the test.

When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't view your work.
- Don't share or exchange your calculator.
- If you brought a backup calculator, keep it under 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 don't have a backup calculator, continue to test, and use the embedded calculator you can access from the toolbar if you need it. All math questions can be answered without a calculator.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

If you finish before the end of this section is announced, you may review your answers for this section only. Once you complete your review, please sit quietly and wait for further instructions.

Are there any questions? *[pause]*

You have 45 minutes to work on the Math Test with Calculator.

Then say:

Once I approve your entry to the test, you will see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.



Start Test

Refer to Part 2: Start Test under Section 1: Reading Test on page 64 for instructions. This is the second part of the 2-part approval process.

! *The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.*

Once you've started testing, say:

Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS



45 MINUTES STANDARD TIME

START TIME _____

STOP TIME _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will display an alert message; click **OK**.

When the TA Interface alerts you that the testing session has ended, say:

The Math Test with Calculator is now complete. You should be on the secure browser sign in page. If you don't see this screen, raise your hand. [pause]

Congratulations—you just finished the test! I'll now collect your scratch paper and your test ticket. Please sit quietly until you're dismissed.

Walk around and collect test tickets and scratch paper from each student. Collect all paper, even if it appears unused or blank.

Proceed to **After the Test** on page 103.

SCRIPT 2: 100% Extended Time

The following script is for 100% extended time test takers and for students using TTS with the Read Text Graphics setting.

If you're testing students with math-only extended time, turn to the appropriate standard time script (Script 1: Standard Time on page 62 or Script 4: Standard Time with Extra Breaks on page 92 for students testing with standard time and extra breaks). You'll be instructed when to return to this 100% extended time script.



Set up the TA Interface for the Reading Test

IMPORTANT: If you haven't already read *Begin Here on Test Day* on page 59, please go back and do so now before returning to this script.

1. Expand the Operational Test Selection menu by clicking on the **plus sign** next to **College Board PSAT 10**.
2. Select the **Reading Test** from the list of sections; click **Start Operational Session**.
3. Select **100% Extended Time** from the **Test Time and Breaks** drop-down; click **OK**.
4. Post the **Session ID**, exactly as it appears, on the board.

IMPORTANT: You'll announce and post the **Session ID** for each test section as prompted by the testing script.

At this point, student devices should be on/open with the secure browser ready for their sign in.

IMPORTANT: If Chromebook or iPad students are not on the sign in screen, refer back to *Start the Digital Test* on page 59 for instructions.

Student's Screen: Secure Browser Sign In

Give Preliminary Instructions

When all students are ready, say:

Please listen carefully to these instructions. Your computer should be on the secure browser sign-in screen. If you do not see the College Board logo on your screen, please raise your hand. [pause]

- Type your **First Name** and **Registration Number** exactly as they're printed on your test ticket.
- Type the **Session ID** exactly as it appears on the board. [read Session ID aloud]
- Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you. [pause]

If a student receives an error when signing in, ask them to reenter their information. Ensure the student enters their information exactly as it appears on their test ticket. Verify that the Session ID matches what appears in the TA Interface and on the board.

If the student still receives an error when signing in, have them close and relaunch the secure browser or reboot the device. Any further issues should be escalated to the test coordinator.

After all students have signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. If the name there is not your own, please raise your hand. [pause]

If the student name on the “Is This You?” page is incorrect, confirm identity of the student. Verify that the student has the correct test ticket and has entered the information correctly. Contact your test coordinator if the error can’t be resolved.

IMPORTANT: *Students will go through these screens for every section. Follow the same procedure if this issue arises in a later section.*

Once everyone is ready, say:

Please sit quietly and wait for approval. Look up when you see the “Waiting for Approval” message.

If a student isn’t waiting for approval, make sure the student clicks **Yes** from the “Is this you?” page.

When everyone is ready and before approving all students, say:

For each section, you’ll follow this same process for approval using your first name and registration number from your test ticket and a new Session ID. You won’t be able to enter a section and begin the test until I approve you to do so. Before I approve everyone to begin testing, remember:

- Throughout this test administration you must listen to all directions for how to proceed.
- Don’t exit or navigate away from the secure browser until your test is complete or you could lose testing time.
- During testing, keep your eyes on your device only.
- If your device malfunctions while testing, raise your hand and I’ll assist you.
- You’ll have breaks during the test when you can leave the room to have a snack or use the restroom.

All students should now be waiting for your approval.



Admit Students

This is the first part of the 2-part approval process. It won’t start timed testing.

1. Click the **Approvals** button on the TA Interface.
2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: *Check the count of students waiting for admission above the table to make sure it matches the number of students in your room.*

3. Click the **Admit Students** button.
4. Click **Yes** to confirm.

TIP: *If a student has a “timing mismatch” error or needs to be returned to the sign-in screen, click the red **X** next to their name to deny the student entry. Contact the test coordinator for students with timing mismatch errors.*

If students are testing with text-to-speech, say:

Now you should see the text-to-speech sound check. Please follow the on-screen instructions and make a selection at the bottom of the screen. Then click **Continue**. You must confirm that your sound settings are set and functioning each time you enter the test.
[pause]

Confirm students have completed the sound check and heard the voice and made a selection (**Works, Doesn’t Work, or Skip**). If a student has an issue that can’t be resolved, contact your test coordinator.

Once you’ve admitted all students, say:

You are almost ready to begin. You should now see 3 sections of information on your screen. You may need to scroll down. The first is the Help Guide, which lists the test tools, buttons, and features available to you during the test. You can access this information during the test by clicking the **question mark** icon in the top right corner of your screen.

Once you’re in the test and after you have read the directions, move from question to question using the **forward** and **backward arrows** in the top left corner of the screen.

During the test you'll also have access to a clock tool. You can view or hide the clock by clicking on the icon. Your clock will begin to count down the time you have remaining in the section. When your time for that section is up, you'll be automatically exited from the test.

Are there any questions? [pause]

After you answer all questions, say:

Find the Terms and Conditions section on your screen and review the terms. You are agreeing to not share any test content with anyone, in any form of communication, including email, text message, internet posts, or other use of the internet. Doing so may result in score invalidation or other possible sanction. These conditions are spelled out in the *PSAT 10 Student Guide for Digital Testing* and on the College Board website. When you have finished reading, click the box next to **"I agree to the Terms and Conditions."** [pause]

From this page, you may also view your test and time settings. These are auditory, visual, and concentration assistance test settings that have been set for you, if you have been approved for them. Confirm that all information on this page is accurate for your test. If any information is incorrect, raise your hand. If all information is correct, scroll to the bottom of the page and click **OK**. [pause]

If anything on the student test settings page is incorrect, the student should click **Go Back** at the bottom of the page and return to the sign-in screen. Contact your test coordinator immediately to determine if the student's accommodations were set correctly.

Then say:

Now click **Start**. You must select the **check box** in the terms and conditions for the **Start** button to be active.

Please place your test ticket to the side; you'll need to refer to it for the next test section. I'll collect the tickets once testing is finished.

You should now see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If a student isn't waiting for approval, ensure that the student has clicked the box to agree to the terms and conditions. Ask the student to click the box and then click **Start**.

SECTION 1: Reading Test

100% EXTENDED TIME 120 MINUTES

 60 Minutes **5-Minute Break** 60 Minutes

IMPORTANT: *Don't 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 and before approving all students, say:

Please listen to these instructions for the Reading Test. Once we begin, you'll have 2 hours to work on Section 1, the Reading Test. We will take a 5-minute break after 60 minutes, and another 5-minute break at the end of this section.

You may use the separate paper provided for scratch work.

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

Test time will begin after I approve you and when test directions appear on your screen. When you have completed testing, please sit quietly and wait for further instruction. Do not close your laptop.

IMPORTANT: *Time starts as soon as you approve all students.*

Then say:

Once I approve your entry to the test, you'll see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.

Start Test

This is the second part of the 2-part approval process.

! *The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.*

1. Click the **Approvals** button on the TA Interface.
2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: Check the count of students waiting to start testing above the table to make sure it matches the number of students in your room.

3. Click the **Start Test** button.
4. Click **Yes** to confirm.

Once you've started the test, say:

Time starts now. Good luck.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



60 MINUTES 100% EXTENDED TIME

START TIME _____ **STOP TIME** _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will alert you that the session has ended; click **OK**.

While students are testing, complete the seating chart on the back of this manual.

After 55 minutes, say:

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

After exactly 60 minutes, say:

Stop work. I'll now pause your test. Sit quietly until I announce the break.

Pause Session



In the TA Interface, click the **Pause Session** button to pause test time.

Once all students' tests have been successfully paused, say:

You should now see a message that your test has been interrupted. Click **OK** and you will be returned to the sign in page of the secure browser.

It may take up to a minute for students to be exited from the test and returned to the sign in screen.

When all students are ready, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.
- Don't discuss test questions with anyone or use any kind of electronic device during the break.
- If you brought a snack, you may eat it in designated areas only.

We'll start testing again in exactly 5 minutes.

5-MINUTE BREAK

During the Break

Post the break time of 5 minutes, and include what time students should return to their seats. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

At the end of the break, say:

Please take your seat and take out your test ticket. *[pause]*

Sign in to the secure browser and enter the same Session ID, as posted on the board.

When everyone is signed in, say:

Now verify that your name appears on the “Is This You?” page. If so, click **Yes**; then you should see a “Waiting for Approval” message. Once approved, navigate to the last question answered and resume testing. You’ll now have the remainder of your time to work on this section.

▶ Continue the Test

In these steps you’ll complete both parts of the approval process. Students will be entered into the test after the final step.

1. Open the **Approval Queue**—make sure all students in the room are listed there.
2. Click the **Admit Students** button—testing will not yet begin.
3. Open the **Approval Queue** again.
4. Click the **Start Test** button.

⚠ *The clock will start counting down and test time is resumed.*

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



60 MINUTES 100% EXTENDED TIME

START TIME _____ **STOP TIME** _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students’ progress in the TA Interface. Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don’t stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Reading Test is now complete. You should be on the secure browser sign in page. If you don’t see this screen, raise your hand. *[pause]*

I’ll now walk around and collect your scratch paper. Do not exit out of the secure browser.

Walk around the room to ensure all students have successfully submitted their test and see the sign in page. If a student doesn’t see the sign in page, ask them to click the **Next** button in the secure browser and respond to the prompt to exit the section. As you monitor students’ completion, collect scratch paper from each student. Collect all paper, even if it appears unused or blank.

When all students are ready, say:

We’ll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. We’ll start testing again in exactly 5 minutes.

🕒 5-MINUTE BREAK**During the Break**

Post the break time of 5 minutes and the time students should return to their seats. Students shouldn’t exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

**Set up the TA Interface for the Writing and Language Test**

1. Click the **Select Tests** button.
2. Select **Writing and Language Test** from the pop-up.
3. Click **Start Operational Session**.
4. Select **100% Extended Time** from the **Test Time and Breaks** drop-down; click **OK**.
5. Post the new **Session ID** on the board.

At the end of the break, say:

Please take your seat. *[pause]*

I’ll now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.

SECTION 2: Writing and Language Test

100% EXTENDED TIME

 70 Minutes

When everyone is ready, say:

Take out your test ticket and sign in to the secure browser. Type your **First Name** and **Registration Number** and the new **Session ID**, exactly as it appears on the board. *[read Session ID aloud]* Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you. *[pause]*

When everyone is signed in, say:

Now verify that your name appears on the “Is This You?” page. If so, click **Yes**; then you should see a “Waiting for Approval” message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Refer to Part 1: Admit Students under Give Preliminary Instructions on page 71 for instructions. This is the first part of the 2-part approval process. It won't start timed testing.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings sections. Remember you can access information about test tools and features during the test by clicking the **question mark** icon in the top right corner of your screen.

Click **Start**. You should see a “Waiting for Approval” message. If you don't see this message, raise your hand. *[pause]*

If a student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page. Do not approve students until you have read all the directions.

When everyone is ready and before approving all students, say:

Before I approve everyone, please listen to these instructions for Section 2, the Writing and Language Test. You may use the separate paper provided for scratch work.

Some questions in this section consist of **only** the 4 answer options. Only the question number is shown above the options. In these cases, choose the option that you think is the best choice in the context of the passage.

If you finish before the end of this section is announced, you may review your answers for this section only. Once you complete your review, please sit quietly and wait for further instructions.

You have 70 minutes to work on the Writing and Language Test. We will take a 5-minute break when this section is finished.

IMPORTANT: *Time starts as soon as you approve all students.*

Then say:

Once I approve your entry to the test, you will see the test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.



Start Test

Refer to Part 2: Start Test under Section 1: Reading Test on page 73 for instructions. This is the second part of the 2-part approval process.

! *The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.*

Once you've started testing, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



70 MINUTES 100% EXTENDED TIME

START TIME _____

STOP TIME _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don't stop the session early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Writing and Language Test is now complete. You should be on the secure browser sign in page. If you don't see this screen, raise your hand. *[pause]*

Walk around the room to ensure all students have successfully submitted their test and see the sign in page. If a student doesn't see the sign in page, ask them to click the **Next** button in the secure browser and respond to the prompt to exit the section.

After Section 2

Pause for a moment to read and determine what your students require next.

- Students who require standard timing or 50% extended time will complete testing in 1 day. For these students, turn to Break Before Section 3 for 1-Day Testing on page 77.
- Day 1 testing ends here for all 100% extended time test takers. Continue with the script that follows.

**End of Day 1 of Testing
Collecting Test Materials****To students concluding Day 1 of testing, say:**

This concludes Day 1 of testing. I will now collect your test ticket and scratch paper. Please remain in your seats until I dismiss you.

Keep students seated until you have collected all materials. Collect test materials, including any scratch paper, translated test directions, or word-to-word glossaries, from each student in the same order you distributed them.

In the following script, fill in the time that students should report for testing on Day 2.

After you have collected all test materials, say:

In just a moment, I'm going to let you go. Remember, you should not, under any circumstances, take any test content from the testing room or discuss or share test content with anyone through any means, including email, text messages, internet posts, or on social media. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your acceptable calculator and pencils or pens. We begin Day 2 testing at _____. You are now free to collect your belongings and leave the room.

Return any collected items to students. Store test materials securely until the second day of testing. Ensure all student computers are on the secure browser sign-in page and that you have logged out of the TA Interface.

Day 2 of Testing**Admitting Students**

Follow regular security procedures including school-allowed procedures for collecting electronic devices. Use the seating chart you completed to identify where each student sat during Day 1, and make sure they sit in the same seat for Day 2.

Preparing to Test

Before starting the script, check your room roster for students who need translated directions and/or word-to-word glossaries, and distribute them to those students.

When everyone is ready, say:

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

**Confirm Prohibited Devices
Are Powered Off****Collection of personal belongings:**

*Most schools will be collecting students' phones, electronic devices, and/or backpacks. Read script **A** if this is the case in your school. Read script **B** if your school does not allow collection of students' belongings.*

READ ONLY ONE OPTION**A If your school is collecting personal belongings, say:**

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

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

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

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

Then say:

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

Please remove everything from your desk except your pencils or pens and calculator, if you brought one.

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

Wait for students to finish putting items away.

Once everyone is ready, say:

Thank you. Please sit quietly while I take a moment to make sure everyone has an approved calculator. *[pause]*

As before, walk around to make sure no one has any unauthorized aids or devices on their desks.

Once everyone is ready, say:

You may not share or exchange calculators at any time. If you brought a calculator, put your calculator and extra batteries under your desk now. You won't need them until a later section.

After desks are cleared of prohibited items, say:

Please sit quietly while I distribute your test tickets and scratch paper. When you receive your ticket, please check to make sure it is yours.

Distribute to each student the test ticket from Day 1 and a sheet of scratch paper. Make sure each student receives the test ticket with their name printed on it. If you're unsure of the identity of the students, ask each student to present their ID to verify their name.

IMPORTANT: Proceed to Section 3: Math Test – No Calculator.

Break Before Section 3 for 1-Day Testing

To students testing in 1 day, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. We'll start testing again in exactly 5 minutes.

During the Break

Post the break time of 5 minutes and the time testing will resume. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign-in page.

During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

A FOR STUDENTS WITH 50% EXTENDED OR STANDARD TIME FOR READING OR MATH

Turn to the appropriate script as noted in this table:

Script	Description
Section 3: Math Test – No Calculator on page 88	50% extended time
Section 3: Math Test – No Calculator on page 66	Standard time (no extra breaks)
Section 3: Math Test – No Calculator on page 98	Standard time with extra breaks

B FOR STUDENTS WITH 100% EXTENDED TIME FOR READING OR MATH OR USING THE AT FORMAT

Continue with the script that follows.



Set up the TA Interface for the Math Test – No Calculator

1. Click the **Select Tests** button.
2. Select **Math Test – No Calculator** from the pop-up.
3. Click **Start Operational Session**.
4. Select **100% Extended Time** from the **Test Time and Breaks** drop-down; click **OK**.
5. Post the new **Session ID** on the board.

SECTION 3:

Math Test – No Calculator

100% EXTENDED TIME

50 Minutes

IMPORTANT: If a student has College Board approval to use a 4-function calculator on this portion of the Math Test as an accommodation, confirm that the calculator they use isn't a scientific or graphing calculator and/or ensure the calculator icon appears in the tool bar. (Percentage and square root functions are permitted.)

To all students, say:

Please take your seat. *[pause]* Take out your test ticket and sign in to the secure browser. Type your **First Name** and **Registration Number** and the new **Session ID**, exactly as it appears on the board. *[read Session ID aloud]* Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the “Is This You?” page. If so, click **Yes**; then you should see a “Waiting for Approval” message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.

**Admit Students**

Refer to Part 1: Admit Students under Give Preliminary Instructions on page 71 for instructions. This is the first part of the 2-part approval process. It won't start timed testing.

If students are testing with text-to-speech, say:

Now you should see the text-to-speech sound check. Please follow the on-screen instructions and make a selection at the bottom of the screen. Then click **Continue**. [pause]

Confirm that students have completed the sound check, heard the voice, and made a selection (**Works, Doesn't Work, or Skip**). If a student has an issue that can't be resolved, contact your test coordinator.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings sections. Remember that you can access information about test tools and features during the test by clicking the **question mark** icon in the top right corner of your screen.

Click **Start**. You should see a “Waiting for Approval” message. If you don't see this message, raise your hand. [pause]

If a student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page. Do not approve students until you have read all the directions.

When all students are ready and before approving all students, say:

Before I approve everyone to begin testing, please listen to these instructions for Section 3, the Math Test without Calculator.

Although this is a math section, you aren't allowed to use a calculator on this section of the test, unless you are approved to use a 4-function calculator as an accommodation.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

Please keep your calculator under your desk. For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand and I'll provide it to you.

If you finish before the end of this section is announced, you may review your answers for this section only. Once you complete your review, please sit quietly and wait for further instructions.

You have 50 minutes to work on the Math Test without Calculator. We will take a 5-minute break when this section is finished.

Then say:

Once I approve your entry to the test, you will see the test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.

**Start Test**

Refer to Part 2: Start Test under Section 1: Reading Test on page 73 for instructions. This is the second part of the 2-part approval process.

! *The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.*

Once you've started testing, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



50 MINUTES 100% EXTENDED TIME

START TIME _____ STOP TIME _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don't stop the session early by clicking on the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Math Test without Calculator is now complete. You should be on the secure browser sign in page. If you don't see this screen, raise your hand. *[pause]*

I'll now walk around and collect your scratch paper.

Walk around the room to ensure all students have successfully submitted their test and see the sign in page. If a student doesn't see the sign in page, ask them to click the **Next** button in the secure browser and respond to the prompt to exit the section. As you monitor students' completion, collect scratch paper from each student. Collect all paper, even if it appears unused or blank.

When all students are ready, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

5-MINUTE BREAK

During the Break

Post the break time of 5 minutes and include what time testing will resume. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.



Set up the TA Interface for the Math Test – Calculator

1. Click the **Select Tests** button.
2. Select **Math Test – Calculator** from the pop-up.
3. Click **Start Operational Session**.
4. Select **100% Extended Time** from the **Test Time and Breaks** drop-down; click **OK**.
5. Post the new **Session ID** on the board.

At the end of the break, say:

Please take your seat. *[pause]*

I will now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.

SECTION 4:

Math Test – Calculator

100% EXTENDED TIME 90 MINUTES



45 Minutes

5-Minute Break

45 Minutes

When everyone is ready, say:

Take out your test ticket and sign in to the secure browser. Type your **First Name** and **Registration Number** and the new **Session ID**, exactly as it appears on the board. *[read Session ID aloud]* Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you. *[pause]*

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**; then you should see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Refer to Part 1: Admit Students under Give Preliminary Instructions on page 71 for instructions. This is the first part of the 2-part approval process. It won't start timed testing.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings sections. Remember that you can access information about test tools and features during the test by clicking the **question mark** icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. [pause]

If a student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page. Do not approve students until you have read all the directions.

When all students are ready and before approving all students, say:

Before I approve everyone to begin testing, please listen to these instructions for Section 4, the Math Test with Calculator. For this section you may use a calculator. If you brought a calculator, please take it out and place it on your desk. You also have access to the embedded calculator for this section. Click the **calculator** icon in the toolbar to use this tool during the test.

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 students can't view your work.
- Don't 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'll see if your substitute is acceptable. If you don't have a backup calculator, continue to test, and use the embedded calculator you can access from the toolbar if you need it.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

If you finish before the end of this section is announced, you may review your answers for this section only. Once you complete your review, please sit quietly and wait for further instructions.

Are there any questions? [pause]

Then say:

You have 1 hour and 30 minutes to work on the Math Test with Calculator. We will take a 5-minute break after 45 minutes.

Once I approve your entry to the test, you will see the test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.



Start Test

Refer to Part 2: Start Test under Section 1: Reading Test on page 73 for instructions. This is the second part of the 2-part approval process.

⚠ The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.

Once you've started testing, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES 100% EXTENDED TIME

START TIME _____ STOP TIME _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

After 40 minutes have elapsed, say:

You have 50 minutes remaining in Section 4, and 5 minutes until the break.

After exactly 45 minutes have elapsed, say:

Stop work. I'll now pause your test. Sit quietly until I announce the break.



Pause Session



In the TA Interface, click the **Pause Session** button to pause test time.

Once all students' tests have been successfully paused, say:

You should now see a message that your test has been interrupted. Click **OK** and you will be returned to the sign in page of the secure browser.

It may take up to a minute for students to be exited from the test and returned to the sign in screen.

When all students are ready, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.



5-MINUTE BREAK

During the Break

Post the break time of 5 minutes and include what time students should return to their seats. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

At the end of the break, say:

Please take your seat and take out your test ticket. *[pause]*

Sign in to the secure browser and enter the same Session ID, as posted on the board.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**; then you should see a "Waiting for Approval" message. Once approved, navigate to the last question answered and resume testing. You'll now have the remainder of your time to work on this section.



Continue the Test

In these steps you'll complete both parts of the approval process. Students will be entered into the test after the final step.

1. Open the **Approval Queue**—make sure all students in the room are listed there.
2. Click the **Admit Students** button—testing will not yet begin.
3. Open the **Approval Queue** again.
4. Click the **Start Test** button.



The clock will start counting down and test time is resumed.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES 100% EXTENDED TIME

START TIME _____ STOP TIME _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don't stop the session early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Math Test with Calculator is now complete. You should be on the secure browser sign-in page. If you don't see this screen, raise your hand. *[pause]*

Congratulations—you just finished the test! I'll now walk around and collect your scratch paper and your test ticket. Please sit quietly until you are dismissed.

Walk around and collect test tickets and scratch paper from each student. Collect all paper, even if it appears unused or blank.

Proceed to **After the Test** on page 103.

SCRIPT 3: 50% Extended Time

The following script is for 50% extended time test takers. Begin with this script if you are testing students approved for 50% extended time in reading, students using the TTS format with Read Text Only setting, and EL students with 50% extended time. If you're testing students with math-only extended time, begin with the appropriate standard-time script (Script 1: Standard Time on page 62 or Script 4: Standard Time with Extra Breaks on page 92 for students testing with standard time and extra breaks). You'll be instructed when to return to this script.



Set up the TA Interface for the Reading Test

IMPORTANT: *If you haven't already read Begin Here on Test Day on page 59, please go back and do so now before returning to this script.*

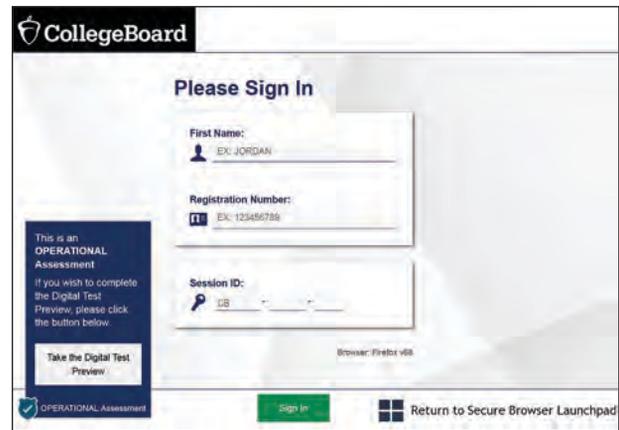
1. Expand the Operational Test Selection menu by clicking on the **plus sign** next to **College Board PSAT 10**.
2. Select the **Reading Test** from the list of sections; click **Start Operational Session**.
3. Select **50% Extended Time** from the **Test Time and Breaks** drop-down; click **OK**.
4. Post the **Session ID**, exactly as it appears, on the board.

IMPORTANT: *You'll announce and post the Session ID for each test section as prompted by the testing script.*

At this point, student devices should be on with the secure browser ready for their sign in.

IMPORTANT: *If Chromebook or iPad students are not on the sign in screen, refer back to Start the Digital Test on page 59 for instructions.*

Student's Screen: Secure Browser Sign In



Give Preliminary Instructions

When all students are ready, say:

Please listen carefully to these instructions. Your computer should be on the secure browser sign-in screen. If you do not see the College Board logo on your screen, please raise your hand. *[pause]*

- Type your **First Name** and **Registration Number** exactly as they're printed on your test ticket.
- Type the **Session ID** exactly as it appears on the board. *[read Session ID aloud]*
- Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you. *[pause]*

If a student receives an error when signing in, ask them to reenter their information. Ensure the student enters their information exactly as it appears on their test ticket. Verify that the Session ID matches what appears in the TA Interface and on the board.

If the student still receives an error when signing in, have them close and relaunch the secure browser or reboot the device. Any further issues should be escalated to the test coordinator.

After all students have signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. If the name there is not your own, please raise your hand. *[pause]*

If the student name on the “Is This You?” page is incorrect, confirm identity of the student. Verify that the student has the correct test ticket and has entered the information correctly. Contact your test coordinator if the error can’t be resolved.

IMPORTANT: *Students will go through these screens for every section. Follow the same procedure if this issue arises in a later section.*

Once everyone is ready, say:

Please sit quietly and wait for approval. Look up when you see the “Waiting for Approval” message.

If a student isn’t waiting for approval, make sure the student clicks **Yes** from the “Is this you?” page.

When everyone is ready and before approving all students, say:

For each section, you’ll follow this same process for approval using your first name and registration number from your test ticket and a new Session ID. You won’t be able to enter a section and begin the test until I approve you to do so. Before I approve everyone to begin testing, remember:

- Throughout this test administration you must listen to all directions for how to proceed.
- Don’t exit or navigate away from the secure browser until your test is complete or you could lose testing time.
- During testing, keep your eyes on your device only.
- If your device malfunctions while testing, raise your hand and I’ll assist you.
- You’ll have breaks during the test when you can leave the room to have a snack or use the restroom.

All students should now be waiting for your approval.

Admit Students

This is the first part of the 2-part approval process. It won’t start timed testing.

1. Click the **Approvals** button on the TA Interface.
2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: *Check the count of students waiting for admission above the table to make sure it matches the number of students in your room.*

3. Click the **Admit Students** button.
4. Click **Yes** to confirm.

TIP: *If a student has a “timing mismatch” error or needs to be returned to the sign-in screen, click the red **X** next to their name to deny the student entry. Contact the test coordinator for students with timing mismatch errors.*

If students are testing with text-to-speech, say:

Now you should see the text-to-speech sound check. Please follow the on-screen instructions and make a selection at the bottom of the screen. Then click **Continue**. You must confirm that your sound settings are set and functioning each time you enter the test. *[pause]*

Confirm students have completed the sound check and heard the voice and made a selection (**Works, Doesn’t Work, or Skip**). If a student has an issue that can’t be resolved, contact your test coordinator.

Once you’ve admitted all students, say:

You are almost ready to begin. You should now see 3 sections of information on your screen. You may need to scroll down. The first is the Help Guide, which lists the test tools, buttons, and features available to you during the test. You can access this information during the test by clicking the **question mark** icon in the top right corner of your screen.

Once you’re in the test and after you have read the directions, move from question to question using the **forward** and **backward arrows** in the top left corner of the screen.

During the test you’ll also have access to a clock tool. You can view or hide the clock by clicking on the icon. Your clock will begin to count down the time you have remaining in the section. When your time for that section is up, you’ll be automatically exited from the test.

Are there any questions? *[pause]*

After you answer all questions, say:

Find the Terms and Conditions section on your screen and review the terms. You are agreeing to not share any test content with anyone, in any form of communication, including email, text message, internet posts, or other use of the internet. Doing so may result in score invalidation or other possible sanction. These conditions are spelled out in the *PSAT 10 Student Guide for Digital Testing* and on the College Board website. When you have finished reading, click the box next to “**I agree to the Terms and Conditions.**” [pause]

From this page, you may also view your test and time settings. These are auditory, visual, and concentration assistance test settings that have been set for you, if you have been approved for them. Confirm that all information on this page is accurate for your test. If any information is incorrect, raise your hand. If all information is correct, scroll to the bottom of the page and click **OK.** [pause]

If anything on the student test settings page is incorrect, the student should click **Go Back** at the bottom of the page and return to the sign-in screen. Contact your test coordinator immediately to determine if the student’s accommodations were set correctly.

Then say:

Now click **Start.** You must select the **check box** in the terms and conditions for the **Start** button to be active.

Please place your test ticket to the side; you’ll need to refer to it for the next test section. I’ll collect the tickets once testing is finished.

You should now see a “Waiting for Approval” message. If you don’t see this message, raise your hand. [pause]

If a student isn’t waiting for approval, ensure that the student has clicked the box to agree to the terms and conditions. Ask the student to click the box and then click **Start.**

**SECTION 1:
Reading Test****50% EXTENDED TIME 90 MINUTES** 45 Minutes **5-Minute Break** 45 Minutes

IMPORTANT: *Don’t 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 and before approving students, say:

Please listen to these instructions for the Reading Test. Once we begin, you’ll have 1 hour and 30 minutes to work on Section 1, the Reading Test. We’ll take a 5-minute break after 45 minutes.

Remember that you receive points for correct answers, but you don’t lose points for incorrect answers. This means you should try to answer every question, even if you’re not sure of the correct answer.

Test time will begin after I approve you and when test directions appear on your screen. When you have completed testing, please sit quietly and wait for further instruction.

IMPORTANT: *Time starts as soon as you approve all students.*

Then say:

Once I approve your entry to the test, you will see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.

▶ Start Test

This is the second part of the 2-part approval process.

⚠ *The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.*

1. Click the **Approvals** button on the TA Interface.
2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: *Check the count of students waiting to start testing above the table to make sure it matches the number of students in your room.*

3. Click the **Start Test** button.
4. Click **Yes** to confirm.

Once you've started testing, say:

Time starts now. Good luck.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES 50% EXTENDED TIME

START TIME _____ **STOP TIME** _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will alert you that the session has ended; click **OK**.

While students are testing, complete the seating chart on the back of this manual.

After 40 minutes, say:

You have 50 minutes remaining in Section 1, and 5 minutes until the break.

After exactly 45 minutes, say:

Stop work. I'll now pause your test. Sit quietly until I announce the break.

⚙️ Pause Session



In the TA Interface, click the **Pause Session** button to pause test time.

Once all students' tests have been successfully paused, say:

You should now see a message that your test has been interrupted. Click **OK** and you will be returned to the sign in page of the secure browser.

It may take up to a minute for students to be exited from the test and returned to the sign in screen.

When all students are ready, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.
- Don't discuss test questions with anyone or use any kind of electronic device during the break.
- If you brought a snack, you may eat it in designated areas only.

We'll start testing again in exactly 5 minutes.

🕒 5-MINUTE BREAK

During the Break

Post the break time of 5 minutes and include what time students should return to their seats. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

At the end of the break, say:

Please take your seat and take out your test ticket. *[pause]*

Sign in to the secure browser and enter the same Session ID, as posted on the board.

When everyone is signed in, say:

Now verify that your name appears on the “Is This You?” page. If so, click **Yes**; then you should see a “Waiting for Approval” message. Once approved, navigate to the last question answered and resume testing. You’ll now have the remainder of your time to work on this section.

▶ Continue the Test

In these steps you’ll complete both parts of the approval process. Students will be entered into the test after the final step.

1. Open the **Approval Queue**—make sure all students in the room are listed there.
2. Click the **Admit Students** button—testing will not yet begin.
3. Open the **Approval Queue** again.
4. Click the **Start Test** button.

⚠ *The clock will start counting down and test time is resumed.*

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES 50% EXTENDED TIME

START TIME _____ **STOP TIME** _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students’ progress in the TA Interface. Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don’t stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Reading Test is now complete. You should be on the secure browser sign in page. If you don’t see this screen, raise your hand. *[pause]*

I’ll now walk around and collect your scratch paper. Do not exit out of the secure browser.

Walk around the room to ensure all students have successfully submitted their test and see the sign in page. If a student doesn’t see the sign in page, ask them to click the **Next** button in the secure browser and respond to the prompt to exit the section. As you monitor students’ completion, collect scratch paper from each student. Collect all paper, even if it appears unused or blank.

After all scratch paper is collected, say:

We’ll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

🕒 5-MINUTE BREAK**During the Break**

Post the break time of 5 minutes and include what time testing will resume. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

**Set up the TA Interface for the Writing and Language Test**

1. Click the **Select Tests** button in the top right corner.
2. Select **Writing and Language Test** from the pop-up.
3. Click **Start Operational Session**.
4. Select **50% Extended Time** from the **Test Time and Breaks** drop-down; click **OK**.
5. Post the new **Session ID** on the board.

At the end of the break, say:

Please take your seat. *[pause]*

I will now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.

SECTION 2: Writing and Language Test

50% EXTENDED TIME

 53 Minutes

When everyone is ready, say:

Take out your test ticket and sign in to the secure browser. Type your **First Name** and **Registration Number** and the new **Session ID**, exactly as it appears on the board. *[read Session ID aloud]* Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the “Is This You?” page. If so, click **Yes**; then you should see a “Waiting for Approval” message. Please sit quietly and wait for approval. *[pause]*

All students should now be waiting for your approval.



Admit Students

Refer to Part 1: Admit Students under Give Preliminary Instructions on page 83 for instructions. This is the first part of the 2-part approval process. It won't start timed testing.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings sections. Remember that you can access information about test tools and features during the test by clicking the **question mark** icon in the top right corner of your screen.

Click **Start**. You should see a “Waiting for Approval” message. If you don't see this message, raise your hand. *[pause]*

If a student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page. Do not approve students until you have read all the directions.

When everyone is ready and before approving all students, say:

Before I approve everyone, please listen to these instructions for Section 2, the Writing and Language Test. You may use the separate paper provided for scratch work.

Some questions in this section consist of **only** the 4 answer options. Only the question number is shown above the options. In these cases, choose the option that you think is the best choice in the context of the passage.

If you finish before the end of this section is announced, you may review your answers for this section only. Once you complete your review, please sit quietly and wait for further instructions.

You have 53 minutes to work on the Writing and Language Test. We'll take a 5-minute break when this section is finished.

IMPORTANT: *Time starts as soon as you approve all students.*

Then say:

Once I approve your entry to the test, you'll see the test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.



Start Test

Refer to Part 2: Start Test under Section 1: Reading Test on page 85 for instructions. This is the second part of the 2-part approval process.



The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.

Once you've started testing, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



53 MINUTES 50% EXTENDED TIME

START TIME _____

STOP TIME _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will alert you that the session has ended; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Writing and Language Test is now complete. You should be on the secure browser sign in page. If you don't see this screen, raise your hand. *[pause]*

Walk around the room to ensure all students have successfully submitted their test and see the sign in page. If a student doesn't see the sign in page, ask them to click the **Next** button in the secure browser and respond to the prompt to exit the section.

Break Before Section 3

For the break, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

5-MINUTE BREAK

During the Break

Post the break time of 5 minutes and include what time students should return to their seats. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.



Set up the TA Interface for the Math Test – No Calculator

1. Click the **Select Tests** button.
2. Select **Math Test – No Calculator** from the pop-up.
3. Click **Start Operational Session**.
4. Select **50% Extended Time** from the **Test Time and Breaks** drop-down; click **OK**.
5. Post the new **Session ID** on the board.

SECTION 3: Math Test – No Calculator

50% EXTENDED TIME

 38 Minutes

IMPORTANT: *If a student has College Board approval to use a 4-function calculator on this portion of the Math Test as an accommodation, confirm that the calculator they use isn't a scientific or graphing calculator and/or ensure the calculator icon appears in the tool bar. (Percentage and square root functions are permitted.)*

At the end of the break, say:

Please take your seat. *[pause]* Take out your test ticket and sign in to the secure browser. Type your **First Name** and **Registration Number** and the new **Session ID**, exactly as it appears on the board. *[read Session ID aloud]* Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**; then you should see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Refer to Part 1: Admit Students under Give Preliminary Instructions on page 83 for instructions. This is the first part of the 2-part approval process. It won't start timed testing.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings sections. Remember that you can access information about test tools and features during the test by clicking the **question mark** icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. *[pause]*

If a student isn't waiting for approval, ensure they have clicked **Start** at the bottom of the Help Guide and Test Settings page. Do not approve students until you have read all the directions.

When all students are ready and before approving all students, say:

Before I approve everyone to begin testing, please listen to these instructions for Section 3, the Math Test without Calculator.

Although this is a math section, you're not allowed to use a calculator on this section of the test, unless you are approved to use a 4-function calculator as an accommodation.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

Please keep your calculator under your desk. For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

If you finish before the end of this section is announced, you may review your answers for this section only. Once you complete your review, please sit quietly and wait for further instructions.

You have 38 minutes to work on the Math Test without Calculator. We'll take a 5-minute break when this section is finished.

Then say:

Once I approve your entry to the test, you will see the test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.

▶ Start Test

Refer to Part 2: Start Test under Section 1: Reading Test on page 85 for instructions. This is the second part of the 2-part approval process.

⚠ *The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.*

Once you've started testing, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



38 MINUTES 50% EXTENDED TIME

START TIME _____

STOP TIME _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Math Test without Calculator is now complete. You should be on the secure browser sign in page. If you don't see this screen, raise your hand. *[pause]*

I'll now walk around and collect your scratch paper.

Walk around the room to ensure all students have successfully submitted their test and see the sign in page. If a student doesn't see the sign in page, ask them to click the **Next** button in the secure browser and respond to the prompt to exit the section. As you monitor students' completion, collect scratch paper from each student. Collect all paper, even if it appears unused or blank.

When all students are ready, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

🕒 5-MINUTE BREAK**During the Break**

Post the break time of 5 minutes and include what time testing will resume. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.



Set up the TA Interface for the Math Test – Calculator

1. Click the **Select Tests** button.
2. Select **Math Test – Calculator** from the pop-up.
3. Click **Start Operational Session**.
4. Select **50% Extended Time** from the **Test Time and Breaks** drop-down; click **OK**.
5. Post the new **Session ID** on the board.

At the end of the break, say:

Please take your seat. [pause]

I will now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.

SECTION 4: Math Test – Calculator

50% EXTENDED TIME 68 MINUTES

34 Minutes **5-Minute Break** 34 Minutes

When everyone is ready, say:

Take out your test ticket and sign in to the secure browser. Type your **First Name** and **Registration Number** and the new **Session ID**, exactly as it appears on the board. [read Session ID aloud] Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the “Is This You?” page. If so, click **Yes**; then you should see a “Waiting for Approval” message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Refer to Part 1: Admit Students under Give Preliminary Instructions on page 83 for instructions. This is the first part of the 2-part approval process. It won't start timed testing.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings sections. Remember that you can access information about test tools and features during the test by clicking the **question mark** icon in the top right corner of your screen.

Click **Start**. You should see a “Waiting for Approval” message. If you don't see this message, raise your hand. [pause]

If a student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page. Do not approve students until you have read all the directions.

When all students are ready and before approving all students, say:

Before I approve everyone to begin testing, please listen to these instructions for Section 4, the Math Test with Calculator. For this section you may use a calculator. If you brought a calculator, please take it out and place it on your desk. You also have access to the embedded calculator for this section. Click the **calculator** icon in the toolbar to use this tool during the test.

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 students can't view your work.
- Don't 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'll see if your substitute is acceptable. If you don't have a backup calculator, continue to test, and use the embedded calculator you can access from the toolbar if you need it.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

If you finish before the end of this section is announced, you may review your answers for this section only. Once you complete your review, please sit quietly and wait for further instructions.

Are there any questions? *[pause]*

You have 1 hour and 8 minutes to work on the Math Test with Calculator. We will take a 5-minute break after 34 minutes.

Then say:

Once I approve your entry to the test, you will see the test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.

Start Test

Refer to Part 2: Start Test under Section 1: Reading Test on page 85 for instructions. This is the second part of the 2-part approval process.

⚠ *The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.*

Once you've started testing, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
	34 MINUTES 50% EXTENDED TIME
START TIME _____	STOP TIME _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

After 29 minutes, say:

You have 39 minutes remaining in Section 4, and 5 minutes until the break.

After 34 minutes, say:

Stop work. I'll now pause your test. Sit quietly until I announce the break.



Pause Session



In the TA Interface, click the **Pause Session** button to pause test time.

Once all students' tests have been successfully paused, say:

You should now see a message that your test has been interrupted. Click **OK** and you will be returned to the sign in page of the secure browser.

It may take up to a minute for students to be exited from the test and returned to the sign in screen.

When all students are ready, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

5-MINUTE BREAK

During the Break

Post the break time of 5 minutes and include what time students should return to their seats. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

At the end of the break, say:

Please take your seat and take out your test ticket. *[pause]*

Sign in to the secure browser and enter the same Session ID, as posted on the board.

When everyone is signed in, say:

Now verify that your name appears on the “Is This You?” page. If so, click **Yes**; then you should see a “Waiting for Approval” message. Once approved, navigate to the last question answered and resume testing. You’ll now have the remainder of your time to work on this section.

Continue the Test

In these steps you’ll complete both parts of the approval process. Students will be entered into the test after the final step.

1. Open the **Approval Queue**—make sure all students in the room are listed there.
2. Click the **Admit Students** button—testing will not yet begin.
3. Open the **Approval Queue** again.
4. Click the **Start Test** button.

! *The clock will start counting down and test time is resumed.*

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

34 MINUTES 50% EXTENDED TIME

START TIME _____ STOP TIME _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students’ progress in the TA Interface. Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Do not stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Math Test with Calculator is now complete. You should be on the secure browser sign in page. If you don’t see this screen, raise your hand. *[pause]*

Congratulations—you just finished the test! I’ll now walk around and collect your scratch paper and your test ticket. Please sit quietly until you’re dismissed.

Walk around and collect test tickets and scratch paper from each student. Collect all paper, even if it appears unused or blank.

Proceed to After the Test on page 103.

**SCRIPT 4:
Standard Time
with Extra Breaks**

The following script is for students who have an accommodation for extra breaks with standard time on some or all of the assessment. If you’re testing students with math-only extended time, you’ll be instructed when to turn to the appropriate extended-time script.

**Set up the TA Interface
for the Reading Test**

IMPORTANT: *If you haven’t already read **Begin Here on Test Day** on page 59, please go back and do so now before returning to this script.*

1. Expand the Operational Test Selection menu by clicking on the **plus sign** next to **College Board PSAT 10**.
2. Select the **Reading Test** from the list of sections; click **Start Operational Session**.
3. Select **Extra/Extended Breaks - Standard Time** from the **Test Time and Breaks** drop-down; click **OK**.
4. Post the **Session ID**, exactly as it appears, on the board.

IMPORTANT: *You’ll announce and post the Session ID for each test section as prompted by the testing script.*

At this point, student devices should be on/open with the secure browser ready for their sign in.

IMPORTANT: *If Chromebook or iPad students are not on the sign in screen, refer back to **Start the Digital Test** on page 59 for instructions.*

Student’s Screen: Secure Browser Sign In

Give Preliminary Instructions

When all students are ready, say:

Please listen carefully to these instructions. Your computer should be on the secure browser sign in screen. If you do not see the College Board logo on your screen, please raise your hand. *[pause]*

- Type your **First Name** and **Registration Number** exactly as they're printed on your test ticket.
- Type the **Session ID** exactly as it appears on the board. *[read Session ID aloud]*
- Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

If a student receives an error when signing in, ask them to reenter their information. Ensure the student enters their information exactly as it appears on their test ticket. Verify that the Session ID matches what appears in the TA Interface and on the board.

If the student still receives an error when signing in, have them close and relaunch the secure browser or reboot the device. Any further issues should be escalated to the test coordinator.

After all students have signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**. If the name there is not your own, please raise your hand. *[pause]*

If the student name on the "Is This You?" page is incorrect, confirm identity of the student against their ID. Verify that the student has the correct test ticket and has entered the information correctly. Contact your test coordinator if the error can't be resolved.

IMPORTANT: *Students will go through these screens for every section. Follow the same procedure if this issue arises in a later section.*

Once everyone is ready, say:

Please sit quietly and wait for approval. Look up when you see the "Waiting for Approval" message.

If a student isn't waiting for approval, make sure the student clicks **Yes** from the "Is This You?" page.

When everyone is ready and before approving all students, say:

For each section, you will follow this process for approval using your first name and registration number from your test ticket and a new Session ID. You won't be able to enter a section and begin the test until I approve you to do so. Before I approve everyone to begin testing, remember:

- Throughout this test administration, you must listen to all directions for how to proceed.
- Don't exit or navigate away from the secure browser until your test is complete or you could lose testing time.
- During testing, keep your eyes on your device only. If your device malfunctions while testing, raise your hand and I will assist you.
- You'll have breaks during the test when you can leave the room to have a snack or use the restroom.

All students should now be waiting for your approval.



Admit Students

This is the first part of the 2-part approval process. It won't start timed testing.

1. Click the **Approvals** button on the TA Interface.
2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: *Check the count of students waiting for admission above the table to make sure it matches the number of students in your room.*

3. Click the **Admit Students** button.
4. Click **Yes** to confirm.

TIP: *If a student has a "timing mismatch" error or needs to be returned to the sign in screen, click the red **X** next to their name to deny the student entry. Contact the test coordinator for students with timing mismatch errors.*

Once you've admitted all students, say:

You're almost ready to begin. You should now see 3 sections of information on your screen. You may need to scroll down. The first is the Help Guide, which lists the test tools, buttons, and features available to you during the test. You can access this information during the test by clicking the **question mark** icon in the top right corner of your screen.

Once you're in the test and after you have read the directions, move from question to question using the forward and backward arrows in the top left corner of the screen.

During the test you will also have access to a clock tool. You can view or hide the clock by clicking on the icon. Your clock will begin to count down the time you have remaining in the section. When your time for that section is up, you'll be automatically exited from the test.

Are there any questions? *[pause]*

After you answer all questions, say:

Find the Terms and Conditions section on your screen and review the terms. You are agreeing to not share any test content with anyone, in any form of communication, including email, text message, internet posts, or other use of the internet. Doing so may result in score invalidation or other possible sanction. These conditions are spelled out in the *PSAT 10 Student Guide for Digital Testing* and on the College Board website. When you have finished reading, click the box next to **"I agree to the Terms and Conditions."** *[pause]*

From this page, you may also view your test and time settings. These are auditory, visual, and concentration assistance test settings that have been set for you, if you have been approved for them. Confirm that all information on this page is accurate for your test. If you have any questions about the settings, raise your hand. If all information is accurate, scroll to the bottom of the page and click **OK**. *[pause]*

If anything on the student test settings page is incorrect, the student should click **Go Back** at the bottom of the page and return to the sign in screen. Contact your test coordinator immediately to determine if the student's accommodations were set correctly.

Then say:

Now click **Start**. You must select the check box in the terms and conditions for the **Start** button to be active.

Please place your test ticket to the side; you'll need to refer to it for the next test section. I'll collect the tickets once testing is finished.

You should now see a "Waiting for Approval" message. If you don't see this message, raise your hand.

If a student isn't waiting for approval, ensure that the student has clicked the box to agree to the terms and conditions. Ask the student to click the box and then click **Start**.

**SECTION 1:
Reading Test****STANDARD TIME 60 MINUTES**

 30 Minutes **5-Minute Break** 30 Minutes

IMPORTANT: *Don't 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 and before approving all students, say:

Please listen to these instructions for the Reading Test. Once we begin, you'll have 60 minutes to work on Section 1, the Reading Test. We'll take a 5-minute break after 30 minutes.

You may use the separate paper provided for scratch work.

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

Test time will begin after I approve you and when test directions appear on your screen. When you have completed testing, please sit quietly and wait for further instruction. Remember, after the test has ended, no one may leave the room until I announce dismissal.

IMPORTANT: *Time starts as soon as you approve all students.*

Then say:

Once I approve your entry to the test, you will see test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.

Start Test

This is the second part of the 2-part approval process.

⚠ *The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.*

1. Click the **Approvals** button on the TA Interface.
2. Click **Refresh** on the Approval Queue pop-up until all your students are listed.

TIP: *Check the count of students waiting to start testing above the table to make sure it matches the number of students in your room.*

3. Click the **Start Test** button.
4. Click **Yes** to confirm.

Once you've started the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



30 MINUTES STANDARD TIME

START TIME _____ **STOP TIME** _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will alert you that the session has ended; click **OK**.

While students are testing, complete the seating chart on the back of this manual.

After 25 minutes have elapsed, say:

You have 35 minutes remaining in Section 1, and 5 minutes until the break.

After exactly 30 minutes have elapsed, say:

Please stop work. I'll now pause your test. Sit quietly until I announce the break.

Pause Session



In the TA Interface, click the **Pause Session** button to pause test time.

Once all students' tests have been successfully paused, say:

You should now see a message that your test has been interrupted. Click **OK** and you will be returned to the sign in page of the secure browser.

It may take up to a minute for students to be exited from the test and returned to the sign in screen.

When all students are ready, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.
- Don't discuss test questions with anyone or use any kind of electronic device during the break.
- If you brought a snack, you may eat it in designated areas only.

We'll start testing again in exactly 5 minutes.

5-MINUTE BREAK

During the Break

Post the break time of 5 minutes and include what time students should return to their seats. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

At the end of the break, say:

Please take your seat and take out your test ticket. *[pause]*

Sign in to the secure browser and enter the same Session ID, as posted on the board.

When everyone is signed in, say:

Now verify that your name appears on the “Is This You?” page. If so, click **Yes**; then you should see a “Waiting for Approval” message. Once approved, navigate to the last question answered and resume testing. You’ll now have the remainder of your time to work on this section.

▶ Continue the Test

In these steps you’ll complete both parts of the approval process. Students will be entered into the test after the final step.

1. Open the **Approval Queue**—make sure all students in the room are listed there.
2. Click the **Admit Students** button—testing will not yet begin.
3. Open the **Approval Queue** again.
4. Click the **Start Test** button.

⚠ *The clock will start counting down and test time is resumed.*

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



30 MINUTES STANDARD TIME

START TIME _____ **STOP TIME** _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students’ progress in the TA Interface. Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don’t stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Reading Test is now complete. You should be on the secure browser sign in page. If you don’t see this screen, raise your hand. *[pause]*

I’ll now walk around and collect your scratch paper. Do not exit out of the secure browser.

Walk around the room to ensure all students have successfully submitted their test and see the sign in page. If a student doesn’t see the sign in page, ask them to click the **Next** button in the secure browser and respond to the prompt to exit the section. As you monitor students’ completion, collect scratch paper from each student. Collect all paper, even if it appears unused or blank.

After all scratch paper is collected, say:

We’ll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

🕒 5-MINUTE BREAK**During the Break**

Post the break time of 5 minutes and include what time students should return to their seats. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

**Set up the TA Interface for the Writing and Language Test**

1. Click the **Select Tests** button in the top right corner.
2. Select **Writing and Language Test** from the pop-up.
3. Click **Start Operational Session**.
4. Select **Extra/Extended Breaks - Standard Time** from the **Test Time and Breaks** drop-down; click **OK**.
5. Post the new **Session ID** on the board.

At the end of the break, say:

Please take your seat. *[pause]*

I will now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.

SECTION 2:**Writing and Language Test****STANDARD TIME** 35 Minutes**When everyone is ready, say:**

Take out your test ticket and sign in to the secure browser. Type your **First Name** and **Registration Number** and the new **Session ID**, exactly as it appears on the board. *[read Session ID aloud]* Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**; then you should see a "Waiting for Approval" message. Please sit quietly and wait for approval. *[pause]*

All students should now be waiting for your approval.

**Admit Students**

Refer to Part 1: Admit Students under Give Preliminary Instructions on page 93 for instructions. This is the first part of the 2-part approval process. It won't start timed testing.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings sections. Remember that you can access information about test tools and features during the test by clicking the **question mark** icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. *[pause]*

If a student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page. Do not approve students until you have read all the directions.

When everyone is ready and before approving all students, say:

Before I approve everyone, please listen to these instructions for Section 2, the Writing and Language Test. You may use the separate paper provided for scratch work.

Some questions in this section consist of **only** the 4 answer options. Only the question number is shown above the options. In these cases, choose the option that you think is the best choice in the context of the passage.

If you finish before the end of this section is announced, you may review your answers for this section only. Once you complete your review, please sit quietly and wait for further instructions.

You have 35 minutes to work on the Writing and Language Test. We'll take a 5-minute break when this section is finished.

IMPORTANT: *Time starts as soon as you approve all students.*

Then say:

Once I approve your entry to the test, you will see the test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.

**Start Test**

Refer to Part 2: Start Test under Section 1: Reading Test on page 95 for instructions. This is the second part of the 2-part approval process.



The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.

Once you've started testing, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



35 MINUTES STANDARD TIME

START TIME _____

STOP TIME _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Writing and Language Test is now complete. You should be on the secure browser sign in page. If you don't see this screen, raise your hand. *[pause]*

Walk around the room to ensure all students have successfully submitted their test and see the sign in page. If a student doesn't see the sign in page, ask them to click the **Next** button in the secure browser and respond to the prompt to exit the section.

Break Before Section 3

For the break, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. We'll start testing again in exactly 5 minutes.

5-MINUTE BREAK

During the Break

Post the break time of 5 minutes and include what time students should return to their seats. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.



Set up the TA Interface for the Math Test – No Calculator

1. Click the **Select Tests** button.
2. Select **Math Test – No Calculator** from the pop-up.
3. Click **Start Operational Session**.
4. Select **Extra/Extended Breaks - Standard Time** from the **Test Time and Breaks** drop-down; click **OK**.
5. Post the new **Session ID** on the board.

SECTION 3: Math Test – No Calculator

STANDARD TIME

 25 Minutes

IMPORTANT: *If a student has College Board approval to use a 4-function calculator on this portion of the Math Test as an accommodation, confirm that the calculator they use isn't a scientific or graphing calculator and/or ensure the calculator icon appears in the tool bar. (Percentage and square root functions are permitted.)*

At the end of the break, say:

Please take your seat. *[pause]* Take out your test ticket and sign in to the secure browser. Type your **First Name** and **Registration Number** and the new **Session ID**, exactly as it appears on the board. *[read Session ID aloud]* Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**; then you should see a "Waiting for Approval" message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Refer to Part 1: Admit Students under Give Preliminary Instructions on page 93 for instructions. This is the first part of the 2-part approval process. It won't start timed testing.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings sections. Remember that you can access information about test tools and features during the test by clicking the **question mark** icon in the top right corner of your screen.

Click **Start**. You should see a "Waiting for Approval" message. If you don't see this message, raise your hand. *[pause]*

If a student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page. Do not approve students until you have read all the directions.

When all students are ready and before approving all students, say:

Before I approve everyone to begin testing, please listen to these instructions for Section 3, the Math Test without Calculator.

Although this is a math section, you aren't allowed to use a calculator on this section of the test, unless you are approved to use a 4-function calculator as an accommodation.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

Please keep your calculator under your desk. For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand and I'll provide it to you.

If you finish before the end of this section is announced, you may review your answers for this section only. Once you complete your review, please sit quietly and wait for further instructions.

You have 25 minutes to work on the Math Test without Calculator. We'll take a 5-minute break when this section is finished.

Then say:

Once I approve your entry to the test, you will see the test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.

▶ Start Test

Refer to Part 2: Start Test under Section 1: Reading Test on page 95 for instructions. This is the second part of the 2-part approval process.

⚠ The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.

Once you've started testing, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



25 MINUTES STANDARD TIME

START TIME _____

STOP TIME _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Math Test without Calculator is now complete. You should be on the secure browser sign in page. If you don't see this screen, raise your hand. *[pause]*

I'll now walk around and collect your scratch paper.

Walk around the room to ensure all students have successfully submitted their test and see the sign in page. If a student doesn't see the sign in page, ask them to click the **Next** button in the secure browser and respond to the prompt to exit the section. As you monitor students' completion, collect scratch paper from each student. Collect all paper, even if it appears unused or blank.

When all students are ready, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

🕒 5-MINUTE BREAK**During the Break**

Post the break time of 5 minutes and include what time students should return to their seats. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.



Set up the TA Interface for the Math Test – Calculator

1. Click the **Select Tests** button.
2. Select **Math Test – Calculator** from the pop-up.
3. Click **Start Operational Session**.
4. Select **Extra/Extended Breaks - Standard Time** from the **Test Time and Breaks** drop-down; click **OK**.
5. Post the new **Session ID** on the board.

At the end of the break, say:

Please take your seat. [pause]

I will now hand out scratch paper for the next section of the test.

Walk around and distribute 1 piece of scratch paper to each student.

SECTION 4: Math Test – Calculator

STANDARD TIME 45 MINUTES

23 Minutes **5-Minute Break** 22 Minutes

When everyone is ready, say:

Take out your test ticket and sign in to the secure browser. Type your **First Name** and **Registration Number** and the new **Session ID**, exactly as it appears on the board. [read Session ID aloud] Click **Sign In**.

If you receive an error when trying to sign in, please raise your hand and I'll assist you.

When everyone is signed in, say:

Now verify that your name appears on the “Is This You?” page. If so, click **Yes**; then you should see a “Waiting for Approval” message. Please sit quietly and wait for approval.

All students should now be waiting for your approval.



Admit Students

Refer to Part 1: Admit Students under Give Preliminary Instructions on page 93 for instructions. This is the first part of the 2-part approval process. It won't start timed testing.

Once you've admitted all students, say:

Now you should see the Help Guide and Test Settings. Remember that you can access information about test tools and features during the test by clicking the **question mark** icon in the top right corner of your screen.

Click **Start**. You should see a “Waiting for Approval” message. If you don't see this message, raise your hand. [pause]

If a student isn't waiting for approval, ensure that the student has clicked **Start** at the bottom of the Help Guide and Test Settings page. Do not approve students until you have read all the directions.

When all students are ready and before approving all students, say:

Before I approve everyone to begin testing, please listen to these instructions for Section 4, the Math Test with Calculator. For this section you may use a calculator. If you brought a calculator, please take it out and place it on your desk. You also have access to the embedded calculator for this section. Click the **calculator** icon in the toolbar to use this tool during the test.

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 students can't view your work.
- Don't 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'll see if your substitute is acceptable. If you don't have a backup calculator, continue to test, and use the embedded calculator you can access from the toolbar if you need it.

In the secure browser, you'll find formulas and figures by selecting the **Reference** icon in the toolbar.

You may use the separate paper provided for scratch work. If you need additional scratch paper during testing, raise your hand at that time and I'll provide it.

For the questions that ask you to enter your answer in the box, follow the directions in the test for entering your answers. For these questions, don't begin any answer with a zero.

If you finish before the end of this section is announced, you may review your answers for this section only. Once you complete your review, please sit quietly and wait for further instructions.

Are there any questions? [pause]

Then say:

You have 45 minutes to work on the Math Test with Calculator. We'll take a 5-minute break after 23 minutes.

Once I approve your entry to the test, you will see the test directions. Read the directions, then use the navigation arrows to view the first test question and begin work.

All students should now be waiting for your approval.

 **Start Test**

Refer to Part 2: Start Test under Section 1: Reading Test on page 95 for instructions. This is the second part of the 2-part approval process.

! *The clock will start counting down when you click the Start Test button. Make sure all students are listed in your Approval Queue first.*

Once you've started testing, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



23 MINUTES STANDARD TIME

START TIME _____
STOP TIME _____

Record the Session ID here: _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

After 18 minutes have elapsed, say:

You have 27 minutes remaining in Section 4, and 5 minutes until the break.

After 23 minutes have elapsed, say:

Stop work. I'll now pause your test. Sit quietly until I announce the break.

 **Pause Session**

 In the TA Interface, click the **Pause Session** button to pause test time.

Once all students' tests have been successfully paused, say:

You should now see a message that your test has been interrupted. Click **OK** and you will be returned to the sign in page of the secure browser.

It may take up to a minute for students to be exited from the test and returned to the sign in screen.

When all students are ready, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

 **5-MINUTE BREAK**
During the Break

Post the break time of 5 minutes and include what time students should return to their seats. Students should not exit out of the secure browser. Walk around the room to check that all student devices are on the secure browser sign in page.

At the end of the break, say:

Please take your seat and take out your test ticket. *[pause]*

Sign in to the secure browser and enter the same Session ID, as posted on the board.

When everyone is signed in, say:

Now verify that your name appears on the "Is This You?" page. If so, click **Yes**; then you should see a "Waiting for Approval" message. Once approved, navigate to the last question answered and resume testing. You'll now have the remainder of your time to work on this section.

 **Continue the Test**

In these steps you'll complete both parts of the approval process. Students will be entered into the test after the final step.

1. Open the **Approval Queue**—make sure all students in the room are listed there.
2. Click the **Admit Students** button—testing will not yet begin.
3. Open the **Approval Queue** again.
4. Click the **Start Test** button.

 **The clock will start counting down and test time is resumed.**

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



22 MINUTES STANDARD TIME

START TIME _____ **STOP TIME** _____

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students' progress in the TA Interface. Once time has expired for the test section, the TA Interface will display an alert message; click **OK**. Don't stop sessions early by clicking the **Stop** icon; the TA Interface automatically ends the session when time is complete.

When the TA Interface alerts you that the testing session has ended, say:

The Math Test with Calculator is now complete. You should be on the secure browser sign in page. If you don't see this screen, raise your hand. *[pause]*

Congratulations—you just finished the test! I'll now walk around and collect your scratch paper and your test ticket. Please sit quietly until you are dismissed.

Walk around and collect test tickets and scratch paper from each student. Collect all paper, even if it appears unused or blank.

Proceed to After the Test on page 103.

After the Test

Finishing Up

Before dismissing students, determine if any students need to complete the optional questionnaire.

To all students, say:

If you still have not completed the questionnaire, please keep your test ticket and wait until I dismiss other students. In a few minutes, I'll help you complete this step.

Do not dismiss students with consent that have not completed the questionnaire. If your coordinator provided you with optional codes, also do not dismiss students who do not have consent and did not complete the questionnaire already. These students without consent will answer a limited set of questions, including the optional code.

For all students who have completed the questionnaire and students who do not have consent and your coordinator did not provide you with optional codes, continue with the script under Dismissal below. When you have dismissed only these students, return to Conduct the Preadministration Session on page 46.

Dismissal

- Keep students seated until you're sure you have each student's materials.
- Separate materials into 2 piles, one for scratch paper and one for the test tickets. Place them where students can't access them.

After all materials are accounted for, say:

In just a moment, I'm going to dismiss you. Remember: you must not, under any circumstances, take any test questions from the testing room or discuss them with anyone through any means, including email, text messages, or the internet.

Returning collected items:

If you have collected personal belongings from students, read script **A**. If you have not collected any belongings, read script **B**.

READ ONLY ONE OPTION.

A To students who need to collect their belongings, say:

This test administration is now over. As you prepare to leave, please come up and retrieve your personal belongings that I collected from you earlier. Once you have all your belongings, you may exit the room quietly. Please keep in mind that students in other rooms may still be testing. Congratulations again and thank you for your participation and for all of your hard work.

B To students who have all their belongings, say:

This test administration is now over. Gather your belongings, and exit the room quietly. Please keep in mind that students in other rooms may still be testing. Congratulations again and thank you for your participation and for all of your hard work.

Turn to Conduct the Preadministration Session on page 46 for students who have not yet completed the questionnaire. See above under Finishing Up for details about this group of students.

After Students Leave the Room

- Sign out of the TA Interface
- Return all test materials and forms to the test coordinator, including:
 - ◆ Seating chart
 - ◆ Test tickets from all students
 - ◆ All scratch paper
 - ◆ The *Digital PSAT 10 Coordinator Manual*
 - ◆ Completed IRs describing any testing irregularities
 - ◆ Any EL supports used by your students

Appendix

Overview of Timing and Breaks

TIMING AND BREAKS						
	Section 1	Section 2	Section 3	Section 4	Total Time (including breaks)	Total Time (without breaks)
	Reading Test	Writing and Language Test	Math Test – No Calculator	Math Test – Calculator		
Script 1 Standard Time	60 minutes	35 minutes	25 minutes	45 minutes	2 hours, 55 minutes	2 hours, 45 minutes
	5-min. break		5-min. break			
Script 2 100% Extended Time	60 minutes	70 minutes	50 minutes	45 minutes	Day 1: 3 hours, 20 minutes	Day 1: 3 hours, 10 minutes
	5-min. break					
	60 minutes			5-min. break	45 minutes	Day 2: 2 hours, 30 minutes
	5-min. break	End of Day 1	5-min. break			
Script 3 50% Extended Time	45 minutes	53 minutes	38 minutes	34 minutes	4 hours, 34 minutes	4 hours, 9 minutes
	5-min. break					
	45 minutes		34 minutes			
	5-min. break	5-min. break	5-min. break			
Script 4 Standard Time with Extra Breaks	30 minutes	35 minutes	25 minutes	23 minutes	3 hours, 10 minutes	2 hours, 45 minutes
	5-min. break					
	30 minutes		22 minutes			
	5-min. break	5-min. break	5-min. break			
Scripts 1* and 2 Combined 100% Extended Time for Math Only	60 minutes	35 minutes	50 minutes	45 minutes	4 hours, 15 minutes	3 hours, 55 minutes
				5-min. break		
	5-min. break	5-min. break	5-min. break			
Scripts 1* and 3 Combined 50% Extended Time for Math Only	60 minutes	35 minutes	38 minutes	34 minutes	3 hours, 41 minutes	3 hours, 21 minutes
				5-min. break		
	5-min. break	5-min. break	5-min. break			

*For students using Script 4 instead of Script 1 with extended time for math only, the total time without breaks is the same, but the breaks are different from those given in Script 1.

PSAT 10 Script 1

Section Timing Chart for Standard Timing

IMPORTANT: All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

START AND STOP TIMES FOR STANDARD SECTIONS

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

PSAT 10 Script 2 Section Timing Chart for 100% Extended Time

IMPORTANT: All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

START AND STOP TIMES FOR 100% EXTENDED TIME SECTION TIMING				
Start Time	Section 1	Section 2	Section 3	Section 4
	120 minutes 60 min. – break – 60 min.	70 minutes	50 minutes	90 minutes 45 min. – break – 45 min.
:00	:00	:10	:50	:45
:01	:01	:11	:51	:46
:02	:02	:12	:52	:47
:03	:03	:13	:53	:48
:04	:04	:14	:54	:49
:05	:05	:15	:55	:50
:06	:06	:16	:56	:51
:07	:07	:17	:57	:52
:08	:08	:18	:58	:53
:09	:09	:19	:59	:54
:10	:10	:20	:00	:55
:11	:11	:21	:01	:56
:12	:12	:22	:02	:57
:13	:13	:23	:03	:58
:14	:14	:24	:04	:59
:15	:15	:25	:05	:00
:16	:16	:26	:06	:01
:17	:17	:27	:07	:02
:18	:18	:28	:08	:03
:19	:19	:29	:09	:04
:20	:20	:30	:10	:05
:21	:21	:31	:11	:06
:22	:22	:32	:12	:07
:23	:23	:33	:13	:08
:24	:24	:34	:14	:09
:25	:25	:35	:15	:10
:26	:26	:36	:16	:11
:27	:27	:37	:17	:12
:28	:28	:38	:18	:13
:29	:29	:39	:19	:14
:30	:30	:40	:20	:15
:31	:31	:41	:21	:16
:32	:32	:42	:22	:17
:33	:33	:43	:23	:18
:34	:34	:44	:24	:19
:35	:35	:45	:25	:20
:36	:36	:46	:26	:21
:37	:37	:47	:27	:22
:38	:38	:48	:28	:23
:39	:39	:49	:29	:24
:40	:40	:50	:30	:25
:41	:41	:51	:31	:26
:42	:42	:52	:32	:27
:43	:43	:53	:33	:28
:44	:44	:54	:34	:29
:45	:45	:55	:35	:30
:46	:46	:56	:36	:31
:47	:47	:57	:37	:32
:48	:48	:58	:38	:33
:49	:49	:59	:39	:34
:50	:50	:00	:40	:35
:51	:51	:01	:41	:36
:52	:52	:02	:42	:37
:53	:53	:03	:43	:38
:54	:54	:04	:44	:39
:55	:55	:05	:45	:40
:56	:56	:06	:46	:41
:57	:57	:07	:47	:42
:58	:58	:08	:48	:43
:59	:59	:09	:49	:44

PSAT 10 Script 3

Section Timing Chart for 50% Extended Time

IMPORTANT: All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

START AND STOP TIMES FOR 50% EXTENDED TIME SECTION TIMING				
Start Time	Section 1	Section 2	Section 3	Section 4
	90 minutes 45 min. – break – 45 min.	53 minutes	38 minutes	68 minutes 34 min. – break – 34 min.
:00	:45	:53	:38	:34
:01	:46	:54	:39	:35
:02	:47	:55	:40	:36
:03	:48	:56	:41	:37
:04	:49	:57	:42	:38
:05	:50	:58	:43	:39
:06	:51	:59	:44	:40
:07	:52	:00	:45	:41
:08	:53	:01	:46	:42
:09	:54	:02	:47	:43
:10	:55	:03	:48	:44
:11	:56	:04	:49	:45
:12	:57	:05	:50	:46
:13	:58	:06	:51	:47
:14	:59	:07	:52	:48
:15	:00	:08	:53	:49
:16	:01	:09	:54	:50
:17	:02	:10	:55	:51
:18	:03	:11	:56	:52
:19	:04	:12	:57	:53
:20	:05	:13	:58	:54
:21	:06	:14	:59	:55
:22	:07	:15	:00	:56
:23	:08	:16	:01	:57
:24	:09	:17	:02	:58
:25	:10	:18	:03	:59
:26	:11	:19	:04	:00
:27	:12	:20	:05	:01
:28	:13	:21	:06	:02
:29	:14	:22	:07	:03
:30	:15	:23	:08	:04
:31	:16	:24	:09	:05
:32	:17	:25	:10	:06
:33	:18	:26	:11	:07
:34	:19	:27	:12	:08
:35	:20	:28	:13	:09
:36	:21	:29	:14	:10
:37	:22	:30	:15	:11
:38	:23	:31	:16	:12
:39	:24	:32	:17	:13
:40	:25	:33	:18	:14
:41	:26	:34	:19	:15
:42	:27	:35	:20	:16
:43	:28	:36	:21	:17
:44	:29	:37	:22	:18
:45	:30	:38	:23	:19
:46	:31	:39	:24	:20
:47	:32	:40	:25	:21
:48	:33	:41	:26	:22
:49	:34	:42	:27	:23
:50	:35	:43	:28	:24
:51	:36	:44	:29	:25
:52	:37	:45	:30	:26
:53	:38	:46	:31	:27
:54	:39	:47	:32	:28
:55	:40	:48	:33	:29
:56	:41	:49	:34	:30
:57	:42	:50	:35	:31
:58	:43	:51	:36	:32
:59	:44	:52	:37	:33

PSAT 10 Script 4

Section Timing Chart for Standard Time with Extra Breaks

IMPORTANT: All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

START AND STOP TIMES FOR STANDARD SECTION TIMING WITH EXTRA BREAKS

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

Acceptable Calculators

For the Math Test – Calculator portion, all scientific calculators are acceptable, all 4-function calculators, including those with square root and percentage keys, are allowed (but not recommended), and most graphing calculators are acceptable as long as they don't have any of the features listed under Unacceptable Calculators. Check the list of acceptable graphing calculators below for models that are permitted.

IMPORTANT: Contact PSAT 10 School Day Support if you're unsure whether a calculator is acceptable.

THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

CASIO

FX-6000 series	CFX-9800 series
FX-6200 series	CFX-9850 series
FX-6300 series	CFX-9950 series
FX-6500 series	CFX-9970 series
FX-7000 series	FX 1.0 series
FX-7300 series	Algebra FX 2.0 series
FX-7400 series	FX-CG-10
FX-7500 series	FX-CG-20 series
FX-7700 series	FX-CG-50
FX-7800 series	FX-CG-500 (Using the stylus is not permitted.)
FX-8000 series	Graph25 series
FX-8500 series	Graph35 series
FX-8700 series	Graph75 series
FX-8800 series	Graph95 series
FX-9700 series	Graph100 series
FX-9750 series	
FX-9860 series	

HEWLETT-PACKARD

HP-9G	HP-49 series
HP-28 series	HP-50 series
HP-38G	HP Prime
HP-39 series	
HP-40 series	
HP-48 series	

RADIO SHACK

EC-4033	EC-4037
EC-4034	

OTHER

Datexx DS-883	NumWorks
Micronta	Smart ²

SHARP

EL-5200	EL-9600 series (Using the stylus is not permitted.)
EL-9200 series	
EL-9300 series	EL-9900 series

TEXAS INSTRUMENTS

TI-73	TI-89
TI-80	TI-89 Titanium
TI-81	TI-Nspire
TI-82	TI-Nspire CX
TI-83/TI-83 Plus	TI-Nspire CM-C
TI-83 Plus Silver	TI-Nspire CAS
TI-84 Plus	TI-Nspire CX CAS
TI-84 Plus CE	TI-Nspire CM-C CAS
TI-84 Plus Silver	TI-Nspire CX-C CAS
TI-84 Plus C Silver	TI-Nspire CX II
TI-84 Plus CE-T	TI-Nspire CX II-T
TI-84 Plus T	TI-Nspire CX II CAS
TI-85	TI-Nspire CX II-T CAS
TI-86	TI-Nspire CX II-C CAS

Unacceptable Calculators

Students are not allowed to use any of the following calculators, unless specifically approved in SSD Online as an accommodation:

- Laptops or other computers, tablets, mobile phones, smartphones, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features

- Models that have a computer-style (QWERTY) keyboard, pen input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator is not permitted. Some models with touchscreen capability are not permitted (e.g., Casio ClassPad). Check the list of acceptable graphing calculators above for models that are permitted.

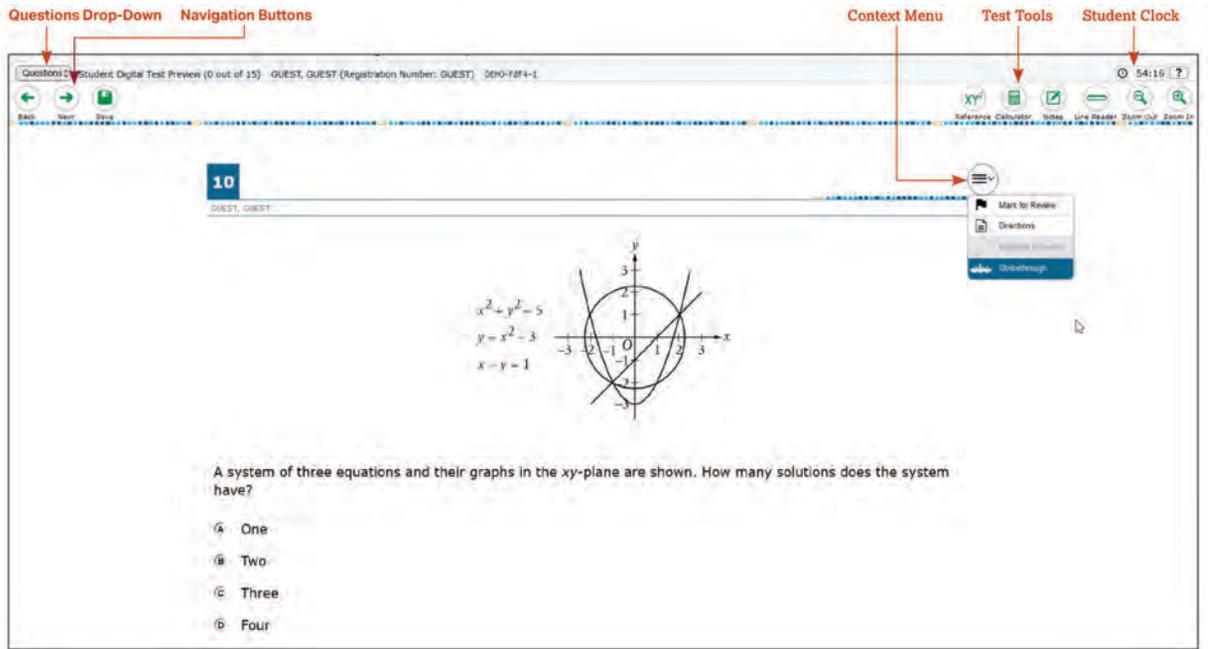
Sample Master Student List

	Last Name	First Name	M.I.	Date of Birth	SSD/Student ID Number	P=present A=absent M=moved X=no entry	Testing Room (3-digit code/ room name)	Accommodated? Y=Yes N=No	EL Support Type	Language	Staff Assigned
1	Jones	Anita		3/5/2004		P	123	N			A. Teacher
2	Smith	Terry	O	10/15/2003		A	456	N			B. Proctor
3											
4											
5	Szymanski	Ella		8/12/2004	0001025799	P	012	Y			M. Coordinator
6	North	Adrian		11/30/2003	0001025700	P	234	N			T. Coach
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

Student Digital Testing Tools

Secure Browser Features for Students

The secure browser applications offer built-in tools to support a student's digital testing experience. These tools are optional and can be used at the student's discretion. These tools don't need to be set in TIDE.



STUDENT DIGITAL TESTING TOOLS

Tool Name	Description
Calculator (for Math Test – Calculator only)	An embedded calculator for calculator-allowed questions. It appears when students click on the calculator button. A 4-function calculator is available in the Math Test – No Calculator section for students with prior approval.
Context Menu	This menu allows a student to access test directions and tools such as highlighter, strikethrough, and mark for review.
Expand Button	A feature that allows a student to expand a passage section or the question section for easier readability.
Highlighter	A feature for marking text, test questions, or response options with a color.
Line Reader	A feature that a student can use as a guide when reading text.
Mark for Review	A tool that allows the student to flag questions for future review during the assessment.
Navigation Buttons	Buttons that allow a student to move between test pages, either forward to the next question or back to the previous question.
Notes	A feature that a student can use as virtual scratch paper to make notes.
Questions Drop-Down List	A list that allows a student to quickly navigate to specific test questions. Questions that were marked for review display a flag in this list.
Reference	A feature that allows the student to view standard mathematical formulas for reference.
Strikethrough	A feature that a student may use to eliminate those answer choices that seem incorrect.
Student Clock	Displays the amount of time allowed for the test section. Upon starting the test, the student clock will begin to count down. At 5 minutes remaining, the student clock will turn red and provide a pop-up warning message.
Zoom In/Zoom Out	A feature that allows the student to change the display size of the text and images on the screen.

Digital Testing Tools for Students with Accommodations

Some test settings and tools that are associated with accommodations require activation before the student can use them in the secure browser. The accommodations require the SSD coordinator to manage students' tests under the **Test Settings and Tools** tab in TIDE. These accommodations settings and tools are identified in the following tables.

Accommodation	Description	Valid Value(s)
Test Time and Breaks	<p>Various timing and breaks scenarios based on documented need.</p> <p>No self-pacing; students must sit for the entire duration of extended time requested.</p> <p>Students approved for extended time for reading must receive extended time on all sections of the test.</p>	<ul style="list-style-type: none"> ▪ Standard Time ▪ 50% Extended Time ▪ 100% Extended Time ▪ Greater than 100% w/ Documentation ▪ Extra/Extended Breaks - Standard Time

Accommodation	Description	Valid Value(s)
Reading/Seeing Text		
<p>Text-to-Speech/Assistive Technology</p> <p>Digital alternative to MP3, reader, and ATC formats</p>	<p>Text-to-Speech (TTS) allows parts of the test to be read aloud based on the value which represents student's documented need.</p> <p>Assistive Technology (AT) enables the use of assistive technology software and hardware (e.g., screen readers, refreshable braille devices, etc.).</p>	<ul style="list-style-type: none"> ▪ TTS: Read Text Only ▪ TTS: Read Text and Graphics ▪ AT: JAWS, NVDA, Braille Display, etc.
Zoom/Font Size	Sets font size for presentation of test content.	<ul style="list-style-type: none"> ▪ Level 0 12 pt. (No zoom applied) ▪ Level 1 24 pt. ▪ Level 2 31 pt. ▪ Level 3 41 pt. ▪ Level 4 51 pt. ▪ Level 5 85 pt. ▪ Level 6 172 pt. ▪ Level 7 229 pt. ▪ Level 8 340 pt.
Color Contrast	Displays the test with a different background or font color.	<ul style="list-style-type: none"> ▪ None/Black on White ▪ Blue ▪ Light Blue ▪ Black on Cream ▪ Gray ▪ Light Gray ▪ Green ▪ Light Green ▪ Inverted (White on Black) ▪ Magenta ▪ Light Magenta ▪ Medium Gray on Light Gray ▪ White on Navy ▪ Yellow ▪ Light Yellow ▪ Yellow on Blue

Accommodation	Description	Valid Value(s)
Reading/Seeing Text		
Mouse Pointer	Adjusts the mouse/cursor to match color and size preferences.	<ul style="list-style-type: none"> ▪ System Default ▪ Large Black ▪ Extra Large Black ▪ Large Green ▪ Extra Large Green ▪ Large Red ▪ Extra Large Red ▪ Large White ▪ Extra Large White ▪ Large Yellow ▪ Extra Large Yellow
Streamlined Mode	Questions are presented sequentially without a split screen.	<ul style="list-style-type: none"> ▪ ON ▪ OFF
Permissive Mode	Allows students with assistive technology, including software and/or hardware to integrate with the secure browser.	<ul style="list-style-type: none"> ▪ ON ▪ OFF
Masking	Allows student to block off answer choices or any parts of the test content.	<ul style="list-style-type: none"> ▪ Not available ▪ Available
Accommodation	Description	Valid Value(s)
4-Function Calculator	Allows students to use the basic online 4-function calculator on the Math Test – No Calculator section.	<ul style="list-style-type: none"> ▪ ON ▪ OFF

Manage Student Test Settings in TIDE

Test Settings via File Upload

A file upload allows you to work with multiple student settings at one time. Students included in a new file upload will have any previous settings overwritten.

The screenshot shows the TIDE interface for uploading test settings. At the top, there are navigation tabs for 'Preparing for Testing' and 'Administering Tests'. Below that is a main navigation bar with 'Users', 'Students', 'Test Settings and Tools', 'Rosters', and 'Test Windows'. The 'Test Settings and Tools' section is active, showing a progress bar with four steps: 1. Upload, 2. Preview, 3. Validate, and 4. Confirmation. A 'Download Templates' button is located on the right. The main content area has a heading 'Upload Test Settings and Tools' and a sub-heading 'Step 1: Upload File'. There is a 'Browse' button next to a file input field. Below that is an 'Upload History' section with a '+' icon. A 'Next' button is at the bottom.

To upload student test settings:

1. Sign in to TIDE via digitaltesting.collegeboard.org.
2. Click the **Test Settings and Tools** task menu, then **Upload Test Settings and Tools**.
3. Download either the Excel or .csv template from the **Download Templates** drop-down menu. You can use this template file to enter student settings.
4. Open the file in a spreadsheet application or text editor, and add a row for each test setting you want to add or modify. Save the file on your computer.
5. On the Upload Test Settings and Tools page, click **Browse** and navigate to the upload file you created. Click **Next**.
6. Preview the file and click **Next**.
7. Validate that the file has the correct values. If the file has the correct values, click **Continue with Upload**. Otherwise, click **Upload Revised File** and repeat steps 1–7.
8. You'll receive a confirmation that your records have been committed.

IMPORTANT: *If any students are testing with EL supports, you must manually set the EL accommodation type in TIDE as shown under English Language Supports on page 29.*

Entering Student Settings into the Template

Each row represents one test setting for one student. One or multiple rows can be entered. The first column should include the student's registration number which can be found in TIDE. The following columns list the test subject, tool name, and value for the tool specified. Appropriate values will be auto-generated in drop-down menus for columns B–D of the upload template file. Refer to the *TIDE User Guide* for a detailed list of test settings and their corresponding tool names and values.

In the Excel template, the accommodations must be entered for each section separately. For accommodations that apply for the entire test, you must enter a row for each section, including the PSAT 10 Questionnaire. See example below:

	A	B	C	D
1	Registration Number	Subject	Tool Name	Value
2	999999001	0 - Questionnaire	Text-to-Speech/Assistive Technology	TTS: Read Text and Graphics
3	999999001	1 - Reading Test	Text-to-Speech/Assistive Technology	TTS: Read Text and Graphics
4	999999001	2 - Writing & Language Test	Text-to-Speech/Assistive Technology	TTS: Read Text and Graphics
5	999999001	3 - Math Test - No Calculator	Text-to-Speech/Assistive Technology	TTS: Read Text and Graphics
6	999999001	4 - Math Test - Calculator	Text-to-Speech/Assistive Technology	TTS: Read Text and Graphics
7	999999001	5 - SAT Essay	Text-to-Speech/Assistive Technology	TTS: Read Text and Graphics
8	999999001	1 - Reading Test	Test Time and Breaks	100% Extended Time
9	999999001	2 - Writing & Language Test	Test Time and Breaks	100% Extended Time
10	999999001	3 - Math Test - No Calculator	Test Time and Breaks	100% Extended Time
11	999999001	4 - Math Test - Calculator	Test Time and Breaks	100% Extended Time
12	999999001	5 - SAT Essay	Test Time and Breaks	100% Extended Time

This example of a student settings upload file displays the selected test setting for a student with the registration number 999999001. For this student's test, each of the subject sections are included in column B, Text-to-Speech/Assistive Technology has been selected with the corresponding "TTS: Read Text and Graphics" value, and the timing has been set to "100% Extended Time." Note that the Questionnaire does not have a timing value because it is an untimed section. If you need to upload multiple test settings for one student, please use one row for each test setting, ensuring that all test settings for one student occupy consecutive rows.

NOTE: If your file contains a large number of records, TIDE processes it offline and sends you a confirmation email when complete. While TIDE is validating the file, don't press Cancel as TIDE may have already started processing some of the records.

Guide to Accommodation Alternatives for Digital Testing Mode

Student accommodations should be consistent with the accommodations they use for taking assessments in school. The digital alternatives provided below should be considered in consultation with the student and family.

Students taking the test with accommodations, especially those with assistive technology devices, should pretest the device in secure browser with the Student Digital Test Preview prior to test day to ensure operational functionality.

If the digital accommodation supports within the Student Digital Test Preview do not meet the student testing needs, the test coordinator or SSD coordinator will arrange for alternate accommodation supports (i.e., paper test book, human reader, etc.)

Standard Testing Room(s) – Standard Time for Accommodated Students

The standard testing room will include students testing with accommodations, as well as those testing with the following features that can be delivered through the universal tool set in the digital platform and don't require configuration of the student test settings in TIDE:

TABLE A		
SSD Accommodation	Universal Tools	Room Type
<ul style="list-style-type: none"> ▪ Computer (Word Processor) ▪ Record answers in test book 	Digital Test Mode	Standard
<ul style="list-style-type: none"> ▪ Large print test book (14pt.–20pt.) ▪ Large block answer sheet ▪ Magnifier ▪ Magnifying machine 	Zoom in/Zoom out (Levels 1-4)	Standard (if no extended time accommodation)

Digital Alternatives

Some students may test with accommodations that don't apply to a digital test. If this is the case, the student may choose to opt out of testing in the digital mode and test with a paper-based test, or the student may choose to test with the digital alternatives listed below.

Please work with your school's SSD coordinator and the student to determine which accommodation option(s) the student will use on test day.

For students taking the digital assessment, including those with accommodations, they will test using the secure browser, with the following digital alternatives:

TABLE B		
SSD Accommodation	Digital Alternative	Room Type
<ul style="list-style-type: none"> ▪ Assistive Technology Compatible (ATC) Test Form ▪ Assistive Technology ▪ Braille ▪ Braille Graphs and Figures¹ ▪ Braille Writer 	Text-to-Speech/Assistive Technology - AT: JAWS, NVDA, Braille Display, etc.	Nonstandard
<ul style="list-style-type: none"> ▪ MP3 Audio Format ▪ Reader ▪ Auditory Amplification/FM system 	Text-to-Speech/Assistive Technology - TTS: Read Text and Graphics (50% extended time)	Nonstandard
<ul style="list-style-type: none"> ▪ MP3 Audio Format ▪ Reader ▪ Auditory Amplification/FM system 	Text-to-Speech (TTS): Read Text and Graphics (100% extended time)	Nonstandard
<ul style="list-style-type: none"> ▪ Extra/Extended Time and Breaks 	Test Time and Breaks	Nonstandard
<ul style="list-style-type: none"> ▪ Other: Masking 	Masking	Standard (if no extended time accommodation)
<ul style="list-style-type: none"> ▪ Large Print Test Book ▪ Large Block Answer Sheet ▪ Magnifier ▪ Magnifying Machine 	Zoom Font Size	Standard (if no extended time accommodation)
<ul style="list-style-type: none"> ▪ Color Overlay 	Color Contrast	Standard (if no extended time accommodation)
<ul style="list-style-type: none"> ▪ 4-function calculator 	4-Function Calculator (Desmos Online)	Standard (if no extended time accommodation)
<ul style="list-style-type: none"> ▪ Other: Linear Presentation 	Streamline Mode	Standard (if no extended time accommodation)
<ul style="list-style-type: none"> ▪ Other: Pointing Device 	Mouse Pointer	Standard (aligned with Color Contrast and Zoom)

¹ Braille Graphs and Figures supplements should be ordered when using screen readers and/or refreshable braille devices.

Photo ID Requirements

Acceptable IDs

ID Requirements

Photo IDs aren't required for PSAT 10 testing unless a student is testing at a school they don't attend.

To be acceptable, a photo ID must:

- Be a valid (unexpired) photo identification that is government issued or issued by the student's school. (A school ID from 2018–19 is valid through December 31, 2019, but is not acceptable for spring 2020 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student's full, legal name.
- Bear a photo that clearly matches the student's appearance. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text, and a clearly visible photo.

Examples of Acceptable ID

- Government-issued driver's license or nondriver ID card
- Official school-produced student ID card from the student's current school
- Government-issued passport or U.S. Global Entry ID card
- Government-issued military or national ID card

Unacceptable IDs

Types of Identification to Reject

- Any document that doesn't conform to the requirements
- Any document that is worn, torn, scuffed, scarred, or damaged
- An electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as "not valid as identification"

Examples of Unacceptable ID

- Credit or debit card of any kind, even one with a photo
- Birth certificate
- Social Security card
- Employee ID card
- Missing child (Child Find) ID card
- Any temporary ID card

Irregularity Chart

IMPORTANT: When you fill out an IR for an irregularity that takes place in the testing room (such as illness), tell the relevant student(s) that a report will be submitted.

Irregularity	What you should do	How to fill out the IR
Test Site Issues		
<p>Test site closing/cancellation of testing</p> <p></p> <p>Call PSAT 10 School Day Support immediately.</p>	<ul style="list-style-type: none"> ▪ If a storm, flood, power failure, etc., necessitates cancellation of the test, call the PSAT 10 office (see Contact Us on page 2) for instructions. ▪ Tell students that other arrangements are being requested. 	<p>No IR is required.</p>
<p>Interruption</p> <p></p> <p>Call PSAT 10 School Day Support if the interruption (e.g., fire alarm) can't be resolved.</p>	<ul style="list-style-type: none"> ▪ Provide clear instructions for staff and student safety if fire alarm, power failure, etc., occurs. ▪ Note the time and take action to be sure no one has access to equipment while students are out of the room. ▪ Direct students not to talk or use electronic devices. ▪ Monitor students if they must leave the testing room. Keep them together in a group and don't allow them to go to their lockers. ▪ Click the Stop icon to stop the session and advise students to sit quietly until instructed further. ▪ Note the stop time and inform students that the testing time will be adjusted. ▪ Students should resume testing in the section they were completing before the interruption occurred. Don't return to any previously completed sections. If you are not able to continue testing, contact PSAT 10 School Day Support for further instructions. <ul style="list-style-type: none"> – In the TA Interface, create a new session and share the new Session ID so students can sign in again and resume testing. – The proctor's clock will display the full time for the test section; however, the student's clock will reflect their accurate remaining time. – When time has expired for the test with their allotted time, the session will automatically end. ▪ If testing must be canceled, do the following: <ul style="list-style-type: none"> – Plan to test students on your makeup day using the materials already provided. – Return any forms following the instructions in Prepare Materials for Return on page 43. – Notify students that they'll take a makeup test. 	<p>Note the source, length, and impact of the interruption and the section(s) affected.</p> <p>Bubble page 2, section 6— “Disturbance/interruption.” List the affected students in section 10.</p>

Irregularity	What you should do	How to fill out the IR
Incorrect, Missing, Damaged, or Defective Materials		
<p>Materials missing or damaged</p>  <p>Call the Office of Testing Integrity immediately if the missing materials are paper tests (nonstandard materials).</p>	<p>If any nontest materials are missing or damaged, contact your test coordinator. You may download and print missing materials such as Coordinator Manuals and Student Guides from digitaltesting.collegeboard.org. If you are unable, call PSAT 10 School Day Support.</p>	<p>Note any such irregularity. Bubble page 2, section 6—“Missing Materials.”</p>
Security Violations/Student Misconduct		
<p>Observed misconduct</p>  <p>Call PSAT 10 School Day Support immediately.</p>	<p>If you observe a student removing materials from the testing room, attempting to impersonate another student, or leaving the building during testing:</p> <ul style="list-style-type: none"> ▪ Note the student’s name and collect their test ticket and scratch paper. Pause their test from the “Actions” column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from the testing room. <p>Notify PSAT 10 School Day Support immediately. Test coordinator: Do not dismiss the student until you have called PSAT 10 School Day Support.</p>	<p>Identify the student. Explain the circumstances and the student’s behavior. Verify the student’s name is provided.</p> <p>If student left, provide the test section, last question number completed, and reason for leaving.</p> <p>Bubble page 2, section 7, Test Admin Issue—“Student removed or attempted to remove test materials” or “Student left early/left without permission.”</p>
<p>Use or possession of test content through answer keys or images of test pages</p>  <p>Call PSAT 10 School Day Support immediately.</p>	<p>If a student is observed using or distributing test content, including answer keys or images of test pages at any time at the test site, including during breaks, collect as much evidence as possible:</p> <ul style="list-style-type: none"> ▪ Collect the device, answer key, or other prohibited aid. ▪ Follow procedures to dismiss the student from the testing room: <ul style="list-style-type: none"> – Inform student that you must write up the incident and that their scores will be invalidated. – Pause their test from the Actions column of the TA Interface, collect their test ticket and scratch paper, and dismiss the student. Do not allow them back in the testing room. ▪ Before returning any devices to the student, the test coordinator should: <ul style="list-style-type: none"> – Determine if images of test content were captured and/or distributed. – Take a photo of any applicable smartphone screen or recorded answer key to return with the IR. – After collecting evidence, ensure any test content is deleted before the device is returned to the student. ▪ Do not return any written answer keys to the student. Any written answer keys and/or images of answer keys should be sent to OTI for investigation and analysis. 	<p>On page 2, section 7, Test Admin Issue, fill in the circle for “Student gave or received help” or “Student used a phone or other prohibited electronic device, or it made noise.” Describe the incident and any evidence in detail in the Comments section.</p> <p>Fill in the Dismissed circle, indicating student was dismissed.</p>

Irregularity	What you should do	How to fill out the IR
<p>Noise or disturbance by prohibited electronic devices</p> <p>Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.</p>	<p>If a student’s prohibited device makes noise or creates a disturbance while in their own possession:</p> <p>Follow the instructions in “Observed with prohibited electronic devices.”</p>	<p>An IR is not needed for an initial warning.</p>
<p>Observed with prohibited electronic devices</p> <p>Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.</p>	<p>If the student is observed with any prohibited electronic device in the testing room or during a break, whether or not they are using the device:</p> <ul style="list-style-type: none"> ▪ Tell the student to hand it to you immediately. ▪ Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned. The student may be eligible for a makeup: <ul style="list-style-type: none"> – If student used or accessed their phone or device, including in response to a noise or alarm, the student is not eligible for a makeup test. – If the phone or device made a noise but the student was not using or accessing the phone, plan to test the student on the makeup day. For makeup testing, plan to collect or prohibit the student from bringing a phone into the testing room. ▪ If test content is detected on the device, follow instructions under “Use or possession of test content through answer keys or images of test pages” to collect and inspect any prohibited aids or electronic devices. ▪ Pause the student’s test from the Actions column in the TA Interface, collect the test ticket and scratch paper, and dismiss the student to a monitored area until after the test. Do not readmit the student to the testing room. ▪ If they are intentionally using their testing device for non-test related purposes, student should be dismissed and they are not eligible for a makeup. <p>Test coordinator: If you suspect that the device was used to share test information, immediately call PSAT 10 School Day Support while the student is still in your charge.</p>	<p>Note that the device was observed and/or in use. Provide the student’s name.</p> <p>On page 2 section 7, Test Admin Issue, fill in the circle for “Student used a phone or other prohibited electronic device, or it made noise.”</p> <p>Fill in the Dismissed circle, indicating the student was dismissed. Under Comments, include information about the type of prohibited aid used.</p>

Irregularity	What you should do	How to fill out the IR
<p>Calculator misuse/prohibited aids (Unless approved as an accommodation)</p>	<p>If a student is seen using a calculator on a noncalculator section or using more than 1 handheld calculator (except in case of a malfunction) or using a prohibited aid (as listed in Prohibited Aids and Devices Policies on page 22), either during the test or during breaks:</p> <ul style="list-style-type: none"> ▪ Warn the student individually to stop use of the prohibited aid. ▪ Tell the student a subsequent violation will be grounds for dismissal. (You don't need to complete an IR for a warning.) ▪ If the student continues, collect their scratch paper and test ticket, pause the student's test from the Actions column in the TA Interface, and dismiss the student to a monitored area until after the test. ▪ If the calculator or aid is on a mobile phone or other prohibited electronic device, dismiss the student, following procedures listed under "Observed with prohibited electronic devices." 	<p>If you dismiss the student, fill out the IR. Identify student.</p> <p>On page 2, section 7, Test Admin Issue, bubble "Student used an unauthorized aid."</p> <p>Fill in the Dismissed circle, indicating the student was dismissed. Under Comments, include information about the type of prohibited aid used.</p>
<p>Refusal to follow instructions If behavior is caused by an uncontrolled manifestation of a disability, call the SSD office for assistance.</p>	<p>If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, giving/discussing test or essay questions:</p> <p>Change the seat of any student suspected of giving or receiving information. If an ETS investigation warrants, scores will be invalidated. Keep a seating chart (see back cover of this manual) and use it to indicate original and changed seat locations.</p> <ul style="list-style-type: none"> ▪ If the student is using an electronic device to share information or test content, follow instructions under "Use or possession of test content through answer keys or images of test pages" to collect and inspect any prohibited aids or electronic devices. ▪ Inform the student that you must write up the incident and that their scores may be invalidated. ▪ Pause the student's test from the Actions column in the TA Interface, collect their test ticket and scratch paper, and dismiss them from testing. Do not readmit the student to the testing room. <p>Test coordinator: Do not dismiss the student until you have spoken to a College Board representative.</p>	<p>For copying and communications infractions, describe the incident. Note the type of infraction and explain the circumstances completely.</p> <p>Bubble page 2, section 7b, Student Errors/Issue—"Student failed to follow test administration regulations" or "Student gave or received help."</p>

Irregularity	What you should do	How to fill out the IR
Misadministration		
Seating requirements not followed	See Seating Requirements on page 15. If these regulations aren't followed, fill out the IR.	On page 2, section 6, fill in the circle for "Seating requirements not followed." List the affected students in section 10.
Accommodations given that were not approved  (Including 50% extended time support for EL students) Call PSAT 10 School Day Support immediately.	<ul style="list-style-type: none"> ▪ Pause the student's test from the Actions column in the TA Interface and collect their test ticket and scratch paper. ▪ Advise the student that they received accommodations that were not approved and they will need to retake the test on the makeup date. ▪ Dismiss the student. ▪ The student is eligible for a makeup. <ul style="list-style-type: none"> – Add the student to your list of possible makeups needed and plan to test them on the makeup day. – Adjust test settings for accommodations prior to the makeup day. Call PSAT 10 School Day Support if you need assistance. – If the student is approved for accommodations that require testing during the accommodated window, contact the SSD office. 	Identify student, and note accommodations given and actions taken. On page 2, section 7, Testing Staff Issue, fill in the circle for "Staff gave incorrect or unapproved accommodation(s)." Fill in Student Information at top of section 7. Provide details in the Comments section on page 3.
Approved accommodations not given	<ul style="list-style-type: none"> ▪ Advise the student that their approved accommodations were inadvertently not provided. ▪ Offer the student the option to continue testing without the approved accommodations, or to stop testing. ▪ If the student chooses to stop testing, pause the student's test from the Actions column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from the testing room. Tell the student that the school will contact them about further testing options. ▪ The student may be eligible for a makeup. <ul style="list-style-type: none"> – Add the student to your list of possible makeups needed and plan to test them on the makeup day. – Adjust test settings for accommodations prior to the makeup day. Call PSAT 10 School Day Support if you need assistance. – If the student is approved for accommodations administered in the accommodated testing window, contact the SSD office. 	Identify student and note actions taken. On page 2, section 7, Testing Staff Issue, fill in the circle for "Staff did not give approved accommodations."

Irregularity	What you should do	How to fill out the IR
<p>Disturbance, such as loud and incessant noise, excessive heat or cold, or other distractions</p> <p></p> <p>Call PSAT 10 School Day Support if guidance is needed or the problem can't be resolved</p>	<p>If possible, reduce or eliminate the source of disturbance or move the students. If testing must be interrupted:</p> <ul style="list-style-type: none"> ▪ In the TA Interface, click the Stop icon to stop the session. Instruct students to sit quietly until instructed further. ▪ Monitor students at all times inside and outside the testing room. Remind students that use of personal electronic devices and talking are not permitted. ▪ If evacuation is required, click the Stop icon to stop the test session from the TA Interface. ▪ Note stop time and inform students that the testing time will be adjusted. ▪ If able to continue testing, return to the interrupted section by starting a new session in the TA Interface—do not return to any previously completed sections. ▪ Once testing can restart, continue testing; ask the student to sign in to the secure browser and enter the Session ID. Then approve the student to test. ▪ The proctor's clock will display full time for the test section; however, the student's clock will reflect the student's accurate remaining time. ▪ When all students have completed the test with their allotted time, the session will automatically end. ▪ Tell students to contact psathelp@info.collegeboard.org if they feel they were affected. ▪ If you were unable to resume testing, follow the instructions under "Interruption" earlier in this chart. 	<p>Note the source, length, and impact of the disturbance.</p> <p>Bubble page 2, section 6— "Disturbance/interruption." List the affected students in section 10.</p>
Undertiming	<ul style="list-style-type: none"> ▪ Undertiming can be identified in the session summary in the TA Interface after the test session is complete. ▪ If you observe that a student has time remaining, note their name and time remaining on the IR. ▪ Allow the full number of minutes on all other sections. Don't go back to any sections that have already been completed. ▪ If the undertiming is a result of an interruption where testing was stopped, resume students' tests. Ask students to sign in with the Session ID and approve them to test. Follow the instructions under "Interruption" earlier in this chart. Time cannot be added back to an expired or completed test section. ▪ Students may be eligible for makeup testing. Plan to test them on the makeup day. 	<p>Note the section(s) affected and timing discrepancy.</p> <p>For a group, on page 2, section 6, fill in the circle for "Undertiming". List the affected students in section 10. For an individual, or page 2, section 7, Test Admin Issue, fill in the circle for "Test was undertimed."</p>
Overtiming	<p>Students may require makeup testing. Plan to test them on the makeup day.</p>	<p>Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included.</p> <p>For a group, on page 2 section 6, fill in the circle for "Overtiming." List the affected students in section 10. For an individual, on page 2, section 7, Test Admin Issue, fill in the circle for "Test was overtimed."</p>

Irregularity	What you should do	How to fill out the IR
<p>Testing staff issues If staff actions potentially have caused a misadministration, call PSAT 10 School Day Support.</p>	<p>In the case of distracting behavior or incorrect directions, quietly point out the behavior and ask the staff member to correct it. If the behavior persists or if incorrect materials are used during the administration, call PSAT 10 School Day Support immediately.</p>	<p>Note the impact of the issue and the section(s) affected. Bubble page 2, section 6 (for a group), or page 2, section 7b—“Testing Staff Issue” (for individual irregularities); choose correct issue from list. For a group list the affected students in section 10. Complete the Comments section and sign.</p>
Student Issues		
Late arrival	See Process Late Arrivals on page 56.	<p>Identify student. On page 2, section 7, Check-in Issue, fill in the circle for “Student arrived late and was admitted to test.”</p>
<p>Excessive breaks This irregularity does not apply to students approved for “breaks as needed.”  Call PSAT 10 School Day Support if there is a security concern.</p>	<ul style="list-style-type: none"> ▪ Ask the student the reason for excessive breaks (e.g., is the student ill?). ▪ If the student is ill, follow the instructions under “Illness.” ▪ Ask the student to navigate to the next unanswered question. Do not allow extra time. ▪ Have a room or hall monitor check where the student is going during breaks. 	<p>Note the length of absence, and the student(s) and question(s) affected.</p>
<p>Illness  Call PSAT 10 School Day Support immediately.</p>	<ul style="list-style-type: none"> ▪ Permit student to leave the testing room temporarily. Ask the student to navigate to the next unanswered question. Do not allow extra testing time. ▪ If the student is unable to continue, pause their test from the Actions column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from the testing room. You may test them on the makeup day, counting them as an absentee. ▪ If a student has to leave early because of illness, the student may return to complete the test on the makeup day. Time cannot be added back to an expired or completed test section. ▪ If illness results in a disturbance, see instructions for “Disturbance.” 	<p>Identify student, length of absence, affected section(s), and questions. On page 2, section 7, Test Admin Issue, fill in the circle for “Student became ill.”</p>
Calculator malfunction	<ul style="list-style-type: none"> ▪ Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, remind student of the embedded calculator they can access from the secure browser. ▪ The student can choose to continue with the embedded calculator. If they continue, don’t allow extra time. 	<p>Document the malfunction on the IR. On page 2, section 7, Test Admin Issue, fill in the circle for “Student had a calculator malfunction.”</p>

Irregularity	What you should do	How to fill out the IR
<p>Test question ambiguity</p>  <p>Call PSAT 10 School Day Support immediately after the test.</p>	<p>Direct the student to give the best possible answer. Tell the student a report will be submitted. If the student expresses concern after the test date, tell them to report the test form, test section, content of question, and nature of the error as soon as possible to:</p> <p>Assessment Design & Development College Board 250 Vesey Street New York, NY 10281 Email: psatquestion@collegeboard.org</p>	<p>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 code, section, and test question number.</p>
<p>Student exits Secure Browser (AIR Secure Test on Chrome OS and iPads)</p>	<ul style="list-style-type: none"> ▪ If any unauthorized application accidentally launches during testing, the student will be automatically exited out of the secure browser. Allow the student to continue testing. ▪ Ask the student to sign in to the secure browser and enter the Session ID. Then approve the student for testing. <p>NOTE: <i>The student's time will be maintained in the secure browser. If the student is unable to receive their full testing time, record the duration of the interruption on the IR.</i></p> <p>If the student is seen using the computer for non-test related purposes, pause their test from the Actions column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from the testing room. Do not readmit the student to the testing room.</p>	<p>Describe the circumstances and the test section. Ensure the student's name is provided.</p> <p>Bubble page 2, section 7— "Technology disruption."</p>

Irregularity	What you should do	How to fill out the IR
Hardware/Software/Network Malfunctions		
<p>Test-taking device malfunction (e.g., the secure browser won't launch; cannot establish connectivity to the internet; headphones or monitor stops responding)</p> <p> Call PSAT 10 School Day Support immediately.</p>	<p>Contact your technology coordinator. If it is determined that the issue is not local, contact PSAT 10 School Day Support immediately.</p> <p>If a technical issue occurs and is resolved during testing, allow the student to continue testing. A student may be moved to another available device. Ask the student to sign in to the secure browser and enter the Session ID. Then approve the student for testing. The student's time will be maintained in the secure browser.</p> <p>OR</p> <p>If a technical issue can't be resolved and the timed portion of the test hasn't begun (e.g., the Reading Test), move the student to another working device, if available, or to another testing room where testing hasn't begun.</p> <p>OR</p> <p>If the timed portion of testing has begun and the issue cannot be resolved, pause the student's test from the Actions column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from testing.</p> <p>Call PSAT 10 School Day Support immediately. Do not readmit the student to the testing room.</p> <p>Don't allow technical issues to impede other students' test time.</p> <p>The student may be eligible for a makeup. Plan to test the student on your school's makeup day.</p>	<p>Describe the irregularity and note any loss of testing time. Note the question and section(s) affected.</p> <p>For a group, bubble page 2, section 6—"Problem with internet connectivity" if applicable.</p> <p>For an individual, bubble page 2, section 7—"Student device battery dies" or "Technology disruption" as applicable.</p>
<p>Secure browser freezes</p>	<ul style="list-style-type: none"> ▪ If the secure browser freezes or the loading screen appears for an extended period of time, force exit the student out of the secure browser, which may require you to restart the device. Allow the student to continue testing. Ask the student to sign in to the secure browser and enter the Session ID. Then approve the student for testing. ▪ If a student is undertimed, follow the instructions in "Undertiming" earlier in this chart. ▪ The student's time will be maintained in the secure browser. If the student is unable to receive their full testing time, record the duration of the interruption on the IR. ▪ Only fill out an IR if there's an undertiming (even if this is less than 5 minutes) or if this caused a disturbance to the testing room. 	<p>Describe the irregularity and note any loss of testing time. Note the question(s) and section(s) affected.</p> <p>For an individual, bubble page 2, section 7—"Technology disruption."</p> <p>Fill in details in section 9—"Comments."</p>

Irregularity	What you should do	How to fill out the IR
Test session stops or proctor’s device malfunctions	<p>If the proctor’s device powers off or otherwise loses internet connectivity while students are still testing, the session will remain open for 20 minutes to allow the proctor time to reenter the session. Students will not receive an error and will continue to test.</p> <p>Take immediate action before the session times out:</p> <ul style="list-style-type: none"> ▪ Open the browser and navigate back to the TA Interface. ▪ Input the session ID of the active session and click Enter to regain control of the session. <p>If the TA Interface loses internet connectivity for more than 20 minutes or the proctor exits the secure browser or navigates to another website during an active test session, student testing will be disrupted. Students will receive an error message stating that the session is no longer available.</p> <p>If the test session is disrupted and students receive the error message, take immediate action to resume testing:</p> <ul style="list-style-type: none"> ▪ Prompt students to acknowledge the error message by clicking OK, which will take them back to the sign in screen. ▪ Create a new session and share the new Session ID so students can sign in again and resume testing. 	<p>Describe the irregularity and note any loss of testing time.</p> <p>Bubble page 2, section 6— “Problem with internet connectivity.”</p> <p>Fill in the details in section 9— “Comments.”</p>
Restart Testing		
<p>Test settings not correct for assistive technology (AT) and/or text-to-speech (TTS)</p>  <p>Call PSAT 10 School Day Support.</p>	<p>If a student has logged in to the test environment and their test settings or accommodations are not correct for the assistive technology (AT) and/or the auditory assistance tools for text-to-speech (TTS):</p> <ul style="list-style-type: none"> ▪ Tell the student to log out. The test coordinator (or SSD coordinator) must modify the student’s test settings in TIDE. ▪ Contact PSAT 10 School Day Support to restart the student’s test. 	<p>Describe the irregularity and note any loss of testing time. Note the question and section(s) affected.</p>

Glossary of Terms

50% extended time: A preapproved accommodation that gives a student time-and-a-half for each applicable section of the assessment. Students may receive extended time in reading or math.

100% extended time: A preapproved accommodation that gives a student double time for each applicable section of the assessment. Students may receive extended time in reading or math.

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

Advanced Placement (AP®): A College Board program that gives high school students the opportunity to take college-level courses and exams.

AIR Secure Test: AIR's secure browser application for devices using Chrome OS or iOS. AIR Secure Test must be installed on all student devices and configured for College Board tests. Students will use this application for the test and the preadministration session.

Alternate test format (ATF): An accommodated format of the test, such as braille or MP3 audio.

American Institutes for Research® (AIR®): College Board partners with AIR, utilizing their Test Delivery System for digital tests in the SAT Suite of Assessments.

Assistive technology (AT): A digital version of the test for use with screen readers (i.e., JAWS, NVDA, etc.) and other assistive technology (i.e., Braille Displays, etc.); delivered in the secure browser.

Bulk Registration: The process a district or school uses to submit a file to register students and populate them in TIDE.

CB Secure Browser: AIR's secure browser application for devices using Windows or Mac operating systems. The CB Secure Browser must be installed on all student devices. Students will use this application for the test and the preadministration session.

College Board–approved accommodation: A change in the format or administration of a test to provide access for a person with a disability. Must be preapproved by College Board. Examples include extended testing time, special formats of the test, large-block answer sheets, readers, scribes, sign language interpreters for spoken test instructions, and extended or more frequent rest breaks.

Delayed score: A score report delayed by an issue resolved too late to include the score in on-time reporting.

EL: English learner.

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

Extended breaks: A preapproved accommodation that gives students 10-minute breaks rather than 5-minute breaks.

Extra breaks: A preapproved accommodation that gives students a break after every section of the test and halfway through longer sections.

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

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

Irregularity Report (IR): Scannable form used to document any irregularities that occur.

Makeup test: An administration offered to students who miss an original administration of the test or encounter an irregularity that invalidates their original administration.

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

Misconduct: Action or behavior by a student that results in a score hold, Irregularity Report (IR), or other disruption in a test administration.

Monitor (hall monitor or room monitor): Staff member who assists the test coordinator and proctor in setting up the testing area, monitoring testing, and patrolling the hallways during testing.

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

Office of Testing Integrity (OTI): An ETS department in charge of test security that investigates reported security breaches.

Proctor: Staff member responsible for conducting a secure administration and reading the scripts aloud to students. The proctor is also responsible for launching and monitoring student test status from the TA Interface. Accountable for and monitors everyone and all testing materials in the testing room.

Room roster: The list of students assigned by the test coordinator to a testing room. Distributed to room proctors to let them know which students they're testing.

School code (AI code): A 6-digit code that identifies an attending institution (a school where a test taker is enrolled). Each attending institution has a unique AI code. Sometimes referred to as a CEEB code.

Score hold: A temporary hold on the release of not yet reported scores. If ETS suspects 1 or more students' scores may be invalid, ETS places the scores on hold to prevent them from being released while the issue is investigated. The scores may be for an individual student, a testing room, or an entire school.

Secure Browser: See AIR Secure Test and CB Secure Browser.

Services for Students with Disabilities (SSD) office: A College Board department that supports accommodation requests and accommodated testing.

Session ID: The unique identifying combination of numbers and letters assigned to each test session created by proctors in the TA Interface. The proctor must share this Session ID in a location viewable by all students. Along with their first name and registration number, students must enter the Session ID when signing in to the secure browser.

Small-group testing: A preapproved accommodation where students test with a small number of test takers.

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

SSD number: The code for a student who has been approved for 1 or more SSD accommodations.

SSD Online: College Board online system for submitting and managing accommodation requests for students with disabilities and EL students testing with 50% extended time.

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

Student-produced response question: A math question that requires the student to arrive at and record an answer rather than select a multiple-choice answer.

Student score report: The score report students get after taking the PSAT 10. It is provided in both paper and online formats and is also shared with the school and, if applicable, the district and/or state.

Technology coordinator: A staff member responsible for ensuring that network and device configurations meet the minimum requirements for digital testing in the SAT Suite of Assessments.

Test Administrator (TA) Interface: AIR's web-based application that proctors will use to launch each test section and monitor progress of students in the testing room.

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

Test Information Distribution Engine (TIDE): A web-based application that supports test coordinators throughout the testing process. TIDE includes features that allow test coordinators to manage user information and student test settings, monitor test progress, and execute other administrative functions.

Test ticket: A document printed for each student that includes their name, school, and registration number. The test coordinator must print a test ticket from TIDE for each student. Students will use the ticket to sign in to the secure browser.

Testing Room Materials Report form: A form used by the test coordinator to document the test books and answer sheets delivered to the proctor. The form is completed by the proctor to report the testing materials being returned. The proctor also completes a seating chart (on the back of this manual) to record the serial number of each multiple-choice test book distributed to each seat in the room in the order it was distributed.

Testing Staff Agreement: A form that must be signed by all testing staff prior to the start of testing. Each member of the testing staff affirms their acceptance of specific provisions regarding the administration of College Board tests.

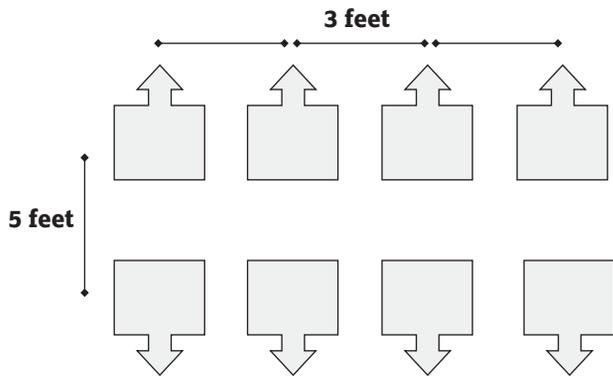
TTS: Text-to-speech.

Writer/scribe: A staff member who records answers for a student who is approved for this accommodation. Students automatically get 50% extended time and extra breaks on all sections.

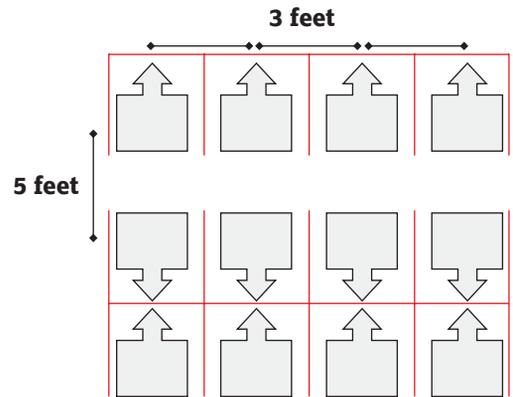
Digital Testing Room Seating Arrangements

All distances are measured from the center of one workstation to the next workstation.

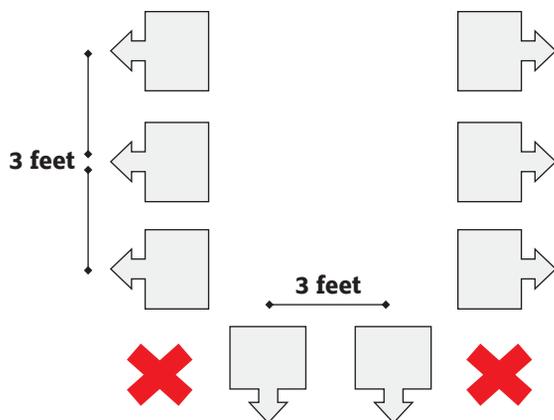
Back-to-back seating *without* partitions



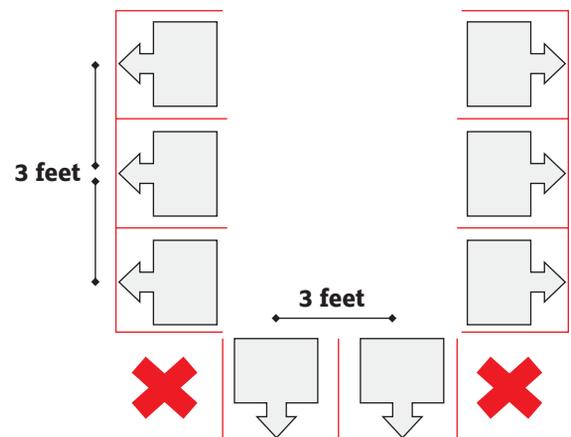
Back-to-back seating *with* partitions



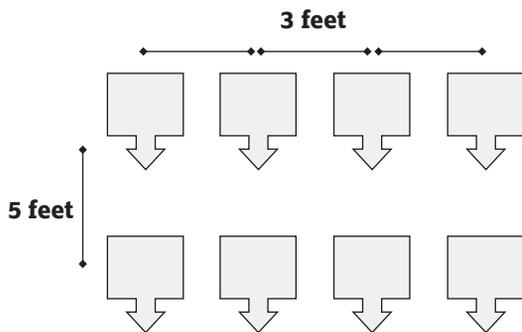
U-shaped seating *without* partitions



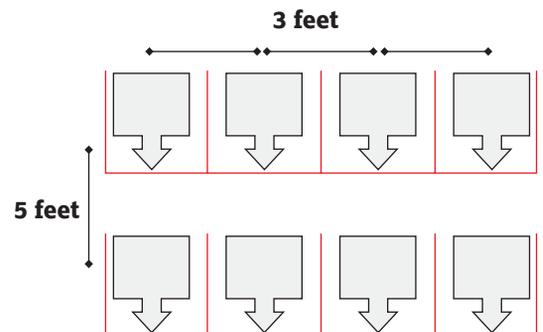
U-shaped seating *with* partitions



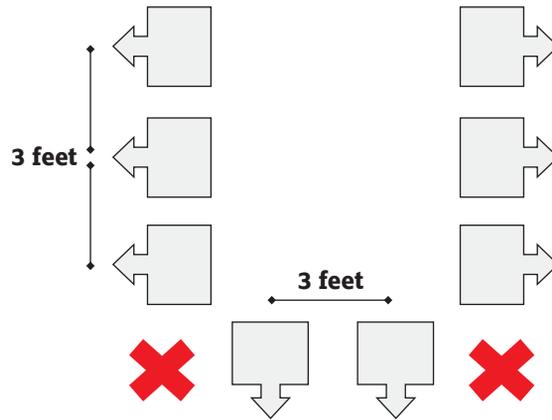
Front-to-back seating *without* partitions



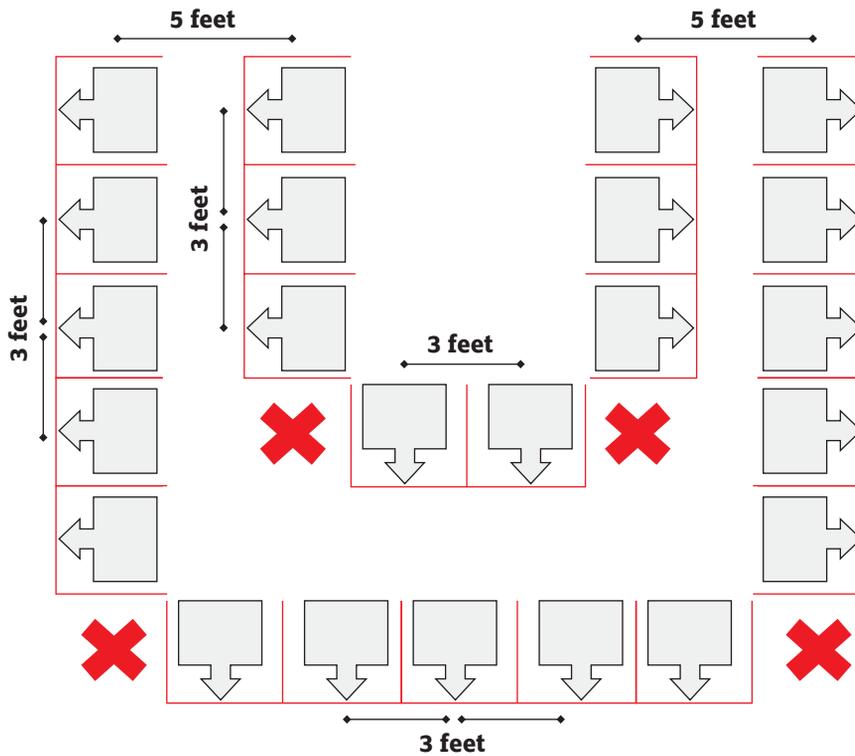
Front-to-back seating *with* partitions



U-shaped seating *without* partitions



U-shaped seating *with* partitions



Creating and Managing Rosters Using TIDE

TIDE provides a roster feature which coordinators can use to group students to a specific classroom or proctor. Rosters can represent various types of student groups, such as homerooms, teams, or students with accommodations (i.e., extended time, TTS, EL, etc.) or those testing on specific dates across a testing window.

To create a roster, follow the steps below:

- In the dashboard, **Preparing for Testing**, expand the **Rosters** menu section to review/select the available tasks:
 - ♦ Add Roster
 - ♦ View/Edit/Print Roster
 - ♦ Upload Rosters

To create or add a roster:

1. From the **Rosters** task menu, select **Add Roster**.
2. In the **Search for Students to Add to the Roster** panel, search for students to add to the roster. Student names will appear in the **Add Students to Roster** panel.
3. In the **Roster Name** field, enter the roster name.
4. From the Proctor drop-down list, select the proctor who is assigned to the roster.
5. Add students from the list of available students:
 - ♦ To move 1 student to the roster, click the **plus mark** for that student.
 - ♦ To move all the students in the **Available Students** list to the roster, click **Add All**.
 - ♦ To move selected students to the roster, mark the checkboxes for the students you want to add, and click **Add Selected**.
6. To remove students do one of the following in the list of students in this roster:
 - ♦ To remove 1 student from the roster, click the **check mark** for the student.
 - ♦ To remove all the students from the roster, click **Remove All**.
 - ♦ To remove selected students from the roster, mark the checkboxes for the students you want to remove, and click **Remove Selected**.
7. Click **Save**, then click **Continue**.

To create accommodated room rosters with Advanced Search:

1. In the **Search for Students to Add to the Roster** panel, search for students to add to the roster.
2. Expand the **Advanced Search** section and select the search fields that represent the test settings for a corresponding accommodated room.
3. Select the test setting for each of the relevant test sections and enable or select the available options.
4. Add the selected test settings to the **Additional Criteria Option**.
5. Add check marks to all the additional criteria options that you want to include in your student search.
6. Follow the procedures outlined above for adding students to the roster panel.

To modify a roster:

1. From the **Rosters** task menu on the dashboard, select **View/Edit/Export Roster**. The View/Edit Rosters page appears.
2. Retrieve the roster record you want to view or edit by including the relevant search fields (i.e., District, School, Roster type, Teacher name, etc.)
3. In the list of retrieved rosters, click the **edit** icon for the roster whose details you want to view. The **View/Edit Roster** form appears. This form is similar to the form used to add rosters.
4. Search for students to add to the roster by following the procedure outlined above for adding students to the roster panel.

To print students in rosters:

Retrieve the rosters to print by following search procedures outlined above.

Do the following:

1. Mark the checkboxes for the rosters you want to print or mark the check box at the top of the table to print all retrieved rosters.

NOTE: When printing multiple rosters, the total number of students included in the rosters should not exceed 1,000.

2. Click the **print icon**, and then select **Roster**.
3. Under **Print Options**, verify **Roster** is selected. The **Roster Student List** report appears.
4. Click **Print**. Your browser downloads the generated PDF.

Digital PSAT 10 Seating Chart

Proctor Name _____

School Name _____

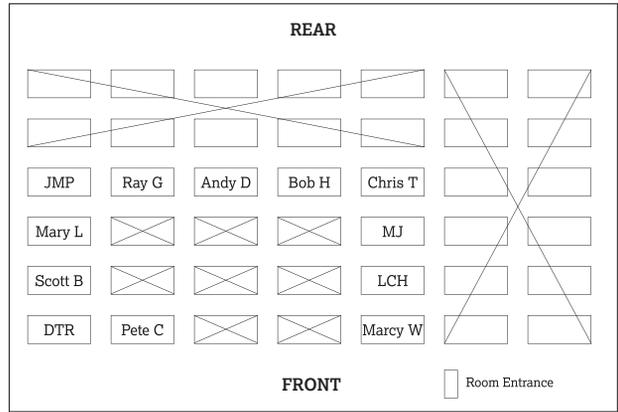
Testing Room Code _____ School Code _____

Type of seating chart: Single chart _____ OR

Section _____ of _____ sections in large testing room.

Use the diagram below to indicate how students were seated with test-taking devices in your testing room. Monitors assisting the proctors may complete the seating chart(s).

1. For large rooms, use a separate form for each area of the room and indicate where areas border each other.
2. Indicate the position of the proctor's desk or table if it's not at the front of the room.
3. Indicate the location of the entrance doors.
4. Draw a boundary line around the occupied seats in the room or your assigned area.
5. Draw a large X to cross out any unused area outside the boundary. Draw an X through any unused seats within the boundary.
6. For each occupied seat, write the student's name or registration number.



7. If any student is moved to another seat after the test begins, indicate on the seating chart the seat the student was moved to and complete an Irregularity Report explaining the reason for the change.

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

Name: _____

Title: _____

Date: _____

- Keep all seating charts for at least 6 months.

REAR

FRONT
Students face this direction

