Digital PSAT™ 10

Accommodated Manual

Look inside for:

- ACCOMMODATED TESTING ROOM PROCEDURES
- ACCOMMODATED TEST DAY SCRIPTS
- SECURITY REQUIREMENTS
About the College Board

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

For further information, visit collegeboard.org.

The PSAT 10

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 of development.

Contact Us

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

**PSAT 10 School Day Support**

(not for parents or students)

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

If you are a test coordinator or a state or district administrator, first press 1, then press 7 for Digital.

Other support options include the following:

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

**Office of Testing Integrity**

PHONE: 609-406-5430

(Contact if materials are missing or damaged, or if test security is in question)

EMAIL: schooldayassessments@collegeboard.org

WEB: digitaltesting.collegeboard.org
# Contents

## Part 1: For Test Coordinators

5 Introduction for Test Coordinators
5 Using This Manual
5 Read This First
5 New for Spring 2019
6 About the Test
6 Test Length
6 Scheduling Test Day Activities
7 Accommodated Room Requirements
7 Seating Students
7 Section Timing
8 Important Test Day Requirements
8 Proctors and Monitors
8 Support Staff Needed for Accommodated Testing
8 Directions for Administering the Test
8 Test Monitoring Responsibilities
8 Preparing Seating Plans
8 Security of Test Materials
8 Calculator Use
9 Prohibited Devices and Aids
9 Reporting Irregularities
10 Admit Students to the Testing Area
10 Manage Central Check-In
10 Manage Classroom Check-In
10 Manage Late Arrivals
10 Manage Requests to Change to Accommodated Testing on Test Day
10 Manage Requests to Change to Standard Testing on Test Day
11 Admitting Latecomers
12 Digital Testing for Accommodated Students
12 Accommodated Testing
18 Devices
18 Proctor Clock in the TA Interface
18 Student Clock Tool
19 Section Timing: Extended Time and Other with Documentation
19 Information for Students

## Part 2: For Proctors

20 Introduction for Proctors
20 Delivering the Digital PSAT 10
20 Student Test-Taking Devices
20 Session IDs
21 Approving Students for Testing
21 Preparing to Test Students with Accommodations
27 Conducting a Preadministration Session
27 Conducting the Session
30 Test Day Instructions—Begin Testing Here
30 Seat Late Arrivals
30 Post Information for Students
30 Collect Students’ Personal Belongings
30 Specific Formats Instructions
31 Testing Procedures
31 Read the Scripts
34 Digital PSAT 10 Accommodated Testing Scripts
69 Dismissal
69 Before Dismissing Students
69 After the Test
70 Appendix
70 Acceptable Calculators
70 Unacceptable Calculators
71 Script 1 Section Timing Chart for Standard Timing
72 Script 2 Section Timing Chart for 100% Extended Time
73 Script 3 Section Timing Chart for 50% Extended Time
74 Script 4 Section Timing Chart for Standard Time with Extra Breaks
75 Sample Master Student List
76 Completing the Nonstandard Administration Report (NAR)
77 Student Digital Testing Tools
78 Secure Browser Tools for Students with Accommodations
80 Manage Student Test Settings in TIDE
82 Standard Testing Room(s)—Standard Time for Accommodated Students
83 Digital Alternatives
84 Irregularity Chart
92 Glossary of Terms
95 Digital Testing Room Seating Arrangements

Back Cover
PART 1: For Test Coordinators

Introduction for Test Coordinators

Using This Manual
This manual is your guide for supervising the digital administration of the PSAT™ 10 at your school for students in SSD Online who have been approved for accommodations. The information in Part 1 of this manual supplements the information about administration planning and staffing as well as network and computer setup in the Digital PSAT 10 Coordinator Manual.

Set aside time before test day to read Part 1 of this manual carefully so you can plan for administering the test with the accommodations your students are approved to use for digital testing. Give advance copies of this manual to the proctors you have assigned to test accommodated students. They’ll need to read sections of Part 2 in preparation for using the correct scripts and following proper procedures, including:

- Introduction for Proctors
- Conducting a Preadministration Session
- Test Day Instructions

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 our policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

Read This First
Typographical icons are used throughout this manual to draw attention to specific information and action items.

IMPORTANT: Urgent/Important

- Contact by phone
- Procedures or information for administering the test for students with accommodations
- Security requirement

New for Spring 2019

Important Changes

General Administration Updates:

1. We’ve changed the titles and responsibilities of the roles you and your testing staff assume for administering the test to be consistent across our assessments and other College Board programs. These changes are reflected throughout all of our publications, systems, and communications.

<table>
<thead>
<tr>
<th>TITLE CHANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Title</td>
</tr>
<tr>
<td>supervisor</td>
</tr>
<tr>
<td>associate supervisor</td>
</tr>
<tr>
<td>hall proctor</td>
</tr>
<tr>
<td>room proctor</td>
</tr>
</tbody>
</table>

2. The Supervisor’s Irregularity Report (SIR) has been renamed the Irregularity Report (IR).

3. A subset of iPads are now permitted as test-taking devices. iPads used on test day must have a screen display of 9.7 inches or greater. The use of iPad minis will not be supported. Please see the digital testing portal for detailed requirements.

4. We continue to expand the supports offered for English learners.
   - Eligible EL students may now test with 50% extended time. Students entered in SSD Online for this support will receive scholarship-reportable scores.
   - Requests for EL students to test with 50% extended time must be entered in SSD Online by the EL deadline. You’ll identify these students separately from students using state-allowed accommodations (SAAs).
   - EL students testing with 50% extended time can be tested in the accommodated room as long as no additional accommodations are being administered that require a different time or break schedule.
   - Students with EL 50% extended time supports won’t be called out separately on the NAR; they will be listed under 50% extended time for reading.

Digital Accommodated Manual Spring 2019 PSAT 10

5
About the Test

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

Test Length

The PSAT 10 is composed of several tests administered to all students in the same order.

Evidence-Based Reading and Writing: Includes a Reading Test and a Writing and Language Test. Each 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. Each test is divided into two portions: one that permits calculator use, and one that does not.

Time allotted:

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

The table below lists total testing times for standard and most accommodated test administrations. Plan for an additional 30–35 minutes of procedural activities, such as seating students, handing out test tickets, and completing a questionnaire. (Conducting a preadministration session will reduce this time.)

After the test, allot time for proctors or monitors to collect test tickets and to dismiss students. This may take 5 minutes or more, depending on the number of students in the testing room. If any students were unable to complete the questionnaire before the test administration, they must do so before they are dismissed. This may take an additional 30–35 minutes.

TOTAL TIME, NOT INCLUDING PREADMINISTRATION (30–35 MINUTES) AND DISMISSAL (5 MINUTES OR MORE)

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Total Testing Time (including breaks)</th>
<th>Total Testing Time (not including breaks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Time</td>
<td>2 hours, 55 minutes</td>
<td>2 hours, 45 minutes</td>
</tr>
<tr>
<td>100% Extended Time Day 1</td>
<td>3 hours, 20 minutes</td>
<td>3 hours, 10 minutes</td>
</tr>
<tr>
<td>100% Extended Time Day 2</td>
<td>2 hours, 30 minutes</td>
<td>2 hours, 20 minutes</td>
</tr>
<tr>
<td>50% Extended Time</td>
<td>4 hours, 34 minutes</td>
<td>4 hours, 9 minutes</td>
</tr>
<tr>
<td>Standard Time with Extra Breaks</td>
<td>3 hours, 10 minutes</td>
<td>2 hours, 45 minutes</td>
</tr>
<tr>
<td>Math-Only 100% Extended Time</td>
<td>4 hours, 15 minutes</td>
<td>3 hours, 55 minutes</td>
</tr>
<tr>
<td>Math-Only 50% Extended Time</td>
<td>3 hours, 41 minutes</td>
<td>3 hours, 21 minutes</td>
</tr>
<tr>
<td>Text-to-Speech (TTS) 100% Extended Time Day 1</td>
<td>3 hours, 20 minutes</td>
<td>3 hours, 10 minutes</td>
</tr>
<tr>
<td>Text-to-Speech (TTS) 100% Extended Time Day 2</td>
<td>2 hours, 30 minutes</td>
<td>2 hours, 20 minutes</td>
</tr>
<tr>
<td>Text-to-Speech (TTS) 50% Extended Time</td>
<td>4 hours, 34 minutes</td>
<td>4 hours, 9 minutes</td>
</tr>
</tbody>
</table>

Scheduling Test Day Activities

All students tested on a given day must take the test at the same time in the morning. (Exceptions may be made for students testing with certain accommodations.)

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 isn’t permitted.
Accommodated Room Requirements

Students taking the test with extended time, extra or extended breaks, use of a four-function calculator on the Math Test – No Calculator, 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-font test or magnifier, a sign language interpreter for oral instructions, or a colored overlay. If a student has been approved for one of these accommodations, and has not been approved for another accommodation that would require a separate setting, assign the student to a standard testing room.

**NOTE:** Students can’t share SSD support staff, such as a scribe for recording answers in the CB Secure Browser.

Seating Students

Equipping the Digital Testing Room

Work with your technology coordinator to secure the number of rooms needed for accommodated testing based on the different accommodations and timing students are approved for, and any additional technology/seating requirements. Be sure that all devices and technology have been configured and prepared for College Board digital testing.

Proctors must be supplied with the following materials on test day:

- Proctor device to connect to the Test Administration (TA) Interface
- A testing device for each student assigned to the room
- A student roster showing students assigned to the proctor’s testing room for attendance purposes

Section Timing

Students approved for extended time will have a specified amount of time for each section. The College Board has provided accommodated setup instructions and test day scripts in this manual. You should review the scripts to determine whether they meet your needs. **Students must be given their full amount of extended time on each section, even if they stop work before time is called.**

**IMPORTANT:** Students testing with extended time for reading should receive extended time on the entire PSAT 10. Students testing with extended time for math will receive extended time only for the Math Test (Sections 3 and 4). The College Board recommends that students testing with a digital scribe be allowed to test with 50% extended time unless they are approved to test with more time.
Important Test Day Requirements

Staff must be fully trained in procedures before test day, as covered in the Digital PSAT 10 Coordinator Manual. The test day requirements covered here apply to all testing.

Proctors and Monitors
Additional staff is required to assist the test coordinator. Select one proctor for each accommodated testing room. Depending on the accommodations of the students in a given room, you may need to assign a room monitor to assist the proctor. See Accommodated Testing on page 12 for more information.

Support Staff Needed for Accommodated Testing
Work with your SSD coordinator or other appropriate school staff to determine if any students will be testing with accommodations and to ensure you:

- Have sufficient staffing, including any necessary scribes, or sign language interpreters (for test directions). These support staff resources must meet the same requirements as all other staff.

Directions for Administering the Test
Part 2 of this manual gives instructions for administering the test, including the scripts to be read to students, and instructions for monitoring the breaks. These pages may be copied and distributed to staff for review ahead of time. All testing staff should be familiar with these instructions. Proctors who will administer the test to accommodated students will need to determine the correct script(s) to use and study them before test day.

Test Monitoring Responsibilities
Staff should be ready to answer questions and to help students feel confident about procedures. Remind staff not to answer questions about test content. Staff must monitor students at all times during the administration and breaks. They should walk around the room 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 one student at a time to take an unscheduled break, and remind the student no extra time will be allowed for the break (unless the student has been approved in SSD Online for breaks as needed).

Preparing Seating Plans
Seating shouldn’t be arranged in any predictable order (e.g., alphabetical). If for some reason advance creation of seating plans isn’t possible, proctors should assign seats randomly to students as they enter so friends or relatives aren’t seated near one another. Students must not be allowed to choose their own seats. We recommend proctors use the seating chart at the back of this manual to record the seating in their rooms for future reference.

Security of Test Materials
Safeguard test materials at all times—before, during, and after the test, and during the breaks. The test coordinator distributes test tickets to proctors on test day. In the testing rooms, proctors or monitors distribute the test tickets and scratch paper to students. At the end of the test, they collect a test ticket and all scratch paper from each student and account for all test materials before dismissing students.

Calculator Use
Calculators are permitted only on Section 4: Math Test – Calculator (unless a student has a school-approved accommodation). All students will have access to an embedded online graphing calculator in the CB Secure Browser for Section 4: Math Test – Calculator. All questions can be solved without a calculator, but a scientific or graphing calculator is recommended. See Acceptable Calculators on page 70.

Students may also bring their own calculators and may keep only one calculator on their desk; any backup calculators must be kept under their desk. If students have calculators with large (characters of an inch or more) or raised displays, they should be seated apart from other test takers. Students may not share calculators.
Prohibited Devices and Aids

During the test (including breaks), staff must ensure that students have nothing on their desks but a test ticket, scratch paper, pencils and pens, erasers, EL support materials, and (when permitted) an acceptable calculator. The College Board requires staff to collect phones and other devices during the test (if allowed under school policy) to minimize the possibility of a distraction during testing or score cancellations resulting from use of prohibited items.

Prohibited aids include, but are not limited to:

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

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. Other medical devices generally require accommodations. Contact the SSD Office if there are questions about a medical device.

In some cases, a student may have College Board approval to have a cell phone in the testing room for use with a glucose monitor. (It’s possible for these students to test in a standard testing room if this is the only accommodation being administered.) Only students specifically approved to have a cell phone in the testing room may do so. (Approval to test blood sugar does not permit the student to have a cell phone, unless they are also approved for 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. Before the beginning of testing, the proctor should ask the student 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. In no cases may a student keep their phone at their desk.

Reporting Irregularities

Staff should review the Digital Testing Irregularity Chart in the Appendix so they’ll know how to handle irregularities that occur for individuals and groups of students.

- If an irregularity occurs, follow the resolution path detailed in the Digital Testing Irregularity Chart. If the proctor is alone in the room, the irregularity should be noted briefly until a monitor or test coordinator can monitor the room while the proctor writes a detailed report of the incident.
- Submit an IR when instructed to do so on the Digital Testing Irregularity Chart. The IR is a scannable form that must be filled out with a No. 2 pencil or a pen with black or blue ink. Don’t make stray marks on the form. Neatly print all information, and fill the circles completely.
- Fill in the circle for “Other” and write “Digital.” Include details for the incident in the comments section.

ETS, on behalf of the PSAT 10 Program, will review all reports of irregularities and any test scores earned under questionable circumstances. In the event you receive a call from ETS or the College Board, please respond in a timely fashion to ensure on-time score report delivery. Once tests have been submitted for scoring, ETS and the College Board reserve the right not to score the test of the student who engaged in misconduct or was involved in a testing irregularity.
Admit Students to the Testing Area

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

TASKS

Manage Central Check-In

If you designated a central location 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 in the Appendix.)
- Annotate your Master Student List as students check in.
  - Write “P” (present) next to the name of each student who checks in.
  - After check-in is complete, put an “A” (absent) next to the name of any student who is absent. You’ll use this information to help you know which materials and what quantity of materials to request for the makeup administration.
- 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.
  - If adding a student to a room, ensure that the proctor has the necessary testing materials.

Manage Classroom Check-In

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

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

Manage Late Arrivals

- If students arrive late, follow the procedure for central check-in.
- If students arrive before the timed test has begun, send them to their assigned room.
- If testing has begun and you have planned for a late-arrivals room, instruct the 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. If your school is planning to administer a makeup, add them to the list of students requiring a makeup.

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:

- Mark the student as moved by printing an “M” next to the student’s name in the original assigned room roster.
- Add the student to the accommodated room roster by printing their name and eligibility number at the bottom of the roster. Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Make sure the requested accommodation is set in TIDE before the student can begin testing in an accommodated room.
- Deliver a test ticket for the student to the testing room.
- If a student requests accommodations that are not noted on your NAR, and the online SSD system doesn’t show the student as approved for the accommodations, do not supply the accommodations unless you have checked with the SSD office.
- 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.
Manage Requests to Change to Standard Testing on Test Day

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

- Change the student’s assigned testing room code on the Master Student List, if necessary.
- Write a note to the 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.
- Make sure any accommodations have been removed from TIDE before the student can begin testing in a standard testing room.
- Deliver a test ticket for the student to the testing room.
- Keep the letter on file at your school (it doesn’t need to be returned to the College Board).

Admit Students to the Testing Area

Admitting Latecomers

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

If you are admitting them one at a time to rooms where testing procedures are already in progress, they may be admitted only if the 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.
- 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. Admittance to the late-arrivals room shouldn’t be allowed after standard testing rooms have begun their first break.
- Ensure that testing in any late-arrivals room begins early enough to end before the school breaks for lunch so testing is not disrupted.

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

Accommodated Testing

For the digital PSAT 10, the College Board offers extended time, extra breaks, large print, and other accommodations to approved students with documented needs. If you have students who test with accommodations, this manual provides College Board guidelines and recommendations for testing them. If a student who doesn’t regularly attend your school is testing with accommodations, follow the guidelines in this manual.

All students who take the digital PSAT 10, including those testing with accommodations, will test digitally using the Secure Browser. The proctor testing students with accommodations should use the scripts in this manual (see Accommodated Testing Scripts).

If your school has students who require assistive technology (e.g., a screen reader or refreshable braille device), the student or school must provide and configure the necessary hardware and software. Students who require assistive technology should be tested in a separate room with this manual. Students who may need an audio accommodation, such as having the test read aloud to them, can use the text-to-speech functionality embedded in the Secure Browser.

**IMPORTANT:** A student’s test settings must be enabled for assistive technology or text-to-speech in the Test Information Distribution Engine (TIDE) prior to test day to utilize this feature.

Encourage students using assistive technology to practice using the technology with the Digital Test Preview available at [digitaltesting.collegeboard.org](http://digitaltesting.collegeboard.org).

**IMPORTANT:** Students testing with various assistive technologies should consult with their school (such as their IEP team) to determine if any extended time is required. For students testing with the AT accommodation and a screen reader (i.e., JAWS, NVDA, etc.), the Writing and Language section requires 100% extended time.

Manage Student Test Settings

All student test settings (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.

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 Secure Browser Tools for Students with Accommodations on page 78 for more details.

For any accommodation being administered that is not listed in the sections below, select Yes for Non-Embedded Accommodation. Non-Embedded accommodations may include modified settings, such as preferential seating, small-group setting, one-to-one testing, wheelchair accessibility, etc.
Prepare to Test Students with English Learner Supports

The 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, translated test directions, and permission to use an approved word-to-word bilingual glossary. Scores are scholarship reportable and no preapproval or request is required to use translated test directions or word-to-word glossaries.

To test with 50% extended time, students must be entered in SSD Online in advance of the test.

Students identified as needing EL supports are eligible to receive:

- 50% extended time on all sections.
- Access to translated test directions.
- Word-to-word bilingual glossaries.

TASKS
Providing the translated instructions and/or glossaries:

- Print the translations and review the list of approved glossaries available at digitaltesting.collegeboard.org so you can obtain copies for test day. No EL supports 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 a day or two before testing. This is an important precaution to minimize the chances of glossaries being used to bring notes or test aids into the testing room.
- Store the glossaries securely until you’re ready to assemble testing room packets for proctors.

Preparing for 50% extended time testing:

EL students testing with 50% extended time must be entered in SSD Online in advance of the deadline. Configure the test setting in TIDE for 50% extended time. 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.

KEY INFORMATION
For a list of approved glossaries along with the full list of translated directions, visit psat.org/resources.

The following supports do not require advance identification in SSD Online:

- Use of translated test directions
- Use of an approved word-to-word glossary

The following EL support requires identification in SSD Online by the deadline:

- 50% extended time

Scores are scholarship reportable for these supports.
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.

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

5. Expand the sections, and select the settings from the drop-down menus or use the switch to turn a setting on or off.
The graphic above shows an example of a student with the following test settings:
Accommodation: College Board Approved; Assistive Technology: On for all subject sections; and Timing: Standard Time for all subject sections; except Writing and Language which has 100% Extended Time.

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

**NOTE:** 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 who receive English learner (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 Timing/Scheduling tools.
Text-to-Speech (TTS)
In order for the TTS to be properly set, you must first select the On option and then the TTS rule for how it should render for each test section.

Text-to-Speech Rules defined:

The 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 do not require a detailed description of images, and requires 50% extended time, unless approved for more.

The 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.

The Optimized for Screen Reader accommodation 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, except during the Writing and Language Test, which requires 100% extended time, unless approved for other extended time accommodation.

Assistive Technology for Screen Readers and Refreshable Braille Devices
For students testing with a screen reader such as JAWS or NVDA, please refer to the Assistive Technology Resource Guide at digitaltesting.collegeboard.org for configuration requirements.

The accommodations setting for assistive technology, when turned on, will include the relevant TTS and layout accommodations (i.e., On and Optimized for Screen Reader, ON for Permissive Mode, and On for Streamline). You will not have to set the Auditory Assistance tools (i.e., TTS and TTS Rules, when the assistive technology (AT) is enabled for each of the test sections.)
Visual Assistance for Color, Font Size, and Mouse Pointer
For students who are approved for color and/or font size accommodations, also consider adjusting the mouse pointer according to the preferred color and size for greater visibility.

For students who require a zoom level (font size) of 5 or greater, the streamlined mode must be enabled (i.e., “ON”). The streamlined mode facilitates supported screen reading software for students who require the font size to be larger than 51 point (level 4).

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

For the digital test administration, all devices supporting the digital test administration must meet the College Board’s minimum system requirements (hardware/software) for testing as detailed in the Step-by-Step Guide at digitaltesting.collegeboard.org. All devices used for the administration must be able to connect to the internet via wired or wireless networks to launch the Test Administration (TA) Interface and the CB Secure Browser. Desktops, laptops, iPads, and Chromebooks that meet minimum requirements are permitted as test-taking devices.

Student Test-Taking Device: Each student must have an assigned test-taking device with the College Board Secure Browser installed (called “CB Secure Browser” on Windows and Mac machines; “AIR Secure Test” is used to launch the Secure Browser on Chromebooks and iPads). Ensure that the number of student test-taking devices matches the number of students you have testing. Devices may not be shared. Students aren’t allowed to use any test-taking device other than the one provided by the test coordinator and technology coordinator. The College Board strongly recommends that all test-taking devices be connected to a power source, but if this is not possible, all test-taking devices must be able to hold a charge for a minimum of five hours.

Students with accommodations requiring the use of an approved assistive technology device should pretest the device in the Student Digital Test Preview prior to test day to ensure operational functionality. Please see Preparing to Test Students with Accommodations on page 21.

Proctor Clock in the TA Interface

In testing rooms using standard time, the proctor’s clock in the TA Interface displays the time allowed for the test section. Upon the start of the test section (the timed portion of the test), 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 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.

IMPORTANT: Please note that accommodated rooms with extended time, or extra or extended breaks, will not display the time clock in the TA Interface. You must monitor the time using the wall clock. Additional information is provided in the scripts and timing charts included in this manual.

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 in the section, 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.

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

IMPORTANT: 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, you 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.

It is your responsibility to:

- Monitor student test progress and the timing of each test section.
- Record the approximate start and stop times in the area provided in the scripts.
- Inform the test coordinator 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.
Section Timing: Extended Time and Other with Documentation

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. The TA Interface will not display a clock for the proctor, who must keep time using a wall clock in the testing room to allow for the variations of breaks that may be needed based on specific accommodations a student may be given.

**IMPORTANT:** Certain accommodations require a midsection break that must be managed by pausing the student's test in the TA Interface.

In addition, if a student is testing with more than 100% extended time (labeled “Other with Documentation” in TIDE) the proctor will also not see a clock in the TA Interface. The proctor must keep time using a wall clock in the testing room to account for the accommodations associated with the “Other with Documentation” designation. In this scenario, the student's clock in the Secure Browser will count up indefinitely. When the time for the section expires (as kept on a wall clock), the proctor must click the Stop icon in the TA Interface to end the section.

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Information for Students

**Information in Advance**

Inform students of testing arrangements and distribute preparation materials ahead of time. Give students the test date, time, location, and any special instructions relevant to your school. Let them know the lengths of the various test sections and breaks so they’re prepared for test day.

Encourage students to visit the Student Digital Test Preview at digitaltesting.collegeboard.org ahead of test day 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.

**IMPORTANT:** The College Board recommends that test staff also navigate through the Student Digital Test Preview to become familiar with the student experience.
PART 2: For Proctors

Introduction for Proctors

This is your guide to administering the digital PSAT 10 and creating the best possible environment for your students on test day. You are 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.

After the scripts, we have 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 Digital Testing Irregularity Chart.

We depend on you to administer the test according to this manual so all students have the same opportunity to do their best. Please also review Important Test Day Requirements on page 8.

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.

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 for the delivery of the digital PSAT 10.

There is always a risk of disruption during paper or digital testing, including computer issues. The 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 the College Board’s only option is to schedule a makeup test. This is your sole remedy in relation to such disruption.

Student Test-Taking Devices

Ensure that all student test-taking devices are navigated to the Secure Browser sign-in page. Do not allow students to use other applications or navigate away from the Secure Browser. For iPads and Chromebooks, navigate the student’s machine to “AIR Secure Test” and select College Board from the customer list to launch the Secure Browser.

Session IDs

To enter and begin each timed section of the test, students will be required to join the session the proctor starts in the TA Interface. Students must enter a Session ID and await approval to enter the session. Proctors will 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 two-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 below.

How to Approve Students

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:** Click the red X next to a student’s name to deny them entry.

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.

Preparing to Test Students with Accommodations

Read this section thoroughly before test day. Determine which script(s) to use for the students assigned to your room. This will help you prepare for the accommodations your students have been approved for by the school, including determining which script(s) to use for the students assigned to your room.

The College Board requires preapproval for all accommodations. Providing accommodations without authorization may result in the student’s scores being canceled. To help ensure that the 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 online dashboard of students with approved accommodations (available to the SSD coordinator through the SSD Online system).
- 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. If a student presents an eligibility letter, but does not appear on the NAR, you can test them. (If not, you may need to add them to your list of students for makeup testing, if your school is offering makeup testing.)

Students with accommodations must be tested with the correct settings in TIDE, using the corresponding scripts. The proctor in the accommodated room should test students using the scripts in this manual.

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

If you have accommodated students absent on test day, test them as soon as possible within the testing window using the same testing materials.
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.

Section Timing

You’ll administer the assistive technology (AT) digital PSAT 10 with the College Board-approved timing for the student, with one exception: Section 2 requires 100% extended time.

Screen Reader and Refreshable Braille

Students with an assistive technology accommodation receive digital tests in an accessible format via the Secure Browser’s streamlined mode. The streamlined mode facilitates supported screen reading software.

Information about supported hardware and software requirements for testing with assistive technology devices and instructions for configuring and navigating JAWS and NVDA is available in the Assistive Technology Resource Guide at digitaltesting.collegeboard.org. Before test day, test all devices that will be used during the PSAT 10 administration with the Secure Browser to ensure that they function properly.

Students must set punctuation and verbosity settings before signing in to the test. If the student attempts to change particular screen reader settings while in a timed test section, the student will 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 an IR.

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.

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 Student Digital Test Preview to become familiar and comfortable with the digital assessments.

Braille

Students who test with braille have standard time and breaks (Script 1) unless they’re using other accommodations. 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. Labels and numbers given with figures can be found in corresponding locations in both the regular-type and large-type tests.

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 assistive technology (AT) accommodation and using a screen reader and/or refreshable braille device can request pre-embossed tactile graphics as supplementary materials. These materials can be requested for the digital PSAT 10 by contacting the College Board directly.

Text-to-Speech

Text-to-speech (TTS) provides textual alternatives to written text and non-text 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 the Assistive Technology Resource Guide at digitaltesting.collegeboard.org for required computer configuration for TTS and other assistive technologies.

The TTS test format requires specific extended time accommodations. The TTS accommodation is different from the AT accommodation. 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.
Readers
Students approved for a reader can test with a human reader or digitally with TTS. For students using TTS, see the section above. Students testing with a human reader should be testing with a paper accommodation. The proctor should use the PSAT 10 Accommodated 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 a braille device (e.g., Perkins Brailler) or other assistive technology and having a scribe record answers, as needed.

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

For extended time testing, a 5-minute break is included in the middle of the longer sections. Students may not leave the room without permission or discuss test questions during breaks. Have them place their testing materials in the middle of their desks. Prohibited devices must remain out of sight.

Students testing with extra breaks, students testing with extended time, and students using both of these accommodations have the same number of breaks, as noted in the timing chart in the Appendix. For students testing with standard time and extra breaks, use Script 4 as explained in Preparing to Use the Scripts on page 25.

Students testing with extra breaks should be given the same breaks that extended time students receive, as noted in the scripts: a break in between each test section, and an extra break in the middle of Sections 1 and 4.

Students testing with extended breaks should be given breaks that are twice as long as standard breaks. They receive the same number of breaks as standard test takers. (Use Script 1, but give 10-minute breaks instead of 5.) 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.

Exception: Students approved for extended time for reading and EL students testing with 50% extended time will receive extended time for the entire test.

Students testing with breaks as needed should be provided breaks as requested. (Use Script 1 unless the student has other accommodations that affect timing.)

Students testing with math-only extended time should have the appropriate setting enabled in TIDE (Math Test – Calc and Math Test – No Calc, 50% or 100% extended time). All other sections are to be administered at the standard time, or other approved timing as needed. (Use Script 1, and Script 2 or 3, as appropriate.)

NOTE: Break time doesn’t count as testing time.

Other Accommodations
Some students may be approved for other accommodations, such as use of color contrast, permission for food/medication, permission to test blood sugar, use of a four-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) unless they have other accommodations that affect timing.

Breaking for Lunch or Two-Day Testing
If an accommodation requires breaking for lunch or for the day, wait until students have completed a section before you stop testing. Collect all test materials and store them in a secure, locked location until you resume testing.
Part 2

Delivering the Digital PSAT 10
Preparing to Test Students with Accommodations

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 paper testing materials for students that need to test with paper 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.

Work with the Test Coordinator
The SSD coordinator and the test coordinator must collaborate to ensure a smooth administration.

A list of needed support staff for accommodated students.
Help with setting up any computers for flash drives.
Assistance with planning for rooms and materials.

Review Approved Students
The SSD coordinator will:

- Identify students who will be 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.
- For new students or students who need accommodations that have not yet been requested, submit a request in SSD Online.

- For students with previously approved accommodations, verify the following information. If updates are needed, submit a change request in SSD Online.
  - The accommodations approved match the student’s current identified accommodation needs.
  - The student’s name, birth date, and graduation date are correct.
- For any students no longer at your school, note the information on the eligibility roster. Mail or fax the roster to the SSD office to have students removed from your dashboard and reports. For contact information see collegeboard.org/ssdonline.
- Students with previously approved accommodations who recently transferred to your school can be transferred to your school’s SSD dashboard by submitting a request in SSD Online. On the first screen of questions, respond that a request for accommodations has already been submitted, and that the student is a transfer student.

Request Accommodations and EL Supports
Accommodation requests are submitted by the SSD coordinator in the College Board’s online request system, SSD Online. All accommodations must be approved in advance in SSD Online. Some accommodations will be automatically approved upon submission of the request, while others will require documentation. Approvals that require documentation review may take approximately seven weeks to process from the date we receive all documentation.

- Each school must have one SSD coordinator, but may have more.
- The SSD coordinator will 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.
- For detailed instructions on how to get access to SSD Online, see collegeboard.org/ssdonline.

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.
additional accommodations are approved. If you submit late requests for accommodations or supports after the deadline, including SAAs or extended time for EL students, ensure the appropriate accommodation settings are set in TIDE.

All students listed on the NAR can test during the accommodated testing window.

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

**Preparing to Use the Scripts**
The accommodated test scripts for the PSAT 10 are based on the type of accommodation a student needs. Decide ahead of test day which script or combination of scripts to use for the students in your room. An overview of timing is given in the chart on the next page.

**Script 1: Standard Time for Accommodated Testing**
Use Script 1: Standard Time for Accommodated Students on page 34 for students testing with accommodations that don’t require extended time—for example, breaks as needed or use of braille materials.

**Script 2: 100% Extended Time**
Use Script 2: 100% Extended Time on page 41 for students testing with 100% extended time for reading. Also use Script 2 for students using TTS with the Read Text and Graphics setting.

**Script 3: 50% Extended Time**
Use Script 3: 50% Extended Time on page 51 for students testing with 50% extended time for reading. Also use Script 3 for students using TTS with the Read Text Only setting.

**Script 4: Standard Time with Extra Breaks**
Use Script 4: Standard Time with Extra Breaks on page 60 for students who receive standard time on some or all sections of the test and are testing with extra breaks.

Reminder: Students who are approved to use their own screen reader software, such as JAWS or NVDA, and who are not using the built-in reader (i.e., approved to use an assistive technology–compatible test form for the paper test) should test with scripts 1–4, depending on their approved extended time.

**Combined Scripts for Math-Only Extended Time**
Begin with Section 3: Math Test – No Calculator on page 38 for students testing with extended time only on math with no extra breaks. Begin with Script 4 for those who have math-only extended time with extra breaks.

- For students testing with 100% extended time for math, turn to Script 2, Break Before Section 3 on page 47, and continue with that script for Sections 3 and 4.
- For students testing with 50% extended time for math, turn to Script 3, Break Before Section 3 on page 56, and continue with that script for Sections 3 and 4.

Use the chart that follows as a visual aid as you prepare to test the students in your room.
## TIMING AND BREAKS FOR 50% AND 100% EXTENDED TIME

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>Total Time (including breaks)</th>
<th>Total Time (without breaks)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Test</strong></td>
<td><strong>Writing and Language Test</strong></td>
<td><strong>Math Test – No Calculator</strong></td>
<td><strong>Math Test – Calculator</strong></td>
<td><strong>Standard Time</strong></td>
<td><strong>100% Extended Time</strong></td>
</tr>
<tr>
<td>Script 1</td>
<td>Script 2</td>
<td>Script 3</td>
<td>Script 4</td>
<td><strong>50% Extended Time</strong></td>
<td><strong>50% Extended Time</strong></td>
</tr>
<tr>
<td>Standard Time</td>
<td><strong>60 minutes</strong></td>
<td><strong>35 minutes</strong></td>
<td><strong>25 minutes</strong></td>
<td><strong>45 minutes</strong></td>
<td><strong>2 hours, 55 minutes</strong></td>
</tr>
<tr>
<td><strong>5-min. break</strong></td>
<td><strong>60 minutes</strong></td>
<td><strong>70 minutes</strong></td>
<td><strong>50 minutes</strong></td>
<td><strong>45 minutes</strong></td>
<td><strong>5 hours, 55 minutes (for one-day testing)</strong> OR <strong>Day 1:</strong> 3 hours, 20 minutes <strong>Day 2:</strong> 2 hours, 30 minutes</td>
</tr>
<tr>
<td><strong>5-min. break</strong></td>
<td><strong>5-min. break</strong></td>
<td><strong>5-min. break</strong></td>
<td><strong>5-min. break</strong></td>
<td><strong>45 minutes</strong></td>
<td><strong>4 hours, 34 minutes</strong></td>
</tr>
<tr>
<td><strong>5-min. break</strong></td>
<td><strong>5-min. break</strong></td>
<td><strong>5-min. break</strong></td>
<td><strong>5-min. break</strong></td>
<td><strong>34 minutes</strong></td>
<td><strong>5-min. break</strong></td>
</tr>
</tbody>
</table>

**Scripts 1* and 2 Combined**

| **100% Extended Time for Math Only** | **50% 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** | **45 minutes** | **3 hours, 41 minutes** | **3 hours, 21 minutes** |

For more than 100% extended time, please contact the College Board.
Conducting a Preadministration Session

The digital PSAT 10 questionnaire asks students to provide personal demographic information. Filling out the questionnaire may take up to 30–35 minutes, and students must complete the questionnaire under supervision in school. To reduce time and stress on test day, you may be asked to conduct a preadministration session. Having students complete the nonetest portion before test day will allow your school to schedule an earlier lunch and improve the test-taking experience for everyone, including preserving battery life for the test on test day.

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

These instructions and scripts are for the untimed PSAT 10 questionnaire portion of the digital PSAT 10. They may be used to guide students through the preadministration activities before test day or on test day.

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)
- Optional code, if any, assigned by your school for receiving score reports in a particular sort order

Starting the Session

If you are conducting this session on test day, be sure that you have completed all the tasks for preparing your room and admitting students as given under Test Day Instructions–Begin Testing Here.

1. Launch the CB Secure Browser (or AIR Secure Test on Chromebooks and iPads) on all student devices.
2. On your device, navigate your web browser to the College Board digital testing portal, digitaltesting.collegeboard.org.
3. Click Sign in to the TA Interface.
4. Sign in to the TA Interface with your username and password.
5. Expand the Operational Test Selection menu by clicking on the plus sign next to PSAT 10 Test.
6. Select PSAT 10 Questionnaire from the list of sections. Click Start Operational Session.
7. Post the Session ID, exactly as it appears, on the board.

Using the following scripts, instruct each student to type or select the requested information as it appears in the Secure Browser. 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.

When students are ready, say:

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 get to become familiar with the digital testing environment you’ll see again when answering the actual test questions. As I go through these instructions, raise your hand if you have any questions.

I will now distribute your test ticket. You’ll use the information on the ticket to sign in to the Secure Browser.

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 computer should be navigated to the CB Secure Browser sign-in screen.

- Type your First Name exactly as it’s printed on your test ticket.
- Type the Registration Number exactly as it’s printed on the bottom of 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.
Conducting a Preadministration Session  Conducting the Session

After all students are signed in, say:

Please verify the information is correct on the “Is This You?” page. If it’s accurate, click Yes. If any information is incorrect, raise your hand.

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 two-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:** Click the red X next to a student’s name to deny them 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 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.

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 two-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. Click Yes to confirm.
Conducting the Session

Conducting a Preadministration Session

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:

When you are asked for the optional code, do not type anything. Click the Next arrow to move to the next screen.

OR

B If your school does use optional codes, say:

When you are asked for an optional code, type the two-digit code posted on the board in the text box. [pause]

Read the code aloud.

Continue by saying:

Use the navigation arrows to view each page and answer the questionnaire. [pause]

While students complete the questionnaire, say:

After the final question, you’ll see the review screen. Take a moment to confirm that you have responded to all of the questions and wait patiently.

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, navigate to the review screen.

Now a pop-up appears 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.

If Completing the Preadministration Session Before Test Day

To students completing the session before test day, 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, who will store them securely, organized by test room, until test day.

If Conducting the Preadministration Session on Test Day

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.

To students completing the session on test day, say:

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.

Continue at Set Up the TA Interface for the Reading Test on page 34.
Test Day Instructions–Begin Testing Here

Your test coordinator will give you the appropriate materials for the accommodations approved for the students you’re 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 20 for more information.

Seat Late Arrivals

- Students who arrive late may only join if the timed test (i.e., the Reading Test) hasn’t begun. **Don’t admit students to any room where the Reading Test (or any later section) has already begun.** Send late arrivals to the test coordinator.
- Never allow a student to test who has had an opportunity to communicate with students who have completed some or all of the test.

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

Collect Students’ Personal Belongings

If allowed under school policy, you are required to collect and store students’ personal belongings (such as phones, other electronic devices, and/or backpacks) for the duration of the test. You’ll need to provide a method for students to tag their property (plastic bags, note cards, etc.), and be sure devices are powered off before collection. If your school doesn’t collect students’ belongings, all cell phones must be powered down and in a bag or backpack on the side of the room against the wall. Tell students to take out any snacks or drinks they may have brought for the breaks and place them under their desks. Also tell students to take out their calculator and pencils or pens to have during testing.

Specific Formats Instructions

**Instructions for AT Users (Screen Reader and Refreshable Braille)**

The assistive technology format requires 100% extended time for Section 2 only. For all other sections, give students the timing the school has approved them for (standard, standard with extra breaks, 50% extended time, or 100% extended time).

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’ll 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 Graphics setting. You’ll need to use Script 3 for students with text only settings. Use Script 2 for students with text graphics settings.*

**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.
Testing Procedures

Please be alert and vigilant throughout the test. Don’t read, grade papers, work on a computer other than monitoring student progress in the TA Interface, use a phone, or do any other task unrelated to the test administration.

Time the Section

- 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 Script 1 Section Timing Chart for Standard Timing Script 1 Section Timing Chart for Standard Timing on page 71 to ensure that you’ve correctly calculated the stop time.
- Do not stop a session early by clicking the Stop icon unless you’re following a resolution path described in the Digital Testing Irregularity Chart.
- Once all students have completed the test section, the TA Interface will display an alert message; click OK.

Monitor Students

- Walk around the room to check that all students are working on the correct section.
- Ensure that all computers are working properly.
- If you need to record an irregularity, ask a monitor to watch the students while you do so. If you don’t have the time to provide details, note the irregularity and arrange for it to be recorded per the instructions in the Digital Testing Irregularity Chart.
- If a student requests help for operating a testing tool and you are unable to assist, refer the student to the help icon in the top right corner of the screen.
- If a student is exited from the Secure Browser, ask the student to sign in to the Secure Browser using the credentials from the test ticket and the Session ID for the current active session. Approve the student’s entry to the test section from the TA Interface. See Hardware/Software/Network Malfunctions in the Irregularity Chart to record this irregularity.

After Testing Begins

Complete the Digital Testing Room Seating Chart (see back cover).

During Breaks

- Post the break time of 5 minutes, and include what time students should return to their seats.
- Walk around the room to check that all computers are on the Secure Browser sign-in page.
- Students may not use phones during breaks for any reason. If they haven’t been collected, phones must remain powered off and stored in a bag on the side of the room until the test is completely over.
- Students may eat and drink during breaks, as long as they placed their food and beverages under their desks before the start of the test, as instructed. Don’t allow students to access their personal belongings until after the test.
- If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

Start the Digital Test

1. Launch the CB Secure Browser on all student devices. On iPads and Chromebooks, navigate to AIR Secure Test and select College Board from the customer list.
2. Navigate your web browser to the College Board digital testing portal, digitaltesting.collegeboard.org.
3. Click TA Interface.
4. 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 Secure Browser 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.

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 knowledge and skills on this test. For this reason, there are rules in place to make sure that no one has an unfair advantage. We'll dismiss and cancel the scores of anyone doing any of the following:

- Giving or receiving help of any kind on the test.
- Using a calculator during a noncalculator section.
- Using any unauthorized aids, including phones, during testing or during breaks.
- Sharing test questions with anyone during or after the test.
- Using or attempting to use the testing computer for any purpose other than testing.
- Exiting the testing window before the completion of this test administration.
- Attempting to take the test for someone else.

You may also be dismissed for:

- Eating or drinking in the testing room (unless you have an approved accommodation).
- Causing a disturbance of any kind.
- Failing to follow testing procedures.
- Going to your locker or leaving the building during breaks.

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

Answer all students’ questions.

Collecting Personal Belongings:

Read script A if your school is collecting students’ personal belongings, such as phones, electronic devices, and/or backpacks. Read script B if your school isn’t collecting and storing these items for the duration of the test.

READ ONLY ONE OPTION.

A If your school collected students’ personal belongings, say:

By this time you should have turned in all phones or any other unauthorized electronic devices. If anyone still has a personal electronic device of any kind, please 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 didn’t collect students’ personal belongings, say:

At this time, if you have a phone or any other unauthorized electronic device in your possession, you must completely power it off and put it in a bag or backpack on 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]

Any electronic device that isn’t turned off and put away may be confiscated and its contents inspected as part of a thorough investigation. [pause]

If you brought snacks or drinks to have during a break, take them out and put them under your desk now. You won’t be allowed to go into your bags during breaks. [pause]

Close all bags, and put them on the side of the room against the wall until the test is over. [pause]

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

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

Confirm that no phones are allowed by saying:

If I see any student with a phone from this point on, I will dismiss that student from testing.
If You Have Not Conducted a Preadministration Session

Read the Scripts  Test Day Instructions—Begin Testing Here

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:

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.

Walk around the room to check each student’s calculator and make sure no one has the following unauthorized materials or aids on their desk:

- Phones or audio players/recorders
- Any other personal computing devices
- Timers
- Cameras
- Smartwatches or other wearable technology
- Highlighters
- Books or references of any kind (unless using EL supports)
- Compasses, rulers, protractors, or cutting devices
- Reference materials of any kind (unless using EL supports)

IMPORTANT: If most or all of the students in the room have not completed the questionnaire, turn to Conducting a Preadministration Session on page 27.

If You Have Already Conducted a Preadministration Session

Make sure students have put their calculators under their desks.

Distribute to each student the test ticket provided by the test coordinator and one piece of scratch paper. Make sure each student receives the test ticket with their name printed on it. If you’re unsure of the students’ identity, ask each student to present their ID to verify their name.
Digital PSAT 10 Accommodated Testing Scripts

IMPORTANT: Be sure you have prepared your room and admitted students as instructed under Test Day Instructions–Begin Testing Here on page 30.

Turn to the appropriate script for the students in your accommodated room:

Script 1: Standard Time for Accommodated Students on page 34

Use this script for students whose accommodations don’t require extended time for extra breaks. Also use it for students approved for extended time on math only. For these students, you’ll be instructed when to switch scripts.

Script 2: 100% Extended Time on page 41

Use this script for students approved for 100% extended time for reading and for TTS users with Read Text and Graphics.

Script 3: 50% Extended Time on page 51

Use this script for students approved for 50% extended time for reading, TTS users with Read Text Only, students approved for a scribe, and EL students with 50% extended time.

Script 4: Standard Time with Extra Breaks on page 60

Use this script for students approved for extra breaks and either standard time or math-only extended time. For math-only extended time, you’ll be instructed when to switch scripts.

For more information, see Preparing to Use the Scripts on page 25.

SCRIPT 1: Standard Time for Accommodated Students

Set Up the TA Interface for the Reading Test

1. Expand the Operational Test Selection menu by clicking on the plus sign next to PSAT 10 Test.
2. Select the PSAT 10 Reading Section from the list of sections; click Start Operational Session.
3. Select Standard Time from the Timing/Scheduling Tools 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.

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 black and white College Board sign-in screen, please raise your hand. [pause]

- Type your First Name exactly as it is printed on your test ticket.
- Type the Registration Number exactly as it is 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.

After all students have signed in, say:

Now verify the information is correct on the “Is This You?” page. If it’s accurate, click Yes. If any information is incorrect, raise your hand. [pause]

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 same process for approval using your fist name and registration number from your test ticket and a 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 testing session until your test is complete or you could lose testing time or your test may be marked invalid.

During testing, keep your eyes on your device only. If your device malfunctions while testing, raise your hand. I will walk around the room to check your progress.

You’ll have breaks during the test when you can leave the room to have a snack or to use the restroom.

All students should now be waiting for your approval.

**Admit Students**
This is the first part of the two-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:** Click the red X next to a student’s name to deny them entry.

---

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.

**Then say:**

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

Please place your test ticket to the side; you’ll need to refer to your registration number 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**

**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 will take a 5-minute break when this section is finished.

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 to you.

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.

If you have any questions about testing procedures, please ask them now. I can't answer questions related to test content. Are there any questions? [pause]

Test time will begin after I approve you and when test directions appear on your screen. If you finish testing before time is called, please sit quietly and wait for further instruction. Do not close your laptop. 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 two-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. Click Yes to confirm.

Once you have started testing, say:

Time starts now. Good luck.

---

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 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. This may take up to two minutes for students to see depending on network connectivity. 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:

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

If your school did not collect students’ personal belongings, say:

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

During the Break
Post the break time of 5 minutes and 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.

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

1. Click the Select Tests button.
2. Select PSAT 10 Writing and Language Section from the pop-up.
3. Click Start Operational Session.
4. Select **Standard Time** from the Timing/Scheduling Tools drop-down; click **OK**.

5. View the new **Session ID**; post the **Session ID** on the board.

---

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

Please take your seat.

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**

Students using the assistive technology (AT) format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2: Writing and Language Test and then follow the directions to resume with the appropriate script.

---

**When everyone is ready, say:**

As you did for the previous section, enter the Session ID as posted on the board, and sign in to the Secure Browser.

---

**When everyone is signed in, say:**

Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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 One: Admit Students under Give Preliminary Instructions on page 35 for instructions. This is the first part of the two-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 boxes. Remember that you can access information about the test tools and features during the test by clicking the question mark icon in the top right corner of your screen.

---

**Start Test**

Refer to Part Two: Start Test under Section 1: Reading Test on page 35 for instructions. This is the second part of the two-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. Good luck.
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 all students have completed the test section, the TA Interface will alert you that the session has ended; click OK.

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.

Return to your proctor device and set up the TA Interface for the Math Test – No Calculator.

1. Click the Select Tests button.
2. Select PSAT 10 Math – No Calc Section from the pop-up.
3. Click Start Operational Session.
4. Select Standard Time from the Timing/Scheduling Tools drop-down; click OK.
5. View the new Session ID; post the Session ID on the board.

SECTION 3: Math Test – No Calculator
For students approved for 50% extended time in math, turn to Script 3, Break Before Section 3 on page 56.

For students approved for 100% extended time in math, turn to Script 2, Break Before Section 3 on page 47.

NOTE: If a student has approval to use a four-function calculator on this portion of the Math Test as an accommodation, confirm that the hand-held calculator they use isn’t a scientific or graphing calculator and/or ensure that the calculator icon appears in the tool bar. (Percentage and square-root functions are permitted.)
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 Two: Start Test under Section 1: Reading Test on page 35 for instructions. This is the second part of the two-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. Good luck.

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 all students have completed 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 CB 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:

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

We’ll start testing again in exactly 5 minutes.

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.

Return to your proctor device and set up the TA Interface for the Math Test – Calculator.

1. Click the Select Tests button.
2. Select PSAT 10 Math Calc Section from the pop-up.
3. Click Start Operational Session.
4. Select Standard Time from the Timing/Scheduling Tools drop-down; click OK.
5. View the new Session ID; post the Session ID on the board.

At the end of the break, say:

Please take your seat.

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 4: Math Test – Calculator

When everyone is ready, say:

As you did for the previous section, enter the Session ID as posted on the board, and sign in to the Secure Browser.
When everyone is signed in, say:
Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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 One: Admit Students under Give Preliminary Instructions on page 35 for instructions. This is the first part of the two-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 boxes. Remember that you can access information about the 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 graphing calculator tool 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, continue to test. Remember, there is a calculator in the toolbar of your screen. All math questions can be answered without a calculator.

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 Two: Start Test under Section 1: Reading Test on page 35 for instructions. This is the second part of the two-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. Good luck.

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 all students have completed 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 Dismissal on page 69.

**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 are testing students with math-only extended time, turn to the appropriate standard time script (Script 1: Standard Time for Accommodated Students on page 34 or Script 4: Standard Time with Extra Breaks on page 60 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 Test Day Instructions–Begin Testing Here on page 30, 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 **PSAT 10 Test**.
2. Select the **PSAT 10 Reading Section** section from the list of sections; click **Start Operational Session**.
3. Select **100% Extended Time** from the Timing/Scheduling Tools 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.

**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 black and white College Board sign-in screen, please raise your hand. [pause]

- Type your **First Name** exactly as it is printed on your test ticket.
- Type the **Registration Number** exactly as it is 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.

**After all students have signed in, say:**

Now verify the information is correct on the “Is This You?” page. If it’s accurate, click **Yes**. If any information is incorrect, raise your hand. [pause]

If one of the elements on the “Is This You?” page is incorrect, the student should click **No** at the bottom of the page. Confirm 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 same process for approval using your first name and registration number from your test ticket and a Session ID. You won’t be able
Throughout this test administration you must listen to all directions for how to proceed. Don’t exit or navigate away from the testing session until your test is complete or you could lose testing time or your test may be marked invalid. During testing, keep your eyes on your device only. If your device malfunctions while testing, raise your hand. I will walk around the room to check your progress. You’ll have breaks during the test when you can leave the room to have a snack or to use the restroom.

All students should now be waiting for your approval.

Admit Students
This is the first part of the two-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: Click the red X next to a student’s name to deny them entry.

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 that 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 cannot be resolved, contact your test coordinator.

Once you’ve admitted all students, say:

You are almost ready to begin. You should now see three boxes of information on your screen. 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, navigate through the test and 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 tool by clicking on the clock icon in the right corner of your screen. 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:

The second box shows the terms and conditions for this test. Take a few minutes to review these terms and conditions. You are agreeing not to share any specific test question with anyone, in any form of communication, including email, text message, online posts, or other use of the internet. Doing so may result in score cancellation or other actions. 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 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.

Then say:

Now select the Start button on your screen. You must select the check box in the terms and conditions for the button to be active.

Please place your test ticket to the side; you’ll need to refer to your registration number 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

**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 1 hour, and another 5-minute break at the end of this section.

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 to you.

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.

If you have any questions about testing procedures, please ask them now. I can’t answer questions related to test content. Are there any questions? [pause]

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. 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 two-part approval process.

**These steps start the test time.**

1. Click the Approvals button on the TA Interface.
2. **Critical:** 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. 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**

![100% EXTENDED TIME 60 MINUTES](start_stop_time.png)

After 55 minutes, say:

You have 5 minutes until the break.

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After exactly 60 minutes have elapsed, say:

Stop work. I’ll now pause your test. Sit quietly until I announce the break.

In the TA Interface, click the Pause icon in the far right column of student information. You must individually pause each student’s test.

---

**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.

If a student doesn’t see the sign-in page, ensure the student’s test was paused in the TA Interface.
When all students are ready, say:

You’ll now have 5 minutes 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. We will start testing again in exactly 5 minutes. I will post the time we will resume on the board. Please return to your seat at the indicated time.

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 CB Secure Browser sign-in page.

At the end of the break, say:

Please take your seat and take out your test ticket.
Please sign in to the Secure Browser as you did for the previous section and enter the same Session ID, as posted on the board.

When everyone is signed in, say:

Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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

Refer to Part One: Admit Students under Give Preliminary Instructions on page 42 for instructions.

⚠️ The clock will start counting down when you click the Admit Students button. Make sure all students are listed in your Approval Queue first.

While Students Complete the Test

Continue to monitor students’ progress in the TA Interface. Once all students have received their full test time and their clock expires, their Test Status will change to “Completed.” When all students have reached the Completed status, stop the test session by clicking on the STOP button in the TA Interface.

Once you’ve confirmed that all students are in a Completed status, say:

The Reading Test is now complete. You should be on the CB 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:

You’ll now have 5 minutes 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. I will post the time we will resume on the board. Please return to your seat at the indicated time.

During the 5-Minute 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 CB Secure Browser sign-in page.

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

1. Click the Select Tests button in the top right corner. (If the button is inactive, click STOP to end the previous test session.
2. Select PSAT 10 Writing and Language Section from the pop-up.
3. Click Start Operational Session.
4. Select 100% Extended Time from the Timing/Scheduling Tools drop-down; click OK.
5. View the new Session ID; post the Session ID on the board.

At the end of the break, say:

Please take your seat.
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

When everyone is ready, say:

As you did for the previous section, enter the unique Session ID as posted on the board, and sign in to the Secure Browser.

When everyone is signed in, say:

Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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 One: Admit Students under Give Preliminary Instructions on page 42 for instructions. This is the first part of the two-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 boxes. Remember that you can access 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. If you need additional scratch paper during testing, raise your hand and I’ll provide it to you.

Some questions in this section consist of only the four answer options with only the question number 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. If 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.

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 Two: Start Test under Section 1: Reading Test on page 43 for instructions. This is the second part of the two-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. Good luck.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

100% EXTENDED TIME 70 MINUTES

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 all students have received their full test time and their clock expires, their Test Status will change to “Completed.” When all students have reached the Completed status, stop the test session by clicking on the STOP button in the TA Interface.

Once you’ve confirmed that all students are in a Completed status, say:

The Writing and Language Test is now complete. You should be on the CB 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.

**IMPORTANT:** For students using assistive technology with 50% extended time, turn to Script 3, Break Before Section 3 on page 56.
For students using assistive technology with standard time and extra breaks, turn to Script 4, Break Before Section 3 on page 64.
For students using assistive technology with standard time, no extra breaks, turn to Script 1, Section 3: Math Test – No Calculator on page 38.
If your school is conducting the test over two days for 100% extended time students, continue below. If you are completing testing in one day, proceed below to Break Before Section 3 on page 47.

**End of Day 1 Testing**

**Collecting Materials**

To students concluding Day 1 of testing, say:

This concludes Day 1 of testing. I will now collect your testing ticket and scratch paper. Please remain in your seats until I dismiss you.

Keep students seated until you have collected all materials.

After you have collected all materials, say:

In just a moment, I’m going to dismiss you. Remember you should not, under any circumstances, take any test questions from the testing room or discuss them with anyone through any means, including email, text messages, or the internet.

When you return to the testing room tomorrow, remember to bring your acceptable calculator and number 2 pencils. We begin Day 2 testing at ________.

Thank you for your hard work and cooperation. You’re now free to collect your belongings and leave the room.

Store materials securely until the second day of testing. Ensure all student computers are on the CB 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 collecting students’ personal items, if your school has chosen to do so). Make sure each student returns to their correct seat from Day 1.

---

**Preparing to Test**

When everyone is ready, say:

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

**Collecting Personal Belongings:**

Read script A if your school is collecting students’ personal belongings, such as phones, electronic devices, and/or backpacks. Read script B if your school isn’t collecting and storing these items for the duration of the test.

READ ONLY ONE OPTION.

A If your school collected students’ personal belongings, say:

By this time you should have turned in all phones or any other unauthorized electronic devices. If anyone still has a personal electronic device of any kind, please 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 didn’t collect students’ personal belongings, say:

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

If you brought snacks or drinks to have during a break, take them out and put them under your desk now. You won’t be allowed to go into your bags during breaks. [pause]

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

Allow time for students to turn in or put away any 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 testing tickets and scratch paper. When you receive your ticket, please check to make sure it is yours.

Distribute to each student the testing ticket from Day 1 and a sheet of scratch paper. Make sure each student receives the testing 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 the break, say:

You’ll now have 5 minutes 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. I will post the time we will resume on the board. Please return to your seat at the indicated time.

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 CB Secure Browser sign-in page.

Return to your proctor device and set up the TA Interface for the Math Test – No Calculator.

1. Click the Select Tests button. (If the button is inactive, click STOP to end the previous test session.)
2. Select PSAT 10 Math – No Calc Section from the pop-up.
3. Click Start Operational Session.
4. Select 100% Extended Time from the Timing/Scheduling Tools drop-down; click OK.
5. View the new Session ID; post the Session ID on the board.

IMPORTANT: For students using assistive technology with 50% extended time, turn to Script 3, Section 3: Math Test – No Calculator on page 56.

IMPORTANT: For students using assistive technology with standard time and extra breaks, turn to Script 4, Section 3: Math Test – No Calculator on page 65.

IMPORTANT: For students using assistive technology with standard time, no extra breaks, turn to Script 1, Section 3: Math Test – No Calculator on page 38.

SECTION 3: Math Test – No Calculator

IMPORTANT: If a student has approval to use a four-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 that the calculator icon appears in the tool bar. (Percentage and square root functions are permitted.)

At the end of the break, say:

As you did for the previous section, enter the Session ID as posted on the board, and sign in to the Secure Browser.

When everyone is signed in, say:

Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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 One: Admit Students under Give Preliminary Instructions on page 42 for instructions. This is the first part of the two-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 boxes. 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 are not allowed to use a calculator on this section of the test, unless you are approved to use a four-function calculator as an accommodation. 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 Two: Start Test under Section 1: Reading Test on page 43 for instructions. This is the second part of the two-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. Good luck.

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 all students have received their full test time and their clock expires, their Test Status will change to “Completed.” When all students have reached the Completed status, stop the test session by clicking on the STOP button in the TA Interface.

Once you’ve confirmed that all students are in a Completed status, say:

The Math Test without Calculator is now complete. You should be on the CB 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:

You’ll now have 5 minutes 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. I will post the time we will resume on the board. Please return to your seat at the indicated time.

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 CB Secure Browser sign-in page.

Return to your proctor device and set up the TA Interface for the Math Test – Calculator.

1. Click the Select Tests button. (If the button is inactive, click STOP to end the previous test session.)
2. Select PSAT 10 Math Calc Section from the pop-up.
3. Click Start Operational Session.
4. Select 100% Extended Time from the Timing/Scheduling Tools drop-down; click OK.
5. View the new Session ID; post the Session ID on the board.

At the end of the break, say:

Please take your seat.

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 4: Math Test – Calculator

When everyone is ready, say:

As you did for the previous section, enter the Session ID as posted on the board, and sign in to the Secure Browser.

When everyone is signed in, say:

Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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 One: Admit Students under Give Preliminary Instructions on page 42 for instructions. This is the first part of the two-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 boxes. Remember that you can access information about the 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.

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:

This is the last section of the test—you’re almost done! 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 graphing calculator tool 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 graphing calculator in the toolbar if you need it.

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 30 minutes to work on the Math Test with Calculator. We will take a 5-minute break after 45 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 Two: Start Test under Section 1: Reading Test on page 43 for instructions. This is the second part of the two-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. Good luck.

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students’ progress in the TA Interface. Do not stop sessions early by clicking the STOP icon.

After 40 minutes have elapsed, say:

You have 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.

In the TA Interface, click the Pause icon in the far right column of student information. You must individually pause each student’s test.

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.

If a student doesn’t see the sign-in page, ensure the student’s test was paused in the TA Interface.

When all students are ready, say:

You’ll now have 5 minutes 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. I will post the time we will resume on the board. Please return to your seat at the indicated time.

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 CB Secure Browser sign-in page.

At the end of the break, say:

Please take your seat and take out your test ticket. Please sign in to the Secure Browser as you did for the previous section and enter the Session ID, as posted on the board.

When everyone is signed in, say:

Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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
Refer to Part One: Admit Students under Give Preliminary Instructions on page 42 for instructions.

⚠️ The clock will start counting down when you click the Admit Students button. Make sure all students are listed in your Approval Queue first.

When Students Complete the Test
Continue to monitor students’ progress in the TA Interface. Once all students have received their full test time and their clock expires, their Test Status will change to “Completed.” When all students have reached the Completed status, stop the test session by clicking on the STOP button in the TA Interface.

Once you’ve confirmed that all students are in a Completed status, say:

The Math Test with Calculator is now complete. You should be on the CB 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 Dismissal on page 69.

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 for Accommodated Students on page 34 or Script 4: Standard Time with Extra Breaks on page 60 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
1. Expand the Operational Test Selection menu by clicking on the plus sign next to PSAT 10 Test.
2. Select the PSAT 10 Reading Section from the list of sections; click Start Operational Session.

3. Select 50% Extended Time from the Timing/Scheduling Tools 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.

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 black and white College Board sign-in screen, please raise your hand. [pause]

- Type your First Name exactly as it is printed on your test ticket.
- Type the Registration Number exactly as it is 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.

After all students have signed in, say:

Now verify the information is correct on the “Is This You?” page. If it’s accurate, click Yes. If any information is incorrect, raise your hand. [pause]

If one of the elements on the “Is This You?” page is incorrect, the student should click No at the bottom of the page. Confirm 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.
Throughout this test administration you must listen to all directions for how to proceed.

Don’t exit or navigate away from the testing session until your test is complete or you could lose testing time or your test may be marked invalid.

During testing, keep your eyes on your device only.

If your device malfunctions while testing, raise your hand.

I will walk around the room to check your progress.

You’ll have breaks during the test when you can leave the room to have a snack or to use the restroom.

All students should now be waiting for your approval.

Admit Students
This is the first part of the two-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:** Click the red X next to a student’s name to deny them entry.

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 that 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 cannot be resolved, contact your test coordinator.

Once you’ve admitted all students, say:

You are almost ready to begin. You should now see three boxes of information on your screen. 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, navigate through the test and 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 tool by clicking on the clock icon in the right corner of your screen. 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:

The second box shows the terms and conditions for this test. Take a few minutes to review these terms and conditions. You are agreeing not to share any specific test question with anyone, in any form of communication, including email, text message, online posts, or other use of the internet. Doing so may result in score cancellation or other actions. 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 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.

Then say:

Now select the Start button on your screen. You must select the check box in the terms and conditions for the button to be active.

Please place your test ticket to the side; you’ll need to refer to your registration number 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

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 1 hour and 30 minutes to work on Section 1, the Reading Test. We’ll take a 5-minute break after 45 minutes.

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 to you.

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.

If you have any questions about testing procedures, please ask them now. I can’t answer questions related to test content. Are there any questions? [pause]

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.

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 two-part approval process.

⚠️ These steps start the test time.

1. Click the Approvals button on the TA Interface.
2. Critical: 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. Click Yes to confirm.

Once you’ve started testing, say:

Time starts now. Good luck.

<table>
<thead>
<tr>
<th>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% EXTENDED TIME 45 MINUTES</td>
</tr>
<tr>
<td>START TIME ________    STOP TIME ________</td>
</tr>
<tr>
<td>5-MINUTE BREAK</td>
</tr>
<tr>
<td>50% EXTENDED TIME 45 MINUTES</td>
</tr>
<tr>
<td>START TIME ________    STOP TIME ________</td>
</tr>
</tbody>
</table>

After 40 minutes have elapsed, say:

You have 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.

In the TA Interface, click the Pause icon in the far right column of student information. You must individually pause each student’s test.

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.

If a student doesn’t see the sign-in page, ensure the student’s test was paused in the TA Interface.
When all students are ready, say:

You’ll now have 5 minutes 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. We will start testing again in exactly 5 minutes. I will post the time we will resume on the board. Please return to your seat at the indicated time.

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 CB Secure Browser sign-in page.

At the end of the break, say:

Please take your seat and take out your test ticket.
Please sign in to the Secure Browser as you did for the previous section and enter the Session ID, as posted on the board.

When everyone is signed in, say:

Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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

Refer to Part One: Admit Students under Give Preliminary Instructions on page 52 for instructions.

⚠️ The clock will start counting down when you click the Admit Students button. Make sure all students are listed in your Approval Queue first.

While Students Complete the Test

Continue to monitor students’ progress in the TA Interface. Once all students have received their full test time and their clock expires, their Test Status will change to “Completed.” When all students have reached the Completed status, stop the test session by clicking on the STOP button in the TA Interface.

Once you’ve confirmed that all students are in a Completed status, say:

The Reading Test is now complete. You should be on the CB 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.

After all scratch paper is collected, say:

You’ll now have 5 minutes 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. I will post the time we will resume on the board. Please return to your seat at the indicated time.

During the 5-Minute 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 CB Secure Browser sign-in page.

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

1. Click the Select Tests button in the top right corner. (If the button is inactive, click STOP to end the previous test session.)
2. Select PSAT 10 Writing and Language Section from the pop-up.
3. Click Start Operational Session.
4. Select 50% Extended Time from the Timing/Scheduling Tools drop-down; click OK.
5. View the new Session ID; post the Session ID on the board.

At the end of the break, say:

Please take your seat.

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**

**IMPORTANT:** Students using assistive technology must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2: Writing and Language Test on page 45 and then follow the directions to resume with the appropriate script.

---

**When everyone is ready, say:**

As you did for the previous section, enter the Session ID as posted on the board, and sign in to the Secure Browser.

**When everyone is signed in, say:**

Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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 One: Admit Students under Give Preliminary Instructions on page 52 for instructions. This is the first part of the two-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 boxes. Remember that you can access information about the 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. If you need additional scratch paper during testing, raise your hand and I’ll provide it to you.

Some questions in this section consist of only the four answer options with only the question number 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 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 Two: Start Test under Section 1: Reading Test on page 53 for instructions. This is the second part of the two-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. Good luck.

---

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS**

<table>
<thead>
<tr>
<th>50% EXTENDED TIME 53 MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME</td>
</tr>
</tbody>
</table>

---

**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 all students have received their full test time and their clock expires, their Test Status will change to “Completed.” When all students have reached the Completed status, stop the test session by clicking on the STOP button in the TA Interface.
Once you’ve confirmed that all students are in Completed status, say:

The Writing and Language Test is now complete. You should be on the CB 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:**

You’ll now have 5 minutes 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. I will post the time we will resume on the board. Please return to your seat at the indicated time.

**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 CB Secure Browser sign-in page.

Return to your proctor device and set up the TA Interface for the Math Test – No Calculator.

1. Click the Select Tests button. (If the button is inactive, click STOP to end the previous test session.)
2. Select PSAT 10 Math – No Calc Section from the pop-up.
3. Click Start Operational Session.
4. Select 50% Extended Time from the Timing/Scheduling Tools drop-down; click OK.
5. View the new Session ID; post the Session ID on the board.

**SECTION 3: Math Test – No Calculator**

**IMPORTANT:** If a student has approval to use a four-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 that 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 and take out your test ticket. Enter your First Name and Registration Number as you did for the previous section.

As you did for the previous section, enter the Session ID as posted on the board, and sign in to the Secure Browser.

Once you are signed in, please place your test ticket to the side; you’ll need it again.

When everyone is signed in, say:

Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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 One: Admit Students under Give Preliminary Instructions on page 52 for instructions. This is the first part of the two-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 boxes. Remember that you can access information about the 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 are not allowed to use a calculator on this section of the test, unless you are approved to use a four-function calculator as
an accommodation. 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 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 Two: Start Test under Section 1: Reading Test on page 53 for instructions. This is the second part of the two-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. Good luck.

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 all students have received their full test time and their clock expires, their Test Status will change to “Completed.” When all students have reached the Completed status, stop the test session by clicking on the STOP button in the TA Interface.

Once you’ve confirmed that all students are in Completed status, say:

The Math Test without Calculator is now complete. You should be on the CB 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:

You’ll now have 5 minutes 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. I will post the time we will resume on the board. Please return to your seat at the indicated time.

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 CB Secure Browser sign-in page.

Return to your proctor device and set up the TA Interface for the Math Test – Calculator.

1. Click the Select Tests button. (If the button is inactive, click STOP to end the previous test session.)
2. Select PSAT 10 Math Calc Section from the pop-up.
3. Click Start Operational Session.
4. Select 50% Extended Time from the Timing/Scheduling Tools drop-down; click OK.
5. View the new Session ID; post the Session ID on the board.

At the end of the break, say:

Please take your seat.

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 4: Math Test – Calculator

When everyone is ready, say:
As you did for the previous section, enter the Session ID as posted on the board, and sign in to the Secure Browser.

When everyone is signed in, say:
Verify that the information is correct on the “Is This You?” page. If it’s accurate, click Yes. You should then see a “Waiting for Approval” message. Please sit quietly and wait for approval.

Admit Students
Refer to Part One: Admit Students under Give Preliminary Instructions on page 52 for instructions. This is the first part of the two-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 boxes. Remember that you can access information about the 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.

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:
This is the last section of the test—you’re almost done! 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 graphing calculator tool 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 graphing calculator in the toolbar if you need it.

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.

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 68 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 Two: Start Test under Section 1: Reading Test on page 53 for instructions. This is the second part of the two-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. Good luck.
Part 2

Part 2 — 50% EXTENDED TIME 34 MINUTES

START TIME ____________  STOP TIME ____________

5-MINUTE BREAK

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. Do not stop sessions early by clicking the STOP icon.

After 29 minutes have elapsed, say:

You have 5 minutes until the break.

After 34 minutes have elapsed, say:

Stop work. I’ll now pause your test. Sit quietly until I announce the break.

In the TA Interface, click the Pause icon in the far right column of student information. You must individually pause each student’s test.

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.

If a student doesn’t see the sign-in page, ensure the student’s test was paused in the TA Interface.

When all students are ready, say:

You’ll now have 5 minutes 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. I will post the time we will resume on the board. Please return to your seat at the indicated time.

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 CB Secure Browser sign-in page.

At the end of the break, say:

Please take your seat and take out your test ticket.

Please sign in to the Secure Browser as you did for the previous section and enter the Session ID, as posted on the board.

When everyone is signed in, say:

Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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

Refer to Part One: Admit Students under Give Preliminary Instructions on page 52 for instructions.

⚠️ The clock will start counting down when you click the Admit Students button. Make sure all students are listed in your Approval Queue first.

While Students Complete the Test

Continue to monitor students’ progress in the TA Interface. Once all students have received their full test time and their clock expires, their Test Status will change to “Completed.” When all students have reached the Completed status, stop the test session by clicking on the STOP button in the TA Interface.

Once you’ve confirmed that all students are in Completed status, say:

The Math Test with Calculator is now complete. You should be on the CB 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 Dismissal on page 69.
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
1. Expand the Operational Test Selection menu by clicking on the plus sign next to PSAT 10 Test.
2. Select the PSAT 10 Reading Section from the list of sections; click Start Operational Session.
3. Select Standard Time w/ Breaks from the Timing/Scheduling Tools 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.

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 black and white College Board sign-in screen, please raise your hand. [pause]

口 Type your First Name exactly as it is printed on your test ticket.

口 Type the Registration Number exactly as it is printed on your test ticket.

口 Type the Session ID exactly as it appears on the board [read Session ID aloud].

口 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.

After all students have signed in, say:

Now verify the information is correct on the “Is This You?” page. If it’s accurate, click Yes. If any information is incorrect, raise your hand. [pause]

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 same process for approval using your first name and registration number from your test ticket and a 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:

口 Throughout this test administration you must listen to all directions for how to proceed.

口 Don’t exit or navigate away from the testing session until your test is complete or you could lose testing time or your test may be marked invalid.

口 During testing, keep your eyes on your device only. If your device malfunctions while testing, raise your hand. I will walk around the room to check your progress.

口 You’ll have breaks during the test when you can leave the room to have a snack or to use the restroom.

All students should now be waiting for your approval.
**Admit Students**

This is the first part of the two-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:** Click the red **X** next to a student’s name to deny them entry.

---

**Once you’ve admitted all students, say:**

You are almost ready to begin. You should now see three boxes of information on your screen. 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, navigate through the test and 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 tool by clicking on the clock icon in the right corner of your screen. 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:**

The second box shows the terms and conditions for this test. Take a few minutes to review these terms and conditions. You are agreeing not to share any specific test question with anyone, in any form of communication, including email, text message, online posts, or other use of the internet. Doing so may result in score cancellation or other actions. 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 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 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.

---

**Then say:**

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

Please place your test ticket to the side; you’ll need to refer to your registration number 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**

**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 after 30 minutes.

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 to you.

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.

If you have any questions about testing procedures, please ask them now. I can’t answer questions related
to test content. Are there any questions? [pause] 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.

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 two-part approval process.

⚠️ These steps start the test time.

1. Click the Approvals button on the TA Interface.
2. **Critical:** 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. Click Yes to confirm.

Once you’ve started the test, say:

Time starts now. Good luck.

In the TA Interface, click the Pause icon in the far right column of student information. You must individually pause each student’s test.

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.

If a student doesn’t see the sign-in page, ensure the student’s test was paused in the TA Interface.

When all students are ready, say:

You’ll now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not 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. We will start testing again in exactly 5 minutes. I will post the time we will resume on the board. Please return to your seat at the indicated time.

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 CB Secure Browser sign-in page.

At the end of the break, say:

Please take your seat and take out your test ticket.

Please sign in to the Secure Browser as you did for the previous section and enter the Session ID, as posted on the board.

When everyone is signed in, say:

Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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.

After 25 minutes have elapsed, say:

You have 5 minutes until the break.

After exactly 30 minutes have elapsed, say:

Stop work. I’ll now pause your test. Sit quietly until I announce the break.
SECTION 2: Writing and Language Test

Continue the Test
Refer to Part one: Admit Students under Give Preliminary Instructions on page 61 for instructions.

⚠️ The clock will start counting down when you click the Admit Students button. Make sure all students are listed in your Approval Queue first.

While Students Complete the Test
Continue to monitor students’ progress in the TA Interface. Once all students have received their full test time and their clock expires, their Test Status will change to “Completed.” When all students have reached the Completed status, stop the test session by clicking on the STOP button in the TA Interface.

Once you’ve confirmed that all students are in a Completed status, say:

The Reading Test is now complete. You should be on the CB 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.

After all scratch paper is collected, say:

You’ll now have 5 minutes 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. I will post the time we will resume on the board. Please return to your seat at the indicated time.

During the 5-Minute 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 CB Secure Browser sign-in page.

Set up the TA interface for the Writing and Language Test.

1. Click the Select Tests button in the top right corner. (If the button is inactive, click STOP to end the previous test session.)

2. Select PSAT 10 Writing and Language Section from the pop-up.
3. Click Start Operational Session.
4. Select Standard Time w/ Breaks from the Timing/Scheduling Tools drop-down; click OK.
5. View the new Session ID; post the Session ID on the board.

At the end of the break, say:

Please take your seat.
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

IMPORTANT: Students using assistive technology must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2: Writing and Language Test on page 45 and then follow directions to turn to the appropriate script.

When everyone is ready, say:

As you did for the previous section, enter the Session ID as posted on the board, and sign in to the Secure Browser.

When everyone is signed in, say:

Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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 One: Admit Students under Give Preliminary Instructions on page 61 for instructions. This is the first part of the two-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 boxes. Remember that you can access information about the 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. If you need additional scratch paper during testing, raise your hand and I’ll provide it to you.

Some questions in this section consist of only the four answer options with only the question number 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.

---

**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 Two: Start Test under *Section 1: Reading Test on page 61* for instructions. This is the second part of the two-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. Good luck.

---

**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 all students have received their full test time and their clock expires, their Test Status will change to "Completed." When all students have reached the Completed status, stop the test session by clicking on the **STOP** button in the TA Interface.

---

**Once you’ve confirmed that all students are in Completed status, say:**

The Writing and Language Test is now complete. You should be on the CB 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:**

You’ll now have a few minutes 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 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 CB Secure Browser sign-in page.

Return to your proctor device and set up the TA Interface for the Math Test – No Calculator.

1. Click the **Select Tests** button. (If the button is inactive, click **STOP** to end the previous test session.)
2. Select **PSAT 10 Math – No Calc Section** from the pop-up.
3. Click **Start Operational Session**.
4. Select **Standard Time w/ Breaks** from the Timing/ Scheduling Tools drop-down; click **OK**.
5. View the new **Session ID**; post the **Session ID** on the board.
SECTION 3: Math Test – No Calculator

IMPORTANT: For students testing with 100% extended time in math, turn to Script 2, Section 3: Math Test – No Calculator on page 47.

IMPORTANT: For students testing with 50% extended time in math, turn to Script 3, Section 3: Math Test – No Calculator on page 56.

IMPORTANT: If a student has approval to use a four-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 that the calculator icon appears in the navigation bar. (Percentage and square root functions are permitted.)

At the end of the break, say:

As you did for the previous section, enter the Session ID as posted on the board, and sign in to the Secure Browser.

When everyone is signed in, say:

Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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 One: Admit Students under Give Preliminary Instructions on page 61 for instructions. This is the first part of the two-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 boxes. Remember that you can access information about the 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 are not allowed to use a calculator on this section of the test, unless you are approved to use a four-function calculator as an accommodation. 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 Two: Start Test under Section 1: Reading Test on page 61 for instructions. This is the second part of the two-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. Good luck.
**Part 2  Section 4: Math Test – Calculator**

**Standard Time with Extra Breaks**

<table>
<thead>
<tr>
<th>Standard Time w/Breaks 25 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME</td>
</tr>
</tbody>
</table>

### 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 all students have received their full test time and their clock expires, their Test Status will change to “Completed.” When all students have reached the Completed status, stop the test session by clicking on the **STOP** button in the TA Interface.

**Once you’ve confirmed that all students are in a Completed status, say:**

The Math Test without Calculator is now complete. You should be on the CB 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:**

You’ll now have 5 minutes 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. I will post the time we will resume on the board. Please return to your seat at the indicated time.

### 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 CB Secure Browser sign-in page.

Return to your proctor device and set up the TA Interface for the Math Test – Calculator.

1. Click the **Select Tests** button. (If the button is inactive, click **STOP** to end the previous test session.)
2. Select **PSAT 10 Math Calc Section** from the pop-up.
3. Click **Start Operational Session**.

4. Select **Standard Time w/ Breaks** from the Timing/Scheduling Tools drop-down; click **OK**.
5. View the new **Session ID**; post the **Session ID** on the board.

---

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

Please take your seat.

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 4: Math Test – Calculator

**When everyone is ready, say:**

Please take out your test ticket. Enter your **First Name** and **Registration Number**. As you did for the previous section, enter the Session ID as posted on the board, and sign in to the Secure Browser.

Once you are signed in, please place your test ticket to the side.

**When everyone is signed in, say:**

Verify that the information is correct on the “Is This You?” page. If it’s accurate, click **Yes**. 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 One: Admit Students under Give Preliminary Instructions on page 61 for instructions. This is the first part of the two-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 boxes. Remember that you can access information about the 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:

This is the last section of the test—you’re almost done! 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 graphing calculator tool 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 graphing calculator in the toolbar if you need it.

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.

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. We’ll take a 5-minute break after 23 minutes.

Then say:

Once I approve your entry to the test, you will see 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 Two: Start Test under Section 1: Reading Test on page 61 for instructions. This is the second part of the two-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. Good luck.

<table>
<thead>
<tr>
<th>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD TIME W/BREAKS 23 MINUTES</td>
</tr>
<tr>
<td>START TIME _________  STOP TIME _________</td>
</tr>
<tr>
<td>5-MINUTE BREAK</td>
</tr>
<tr>
<td>STANDARD TIME W/BREAKS 22 MINUTES</td>
</tr>
<tr>
<td>START TIME _________  STOP TIME _________</td>
</tr>
</tbody>
</table>

During Testing

Record the start and approximate stop times and post for students to see. Continue to monitor students’ progress in the TA Interface. Do not stop sessions early by clicking the STOP icon.

After 18 minutes, say:

You have 5 minutes until the break.

After 23 minutes, say:

Stop work. I’ll now pause your test. Sit quietly until I announce the break.

In the TA Interface, click the Pause icon in the far right column of student information. You must individually pause each student’s test.

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.
If a student doesn’t see the sign-in page, ensure the student’s test was paused in the TA Interface.

When all students are ready, say:

You’ll now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not use any electronic device, including your phone. We’ll start testing again in exactly 5 minutes. I will post the time we will resume on the board. Please return to your seat at the indicated time.

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 CB Secure Browser sign-in page.

At the end of the break, say:

Please take your seat and take out your test ticket.

Please sign in to the Secure Browser as you did for the previous section and enter the Session ID, as posted on the board.

When everyone is signed in, say:

Verify that the information is correct on the “Is This You?” page. If it’s accurate, 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.

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 all students have received their full test time and their clock expires, their Test Status will change to “Completed.” When all students have reached the Completed status, stop the test session by clicking on the STOP button in the TA Interface.

Once you’ve confirmed that all students are in a Completed status, say:

The Math Test with Calculator is now complete. You should be on the CB 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, copies of translated test directions, and scratch paper from each student. Collect all paper, even if it appears unused or blank.
Dismissing Students

Before Dismissing Students
- Keep students seated until you’re sure you have each student’s materials.
- Separate materials into two 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.

After the Test
- Sign out of the TA Interface
- Return all test materials and forms to the test coordinator, including:
  - Completed Digital Testing Room Seating Chart
  - Test tickets from all students
  - All scratch paper
  - The PSAT 10 Digital Testing Accommodated Manual
  - Completed IRs describing any testing irregularities
  - For any students who need to complete the PSAT 10 questionnaire, return to Conducting a Preadministration Session on page 27.
  - Annotated NAR
  - Copies of translated test directions
Appendix

Acceptable Calculators

For the Math Test – Calculator portion, all scientific calculators are acceptable, all four-function calculators are allowed (but not recommended), and most graphing calculators are acceptable as long as they do not have any of the features listed under Unacceptable Calculators. Check the list of acceptable graphing calculators below for models that are permitted.

**IMPORTANT:** Contact if you are unsure whether a calculator is acceptable.

### THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

<table>
<thead>
<tr>
<th>CASIO</th>
<th>SHARP</th>
<th>TEXAS INSTRUMENTS</th>
<th>RADIO SHACK</th>
<th>OTHER</th>
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<td>FX-CG-500 (Use of the stylus is not permitted.)</td>
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**Unacceptable Calculators**

Students may not use:

- Calculators that have a QWERTY (typewriter-like) keypad, pen input, or stylus
- Calculators that use electrical outlets, make noise, or have a paper tape

The use of hardware peripherals such as a stylus with an approved calculator is not permitted. Some models with touch-screen capability are not permitted (e.g., Casio ClassPad).
## 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.

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## 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.

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### 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**

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</table>
## 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.

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30 min. - break - 30 min.</td>
<td>35 minutes</td>
<td>25 minutes</td>
<td>23 min. - break - 22 min.</td>
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# Sample Master Student List

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>M.I.</th>
<th>Date of Birth</th>
<th>SSD/Student ID Number</th>
<th>Optional Code</th>
<th>Pupil Present</th>
<th>Absent</th>
<th>Moved</th>
<th>Presence entry</th>
<th>Testing Room (3-digit code/room name)</th>
<th>Accommodated?</th>
<th>Yes</th>
<th>No</th>
<th>Staff Assigned</th>
</tr>
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<tbody>
<tr>
<td>Jones</td>
<td>Aria</td>
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<td>9/5/2009</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td>123</td>
<td></td>
<td></td>
<td></td>
<td>A. Teacher</td>
</tr>
<tr>
<td>Smith</td>
<td>Terry</td>
<td></td>
<td>10/11/2008</td>
<td></td>
<td></td>
<td>A</td>
<td></td>
<td></td>
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<td>126</td>
<td></td>
<td></td>
<td></td>
<td>A. Teacher</td>
</tr>
<tr>
<td>Evans</td>
<td>Jane</td>
<td></td>
<td>2/12/2003</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
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<td>123</td>
<td></td>
<td></td>
<td></td>
<td>A. Teacher</td>
</tr>
<tr>
<td>Kowalski</td>
<td>Robert</td>
<td></td>
<td>5/1/2003</td>
<td>6000123456</td>
<td></td>
<td>P</td>
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<td></td>
<td>% Scholar</td>
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<tr>
<td>Gajewski</td>
<td>Ada</td>
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<td>6/16/2003</td>
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<td>P</td>
<td></td>
<td></td>
<td></td>
<td>012</td>
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<td></td>
<td></td>
<td>M. Coordinator</td>
</tr>
<tr>
<td>North</td>
<td>Adrian</td>
<td></td>
<td>11/30/2002</td>
<td>6000123456</td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td>234</td>
<td></td>
<td></td>
<td></td>
<td>T. Coach</td>
</tr>
</tbody>
</table>
Completing the Nonstandard Administration Report (NAR)

Your school’s SSD coordinator should have used SSD Online to create and print the NAR that lists the names and SSD numbers of your students who are approved for accommodations or the 50% extended time EL support.

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

Please complete the test coordinator and student information. Sign and return the NAR in the envelope provided.

<table>
<thead>
<tr>
<th>TEST COORDINATOR INFORMATION</th>
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</thead>
<tbody>
<tr>
<td>School Code: ________________</td>
</tr>
<tr>
<td>Test Coordinator’s Name: ______</td>
</tr>
<tr>
<td>Telephone Number: ___________</td>
</tr>
<tr>
<td>Email Address: ___________________________</td>
</tr>
<tr>
<td>Test Coordinator’s Signature: ___________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name: ___________</td>
</tr>
<tr>
<td>SSD Code: ________________</td>
</tr>
<tr>
<td>College Board–Approved Accommodation(s): ____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name: ___________</td>
</tr>
<tr>
<td>SSD Code: ________________</td>
</tr>
<tr>
<td>College Board–Approved Accommodation(s): ____________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name: ___________</td>
</tr>
<tr>
<td>SSD Code: ________________</td>
</tr>
<tr>
<td>College Board–Approved Accommodation(s): ____________________________</td>
</tr>
</tbody>
</table>
Student Digital Testing Tools

Secure Browser Features for Students

The Secure Browser offers 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.

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Clock</td>
<td>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.</td>
</tr>
<tr>
<td>Mark for Review</td>
<td>A tool that allows the student to flag questions for future review during the assessment.</td>
</tr>
<tr>
<td>Calculator (for Math Test – Calculator only)</td>
<td>An embedded on-screen digital calculator for calculator-allowed questions. It appears when students click on the calculator button. A four-function calculator is available in the Math Test – No Calculator section for students with prior approval.</td>
</tr>
<tr>
<td>Notes</td>
<td>A feature that a student can use as virtual scratch paper to make notes.</td>
</tr>
<tr>
<td>Highlighter</td>
<td>A feature for marking text, test questions, or response options with a color.</td>
</tr>
<tr>
<td>Line Reader</td>
<td>A feature that a student can use as a guide when reading text.</td>
</tr>
<tr>
<td>Strikethrough</td>
<td>A feature that a student may use to eliminate those answer choices that seem incorrect.</td>
</tr>
<tr>
<td>Zoom In/Zoom Out</td>
<td>A feature that allows the student to change the display size of the text and images on the screen.</td>
</tr>
<tr>
<td>Navigation Buttons</td>
<td>Buttons that allow a student to move between test pages, either forward to the next question or back to the previous question.</td>
</tr>
<tr>
<td>Questions Drop-Down List</td>
<td>A list that allows a student to quickly navigate to specific test questions. Questions that were marked for review display “(marked)” in this list.</td>
</tr>
<tr>
<td>Context Menu</td>
<td>This menu allows a student to access test directions and tools such as highlighter, strikethrough, and mark for review.</td>
</tr>
<tr>
<td>Expand button (not pictured)</td>
<td>A feature that allows a student to expand a passage section or the question section for easier readability.</td>
</tr>
</tbody>
</table>
Secure Browser Tools for Students with Accommodations

The Secure Browser offers tools for use by students who have accommodations that require the activation of specific test settings or tools 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 table.

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Description</th>
<th>Valid Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology (AT)</td>
<td>Enables the use of assistive technology software and hardware (e.g., screen readers, refreshable braille devices, etc.).</td>
<td>Off</td>
</tr>
<tr>
<td>Digital alternative to ATC formats</td>
<td></td>
<td>On</td>
</tr>
<tr>
<td>Color Contrast</td>
<td>Displays the test with a different background or font color.</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Light Blue</td>
</tr>
<tr>
<td>Four-Function Calculator</td>
<td>Allows students to use the online four-function calculator on the Math Test – No Calculator test.</td>
<td>Off</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On</td>
</tr>
<tr>
<td>Masking</td>
<td>Allows students to block off answer choices or any parts of the test content.</td>
<td>Off</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On</td>
</tr>
<tr>
<td>Mouse Pointer</td>
<td>Adjusts the mouse pointer to match color and size preferences.</td>
<td>System Default</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large Black</td>
</tr>
<tr>
<td>Streamlined Mode</td>
<td>Questions are presented sequentially without a split screen.</td>
<td>Off</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On</td>
</tr>
<tr>
<td>Permissive Mode</td>
<td>Allows students with screen readers or other assistive technology to integrate with the Secure Browser.</td>
<td>Off</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On</td>
</tr>
<tr>
<td>Timing</td>
<td>Various timing scenarios based on documented need. Note: No self-pacing; students must sit for the entire duration of extended time requested. Students approved for extended time for reading must receive extended time on all sections of the test.</td>
<td>Standard Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard Time with Breaks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other with Documentation</td>
</tr>
<tr>
<td>Tool Name</td>
<td>Description</td>
<td>Valid Value</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td><strong>Text-to-Speech (TTS)</strong></td>
<td>TTS allows parts of the test to be read aloud.</td>
<td>Off</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On</td>
</tr>
<tr>
<td><strong>Digital alternative to MP3, Reader, and ATC formats</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TTS Rule</strong></td>
<td>Determines which parts of the test are read aloud.</td>
<td>Read Text Only</td>
</tr>
<tr>
<td><strong>Digital alternative to MP3, Reader, and ATC formats</strong></td>
<td></td>
<td>Read Text and Graphics</td>
</tr>
<tr>
<td><strong>Font Size</strong></td>
<td>Sets font size for presentation of test content.</td>
<td>Level 0</td>
</tr>
<tr>
<td><strong>Digital alternative to the large print</strong></td>
<td></td>
<td>Level 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 8</td>
</tr>
</tbody>
</table>
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.

To upload student test settings:

1. Log 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 dropdown 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.

NOTE: If any students are testing with EL supports, you must manually set the EL accommodation type in TIDE as shown on page 14.
**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.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSID</td>
<td>Subject</td>
<td>Tool Name</td>
<td>Value</td>
</tr>
<tr>
<td>999999001</td>
<td>1 - Reading</td>
<td>Assistive Technology</td>
<td>On</td>
</tr>
<tr>
<td>999999001</td>
<td>2 - Writing &amp; Language</td>
<td>Assistive Technology</td>
<td>On</td>
</tr>
<tr>
<td>999999001</td>
<td>3 - Math without Calculator</td>
<td>Assistive Technology</td>
<td>On</td>
</tr>
<tr>
<td>999999001</td>
<td>4 - Math with Calculator</td>
<td>Assistive Technology</td>
<td>On</td>
</tr>
<tr>
<td>999999001</td>
<td>5 - Essay</td>
<td>Assistive Technology</td>
<td>On</td>
</tr>
<tr>
<td>999999001</td>
<td>1 - Reading</td>
<td>TTS</td>
<td>On</td>
</tr>
<tr>
<td>999999001</td>
<td>2 - Writing &amp; Language</td>
<td>TTS</td>
<td>On</td>
</tr>
<tr>
<td>999999001</td>
<td>3 - Math without Calculator</td>
<td>TTS</td>
<td>On</td>
</tr>
<tr>
<td>999999001</td>
<td>4 - Math with Calculator</td>
<td>TTS</td>
<td>On</td>
</tr>
<tr>
<td>999999001</td>
<td>5 - Essay</td>
<td>Text-to-Speech Rule</td>
<td>Optimized for Screen Reader</td>
</tr>
<tr>
<td>999999001</td>
<td>1 - Reading</td>
<td>Text-to-Speech Rule</td>
<td>Optimized for Screen Reader</td>
</tr>
<tr>
<td>999999001</td>
<td>2 - Writing &amp; Language</td>
<td>Text-to-Speech Rule</td>
<td>Optimized for Screen Reader</td>
</tr>
<tr>
<td>999999001</td>
<td>3 - Math without Calculator</td>
<td>Text-to-Speech Rule</td>
<td>Optimized for Screen Reader</td>
</tr>
<tr>
<td>999999001</td>
<td>4 - Math with Calculator</td>
<td>Text-to-Speech Rule</td>
<td>Optimized for Screen Reader</td>
</tr>
<tr>
<td>999999001</td>
<td>5 - Essay</td>
<td>Text-to-Speech Rule</td>
<td>Optimized for Screen Reader</td>
</tr>
</tbody>
</table>

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, TTS has been selected with the corresponding “On” value, and Text-to-Speech Rule has been selected with the corresponding “Read Text and Graphics” value. 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.
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 Secure Browser. These features do not require configuration of the student test settings in the TIDE:

<table>
<thead>
<tr>
<th>SSD Accommodation</th>
<th>Digital Alternatives</th>
<th>Room Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer (Word Processor)</td>
<td>Digital Test Mode</td>
<td>Standard</td>
</tr>
<tr>
<td>Record answers in test book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large print test book (14pt–20pt or larger)</td>
<td>Zoom in/Zoom out (Levels 1-4)</td>
<td>Standard</td>
</tr>
<tr>
<td>Large block answer sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnifier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnifying machine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students using the digital alternatives for certain accommodations can be assigned to designated rooms with similar accommodations and timing. Additional guidance is provided, in Digital Alternatives on page 83.
Digital Alternatives

Some students may require accommodations that are not appropriate for 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.

<table>
<thead>
<tr>
<th>Accommodation Approved by SSD</th>
<th>Digital Alternative</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology Compatible (ATC) test form</td>
<td>Assistive Technology (AT) (100% extended time for the Writing and Language Test)</td>
<td>Nonstandard</td>
</tr>
<tr>
<td>Assistive Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Braille</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP3 Audio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Braille writer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP3 audio format</td>
<td>Text-to-Speech (TTS) Read Test Only (50% extended time)</td>
<td>Nonstandard</td>
</tr>
<tr>
<td>Reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory amplification/FM system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP3 audio format</td>
<td>Text-to-Speech (TTS) Read Text &amp; Graphics (100% extended time)</td>
<td>Nonstandard</td>
</tr>
<tr>
<td>Reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory amplification/FM system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large print test book</td>
<td>Zoom</td>
<td>Standard (if no extended time accommodation)</td>
</tr>
<tr>
<td>Large block answer sheet</td>
<td>Font Size</td>
<td></td>
</tr>
<tr>
<td>Magnifier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnifying machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color overlay</td>
<td>Color contrast</td>
<td>Standard (if no extended time accommodation)</td>
</tr>
<tr>
<td>4-function calculator</td>
<td>Four-Function Calculator Tool</td>
<td>Standard (if no extended time accommodation)</td>
</tr>
<tr>
<td>Large print, colored overlay</td>
<td>Mouse Pointer</td>
<td>Standard (aligned with color contrast and zoom)</td>
</tr>
</tbody>
</table>
# Irregularity Chart

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mistiming of Sections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undertiming</td>
<td>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. The student’s time will be maintained in the Secure Browser. Time cannot be added back to an expired or completed test section. If you cannot permit students to make up time on the undertimed section, allow the full number of minutes on all remaining sections. Tell students that a report will be submitted.</td>
<td>Note the section(s) affected and timing discrepancy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On page 2, section 6, fill in the circle for “Undertiming” (for a group), or page 2, section 7—Test Admin Issue—fill in the circle for “Test was undertimed” (for an individual). List the affected student(s) in section 10.</td>
</tr>
<tr>
<td>Overtiming</td>
<td>Give the full number of minutes on all the other sections. Tell students that a report will be submitted.</td>
<td>Note the section(s) affected and timing discrepancy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On page 2, section 6, fill in the circle for “Overtiming” (for a group), or page 2, section 7—Test Admin Issue—fill in the circle for “Test was overtimed” (for an individual). List the affected students in section 10.</td>
</tr>
<tr>
<td>Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disturbance</td>
<td>Reduce or eliminate source of disturbance (loud noise, excessive heat/cold, disruptive behavior, etc.). Tell students that a report will be submitted. Continue testing.</td>
<td>Note the length and impact of the disturbance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bubble page 2, section 6—“Disturbance/Interruption.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3.</td>
</tr>
<tr>
<td>Test Cancellation</td>
<td>If a storm, flood, power failure, etc. requires cancellation of the test, call School Day Support (see Contact Us) for instructions. Tell students that other arrangements are being requested.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Call School Day Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>immediately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irregularity</td>
<td>What you should do</td>
<td>How to fill out the IR</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Interruption</td>
<td>Provide clear instructions for safety of staff and students if a 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 use any prohibited devices or discuss the test, and monitor the group the entire time. Click the Stop icon to stop the session and advise students to sit quietly until instructed further. Note the stop time. If able to continue testing, return to the interrupted section; don’t return to any previously completed sections. If you are not able to continue testing, contact School Day Support for further instructions. Create a new session from the TA Interface and provide students with the new session ID to log 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 the student’s accurate remaining time. When all students have completed the test with their allotted time, the session will automatically end. Tell students that a report will be submitted.</td>
<td>Note the source, length, and impact of the interruption and the section(s) affected. Bubble page 2, section 6—“Disturbance/Interruption.” Bubble page 2, section 6—“Other” and write “Digital” in the comments section on page 3.</td>
</tr>
</tbody>
</table>

| Missing Materials | If any non test 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](http://digitaltesting.collegeboard.org). If any paper test materials (nonstandard materials) are missing, contact School Day Support immediately. If you are unable, call School Day Support. | Note any such irregularity. Bubble page 2, section 6—“Missing Materials.” Bubble page 2, section 6—“Other” and write “Digital” in the comments section on page 3. |

<p>| Student Issues    | See Test Day Instructions – Begin Testing Here.                                                                                                                                                                      | Identify student. On page 2, section 7—Check-in Issue—fill in the circle for “Student arrived late and was admitted to test.”                                                                 |</p>
<table>
<thead>
<tr>
<th><strong>Appendix</strong> Irregularity Chart</th>
</tr>
</thead>
</table>
| **Giving and/or receiving information** | Change the seat of any students suspected of giving or receiving information. If ETS investigation warrants, scores will be invalidated. We recommend keeping a seating chart (see back cover of this manual) of students seated nearby (or entire room, if possible), and indicating original and changed seat location on the seating chart. Tell students that a report will be submitted.  
**OR**  
If you are certain a student is giving or receiving information or attempting to take the test for someone else:  
- Collect the student's test ticket and inform the student you must write up the incident.  
- **Pause the student’s test in the TA Interface** and dismiss the student from testing. Do not readmit the student to the testing room. |
| **Student changing from standard to accommodated administration** | If a student requests to switch from a standard to an accommodated administration and has started testing, call School Day Support immediately. |
| **Student changing from standard to accommodated administration and testing has not yet started** | If a student requests to switch from a standard to an accommodated administration and testing has not yet started, the test coordinator may need to modify Test Settings and Tools in TIDE prior to the student continuing to test.  
- Manage any necessary Test Settings and Tools for the student in TIDE. Changes must be made before the student attempts to sign in to the first timed section of the test (e.g., the Reading Test).  
- Assign the student to an accommodated testing room that corresponds to their accommodation, if necessary. Evaluate availability of resources to determine the best location for the student to test.  
- As the test coordinator, use your best judgment and knowledge of testing schedule and facility resources to determine the best method to fulfill a student’s accommodation requirements. |
| **Test settings not correct for assistive technology (AT) and/or text-to-speech (TTS)** | 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), tell the student to log out. The test coordinator (or SSD coordinator) must modify the student’s test settings in TIDE.  
- Contact School Day Support to restart the student’s test. |
| **Student changing from standard to accommodated administration** | Explain the occurrence. Ensure that the student's name is provided.  
Bubble page 2, section 7—Test Admin Issue—“Student failed to follow any other test administration regulations,” or “Student gave or received help.”  
Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3.  
Fill in details in section 9—“Comments.” |
| **No IR required** | Include student’s name and eligibility code.  
Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3. |
| **Test settings not correct for assistive technology (AT) and/or text-to-speech (TTS)** | Describe the irregularity and note any loss of testing time. Note the question and section(s) affected.  
Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3. List the affected student(s) in the Comments section. |
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
</table>
| Student exits Secure Browser (AIR Secure Test on Chrome OS and iPads)     | • 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.  
  **NOTE:** The student’s time will be maintained in the Secure Browser. Record the duration of the interruption on the IR.  
  If the student is seen using the computer for non-test-related purposes, collect the student’s test ticket and pause their test in the TA Interface and dismiss the student. Do not readmit the student to the testing room. | Describe the circumstances and the test section. Ensure the student’s name is provided. Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3. |
| Use or possession of test content through answer keys or images of test pages | If a student is observed using, generating, or distributing test content, including answer keys or images of test items, at any time at the test site, including during breaks, collect as much evidence as possible.  
• Collect the device, answer key, or other prohibited aid.  
• Follow procedures to dismiss the student from the testing room:  
  – If possible, check the student’s ID and inform student you must write up the incident and their scores will be invalidated.  
  – Pause the student’s test from the TA Interface, collect their test ticket, and dismiss the student. Do not allow them back in the testing room.  
  • Before returning any devices to the student, the test coordinator should:  
  – 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 that any test content or answer keys are deleted before the device is returned to the student.  
  – Call School Day Support immediately if test content is detected on a prohibited electronic device.  
  Do not return any written answer keys to student. | Bubble page 2, section 7—Test Admin Issue—“Student gave or received help,” or “Student used a phone or other prohibited device, or it made noise.” |
### Irregularity Chart

<table>
<thead>
<tr>
<th>Noises made by or use of prohibited electronic devices, including:</th>
<th>If a student’s prohibited device makes noise while in their own possession</th>
<th>If a student’s phone makes noise while in the proctor’s possession or stored away from the student’s desk:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile phones, smartphones</td>
<td>• Tell the student to turn it off and hand it to you immediately.</td>
<td>• This should not be considered grounds for immediate dismissal, as long as the device is not under the desk or otherwise in the student’s possession.</td>
</tr>
<tr>
<td>Cameras, scanners</td>
<td>• Inform the student you must write up the incident, their scores will be invalided, and the device will be returned. (Return the device after it has been checked for testing content.)</td>
<td>• The proctor should turn off the phone to prevent additional disturbances during testing.</td>
</tr>
<tr>
<td>Laptops and tablets not used for testing</td>
<td>• Pause the student’s test in the TA Interface, collect their test ticket, and dismiss the student. Do not readmit the student to the testing room.</td>
<td>• The proctor should issue a warning to the student who owns the phone that additional disturbances will result in dismissal.</td>
</tr>
<tr>
<td>PDAs, iPods, MP3 players</td>
<td>• 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 inspect any prohibited aid or electronic device.</td>
<td></td>
</tr>
<tr>
<td>Wearable technology</td>
<td>• Complete an IR.</td>
<td>• Note that the device made noise or was in use. Ensure that the student’s name is provided.</td>
</tr>
<tr>
<td>Separate timers</td>
<td>• Call School Day Support immediately if test content is detected on a prohibited electronic device.</td>
<td>Bubble page 2, section 6, fill in the bubble for “Disturbance/Interruption.”</td>
</tr>
<tr>
<td>Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.</td>
<td></td>
<td>Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3.</td>
</tr>
</tbody>
</table>

### Calculator misuse/prohibited aids, including:

<p>| Highlighters or colored pencils | Dismiss any student who uses a calculator on a section where it isn’t permitted, and does not have the approved accommodation for using the calculator, or who uses or accesses any of the prohibited aids listed in Prohibited Devices and Aids either during the test or during breaks. Pause the student’s test in the TA Interface, collect their test ticket, and dismiss the student. Do not readmit the student to the testing room. | Explain the occurrence. Ensure that the student’s name is provided. |
| Books, dictionary, or references | | Bubble page 2, section 7—Test Admin Issue—“Student used an unauthorized aid.” |
| Compass, ruler, protractor, or cutting device | | Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3. |
| Scratch paper or notes | | |
| Unacceptable calculator or any other prohibited electronic device, such as digital watches with prohibited features (Unless approved as an accommodation) | | |</p>
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
</table>
| **Observed with prohibited electronic devices, including:**                                       | 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.  
  - Mobile phones, smartphones  
  - Cameras, scanners  
  - Laptops and tablets not used for testing, iPods, MP3 players, wearable technology  
  - Separate timers  
  - Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.                                                                 | Note that the device made noise or was in use. Provide the student’s name.  
  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.”  
  Fill in the Dismissed circle indicating that the student was dismissed. Under Comments, include information about the type of prohibited aid used. Fill in the Yes circle indicating that student’s answer sheet was returned for scoring.  
  Bubble Page 2, Section 7—“Other” and write “Digital” in the comments section on page 3.                                                                                      |
| **Student leaves during test**                                                                    | Permit the student to leave without completing the test. If a student is leaving for reason of illness, see the Irregularity Chart entry for “Illness.” Do not pause the student’s test; do not allow extra testing time. Tell the student a report will be submitted.                                                                 | Identify the student.  
  Bubble page 2, section 7—Test Admin Issue—“Student left early/ left without permission.”  
  Bubble page 2, section 7—Other Issue—“Other” and write “Digital.”                                                                                                             |
| **Disruptive behavior**                                                                            | Remove disruptive student from the testing room.  
  **Pause the student’s test in the TA Interface and dismiss the student from testing.**                                                                                                                                           | Note the length and impact of the disturbance.  
  Bubble page 2, section 6—“Disturbance/Interruption.”  
  Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3.                                                                                                                                         |
| **Restroom Use**                                                                                  | Permit student to leave test room temporarily.  
  Ask the student to navigate to the next unanswered question. Do not allow extra testing time.  
  Recheck the ID of any student you don’t know who left the room for a break.                                                                                                       |                                                                                                                                                                                                                                           |
### Appendix  Irregularity Chart

<table>
<thead>
<tr>
<th>Illness</th>
<th>Permit the student to leave the testing room temporarily. Ask the student to navigate to the next unanswered question. Do not allow extra testing time. Tell the student a report will be submitted. If the student has to leave early because of illness and <strong>has not completed the test section:</strong></th>
</tr>
</thead>
</table>
|         | • Call the College Board immediately.  
• Pause the student’s test, then collect student’s test ticket and scratch paper, and dismiss the student.  
• Note the section and remaining time where the student left off.  
• On the makeup day, the student may pick up where they left off. The student’s clock in the Secure Browser will maintain the student’s remaining time.  
If the student has to leave early because of illness and **has completed the test section:** |
|         | • Pause the student’s test, then collect student’s test ticket and scratch paper, and dismiss the student.  
• When the student returns to the test, the student may complete the remaining sections of the test. |

| Accommodations given that were not approved | Continue testing while you contact School Day Support for instructions. Identify student.  
Bubble page 2, section 7—Test Admin Issue—“Student became ill.” Also bubble page 2, section 7—“Did student complete testing?” (Yes or No).  
Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3. |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Call School Day Support immediately.      | Advise the student that they have not received accommodations they were approved for. Tell them a report will be submitted. Identify student.  
Bubble page 2, section 7—Testing Staff Issue—“Staff incorrectly permitted student to use accommodation(s).”  
Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3. |
| Approved accommodations not given         | Direct student to give the best possible answer. Tell student a report will be submitted. If student expresses concern after the test date, tell them to report the test section, content of question, and nature of the error as soon as possible to:  
Assessment Design and Development  
The College Board  
250 Vesey Street  
New York, NY 10281  
or to send an email to: psatquestion@collegeboard.org. |
| Possible test question ambiguities and errors | Add any student information, a full description of the error/ambiguity, and your contact information.  
Bubble page 3, section 8, Test Question Ambiguity Information—fill in the circle for the appropriate type of ambiguity. Indicate name and address of student who reported ambiguity or error, section, and test question number.  
Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3. |
<p>| Call School Day Support immediately after test. | |</p>
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hardware/Software/Network Malfunctions</strong></td>
<td>Contact your technology coordinator. If it is determined that the issue is not local, contact School Day Support immediately. If a technical issue occurs and is resolved during testing, allow the student to continue testing. <strong>Ask the student to sign in to the Secure Browser and enter the Session ID. Then approve the student for testing.</strong> <strong>NOTE:</strong> The student's time will be maintained in the Secure Browser.</td>
<td>Describe the irregularity and note any loss of testing time. Note the question and section(s) affected. Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3. List the affected student(s) in section 10.</td>
</tr>
<tr>
<td><strong>Test-taking device malfunction</strong> (e.g., the Secure Browser won’t launch, cannot establish connectivity to the Internet; headphones or monitor stops responding)</td>
<td>Call School Day Support immediately.</td>
<td></td>
</tr>
<tr>
<td><strong>Secure Browser freezes</strong></td>
<td>If the Secure Browser freezes and/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. <strong>Ask the student to sign in to the Secure Browser and enter the Session ID. Then approve the student for testing.</strong> <strong>NOTE:</strong> The student’s time will be maintained in the Secure Browser.</td>
<td>Describe the irregularity and note any loss of testing time. Note the question and section(s) affected. Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3. Fill in details in section 9—“Comments.” List the affected student(s) in section 10.</td>
</tr>
</tbody>
</table>
| **Test session stops or proctor's device malfunctions** | If the proctor’s device powers off or otherwise loses internet connectivity for less than 20 minutes while students are still testing, the session will remain open for 20 minutes to allow the proctor to reenter the session. Students will not receive an error and will continue to test. Take immediate action before the session times out:  
- 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.  
If the TA Interface loses internet connectivity for more than 20 minutes or the browser is exited or navigated 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. If the test session is disrupted and students receive the error message, take immediate action:  
- Create a new session and provide students with the new session ID to log in again and resume testing. Prompt students to acknowledge the error message by clicking OK, which will take them back to the login screen. | Describe the irregularity and note any loss of testing time. Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3. Fill in details in section 9—“Comments.” List the affected student(s) in section 10. |
Appendix  Glossary of Terms

Glossary of Terms

50% extended time: For students with disabilities, a preapproved accommodation that gives a student time-and-a-half for each approved section of the assessment. Students may receive extended time in reading, math, and/or writing (on the essay only). For EL students, a support that gives a student time-and-a-half for the entire assessment.

100% extended time: A preapproved accommodation that gives a student double time for each approved section of the assessment. Students may receive extended time in reading, math, and/or writing (on the essay only).

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

Accommodation: A change in the format or administration of a test to provide access for a person with a disability and produce college-reportable scores. Must be approved by the College Board. Some examples include extended testing time, readers, sign language interpreters for spoken test instructions, and extended or more frequent breaks.

Additional score report: Students may request that score reports be sent to colleges, universities, and scholarship programs. Students are charged an additional fee for score reports beyond the four free ones. Additional score reports may be ordered online through the student’s account.

Advanced Placement Program (AP): A College Board program that enables high school students to take college-level courses and exams.

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

AIR Secure Test: The kiosk testing application for student test-taking devices that run on Chrome OS or iOS.

Alternate forms: Different editions (forms) of the same test, written to meet the same specifications and comparable in most respects, except that some or all of the questions are different. Students at the same test administration may be working on different forms.

Alternate test format (ATF): An accommodated format of the test, such as braille or TTS.

American Institutes for Research (AIR): The College Board partners with AIR, utilizing their Test Delivery System for digital tests in the SAT Suite of Assessments.

Ancillary materials: Descriptive booklets, score interpretation guides, administration manuals, reporting forms, and so forth, that accompany the testing materials sent to test sites.

Canceled score: A score that a student has requested to be nonreportable. Canceled scores will be shared with the state or district for accountability purposes.

CB Secure Browser: Also referred to as the Secure Browser, this is a kiosk application that must be installed on all student test-taking devices. Once installed, the Secure Browser must be configured for College Board tests. Students will use the CB Secure Browser for the test and the preadministration session.

College score report: A student score report released to a college. The report contains the entire student record and also includes the essay image locator, if any.

CSR: Customer service representative.

Delayed score: A score report that has been delayed because of an issue resolved too late to include the score in on-time reporting.

District coordinator: Responsible for overseeing all testing at the district level and acting as backup support at the school or building level.

Eligibility roster: List of all students in a school who are approved for accommodations. May be printed from SSD Online and used for submitting changes to student information in SSD Online.

EL: English learner.

Essay prompt: The official term used for an essay question.

ETS: Educational Testing Service. The College Board partners with ETS to support test administration in various capacities.
**Extended breaks:** A preapproved accommodation where students are given 10-minute breaks at the break times rather than 5-minute breaks.

**Extra breaks:** A preapproved accommodation where students are given a break halfway through longer sections and a break after every section.

**Fee Waiver Service:** A service that offers benefits such as unlimited score sends and college application fee waivers to students for whom payment of fees might be a serious barrier to college entrance.

**Hall monitor:** Person responsible for monitoring the hallways during testing to respond to proctor needs (e.g., breaks, requests for test coordinator action) and to prevent any unauthorized activities in the testing area.

**Home/hospital testing:** A preapproved accommodation that allows a student who has a disability that prevents them from attending school to test at a location other than school (e.g., home or hospital). This must be requested through SSD Online.

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

**Irregularity:** A problem, disruption, or unacceptable behavior during a test administration, including security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or student complaints. An irregularity may result in an invalidated test score or a required makeup. Refer to the Irregularity Chart for more information.

**Irregularity Report (IR):** Scannable form used to document any irregularities that occur.

**Makeup test:** An administration offered to students who miss a primary administration of the test.

**Master Student List:** The list of test takers developed by the test coordinator for a test administration at a particular test site or school.

**Misconduct:** Action or behavior by a student that results in a score hold, Irregularity Report (IR), or other disruption in a test administration.

**Nonstandard Administration Report (NAR):** A list of students approved for accommodations who are testing during a specific test administration. Generated in SSD Online and 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.

**Preadministration session:** A session held before test day where students complete information about themselves.

**Proctor:** Staff member responsible for conducting a secure and fair test administration, for reading the scripts aloud to students, and for launching and monitoring the test in the TA Interface. Accountable for and monitors everyone and all testing materials in the testing room.

**PSAT/NMSQT:** An assessment cosponsored by the College Board and National Merit Scholarship Corporation that enters students in the National Merit Scholarship Program. The PSAT/NMSQT is part of the SAT Suite of Assessments and tests the same knowledge and skills as the SAT, PSAT 10, and PSAT 8/9.

**Questionnaire:** Also referred to as student information questions, a term applied to the questions that students answer in the preadministration session. Included is information such as the courses the student has taken, their grades and GPA, experience in various areas of study, extracurricular activities, sports, goals, college interests, and so forth.

**Request to Cancel Test Scores form:** Students must complete this form to request score cancellation.

**Room monitor:** Person responsible for assisting the proctor with monitoring students in the testing room.

**Room roster:** The list of students assigned to a particular testing room.

**Secure Browser:** See CB Secure Browser.

**Services for Students with Disabilities (SSD) office:** 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 the student tests in a setting with a small number of students.
SSD coordinator: School staff member who works with students with disabilities who require accommodations on tests. Assists students in applying for accommodations through the SSD Online portal, accesses and prints the NAR and provides it to the test coordinator, and assists the test coordinator in determining testing rooms and staff needed for administering the test with accommodations.

SSD number: A unique code assigned by College Board to a student who has requested SSD accommodations.

SSD Online: The College Board’s online system for educators that allows them to submit and manage accommodation requests for students with disabilities.

Student-produced response: A math question that requires the student to arrive at and record an answer rather than select a multiple-choice answer.

Technology coordinator: A staff member who is 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 testing staff and for ensuring test device preparation and that all test materials are handled securely. The person assuming the test coordinator 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 which 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 which 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.

TTS: Text-to-speech.

Writer/scribe: A staff member who records answers for a student who is approved for this accommodation. Students automatically receive 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**

- 4 feet
- 5 feet

**Back-to-back seating with partitions**

- 3 feet
- 5 feet

**U-shaped seating without partitions**

- 4 feet
- 4 feet
- 3 feet

**U-shaped seating with partitions**

- 3 feet
- 3 feet

**Front-to-back seating without partitions**

- 4 feet
- 5 feet

**Front-to-back seating with partitions**

- 3 feet
- 5 feet
PSAT 10 Digital Testing Room Seating Chart

Print the name of the person completing the seating chart, the school name and code, and date below. Fill in the room number and page number (e.g., page 1 of 1). For large rooms, use a separate form for each area of the room and indicate where areas adjoin each other.

Name

School Name

School Code

Date

Room No.

Page of

You or a proctor should use the chart below to indicate how students were seated with test-taking devices in your testing room.

If any student is moved to another test-taking station after the test begins, indicate on the seating chart the station to which the student was moved. Complete an Irregularity Report (IR) explaining the reason for the change.

1. For each occupied test-taking station, write the student’s name.
2. Cross out any unused seats/stations.
3. Indicate the location of the entrance doors.

REAR

FRONT

Students face this direction