Digital PSAT™ 10 Coordinator Manual

Look inside for:

- TESTING ROOM PROCEDURES
- STAFF AND FACILITY REQUIREMENTS
- SECURITY REQUIREMENTS
- OFFICIAL TEST DAY SCRIPTS
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

**EMAIL:** schooldayassessments@collegeboard.org

**WEB:** digitaltesting.collegeboard.org

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**Office of Testing Integrity**

**PHONE:** 609-406-5430

(Contact if materials are missing or damaged, or if test security is in question)
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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 and for creating the best possible environment for your students on test day. If someone else is in charge of network and computer setup, you’ll need to work together to ensure that all devices are ready for test day.

Set aside time before test day to read this manual carefully so that all procedures will be familiar and easy to follow when you administer the test. Give advance copies of the scripts and other relevant sections to staff who will be assisting on test day. These include:

- Introduction for Proctors
- Conducting a Preadministration Session on page 31
- Test Day Instructions–Begin Testing Here
- A copy of the Digital PSAT 10 Accommodated Manual if your school will test students with accommodations

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

Check Materials Immediately

In accordance with the procedures below, please inspect your materials within 24 hours of receiving your test shipment. Your review should be conducted in a secure area with only authorized staff present.

Your school should receive the following in the test shipment:

- Copies of the Digital PSAT 10 Coordinator Manual
- PSAT 10 Irregularity Report (IR) forms
- Digital Testing Room Quick Start Guide
- Materials Return Envelope

IMPORTANT: This manual includes scripts and instructions for administering the PSAT 10 for standard test takers. The Digital PSAT 10 Accommodated Manual includes setup information, scripts, and testing instructions for administering the PSAT 10 with accommodations.
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. For more information, see Selecting Staff on page 12.

<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.

Terminology

See the Glossary of Terms on page 58 in the Appendix for definitions of frequently used terms and acronyms.

Administration Notes

1. The Digital PSAT 10 Coordinator Manual contains two parts:
   a. Part 1: For Test Coordinators covers everything test coordinators need to do before, during, and after the test administration.
   b. Part 2: For Proctors includes preadministration scripts, standard test day scripts, instructions for test administration, and guidelines for dealing with irregularities on test day. All resources, such as a list of approved calculators and the Digital Testing Irregularity Chart, have been grouped at the end of this section for easy reference.

2. Accommodated testing instructions and scripts have been included separately in the Digital PSAT 10 Accommodated Manual.

Online Training

You received an email with instructions for required online training. The test coordinator is required to complete all training modules, and the proctors are required to complete only the Digital Proctor Training. Be sure that all proctors and support staff have completed their designated training at least two weeks before test day.

The training covers the fundamental aspects of the digital administration of the PSAT 10, including:

- planning and staffing to support the test administration
- preparing your network, computers, and school for a College Board digital administration
- policies specific to the digital administration of the PSAT 10
- assessment sections and timing
- administering the assessment with accommodations
- test security
- managing and reporting testing issues and irregularities
- packaging and returning your test materials
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.

<table>
<thead>
<tr>
<th></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</td>
<td>5 hours, 50 minutes</td>
<td>5 hours, 30 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</td>
<td>5 hours, 50 minutes</td>
<td>5 hours, 30 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. See the Digital PSAT 10 Accommodated Manual for information about testing students with extended time.

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

Receiving and Storing Test Materials

As the coordinator, you are responsible for protecting test materials against unauthorized access from the time they are delivered to your school until score reports are received.
# Test Day Planning

## Test Coordinator’s Checklist

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

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

### THREE TO FOUR WEEKS BEFORE THE TEST DATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Complete the online test coordinator training. (We’ll email you instructions for accessing it approximately 6 weeks before test day.)</td>
<td>digitaltesting.collegeboard.org</td>
</tr>
<tr>
<td>□ Work with your technology coordinator to confirm network and hardware configuration and needs for digital testing.</td>
<td>digitaltesting.collegeboard.org</td>
</tr>
<tr>
<td>□ Distribute PSAT 10 Student Guide for Digital Testing and encourage students to visit digitaltesting.collegeboard.org/for-students for the Student Digital Test Preview.</td>
<td>Information for Students on page 19</td>
</tr>
<tr>
<td>□ Identify your students who are testing and create a Master Student List.</td>
<td>Build Your Master Student List for Testing on page 11</td>
</tr>
<tr>
<td>□ Work with your SSD coordinator to review the NAR to ensure all students testing with accommodations and/or supports, including SAAs and EL 50% extended time support, are included. Review student test settings in TIDE to ensure that approved accommodations have been properly configured.</td>
<td>Accessing the NAR to Determine Room Needs for Accommodated Students on page 11 SSD Online: collegeboard.org/ssd-online</td>
</tr>
<tr>
<td>□ Designate a secure area for receiving, checking, and storing your test materials.</td>
<td>Security of Test Materials on page 16</td>
</tr>
<tr>
<td>□ Estimate how many standard and accommodated rooms you’ll need based on the number of students testing. Identify which rooms in your facility can be used for testing.</td>
<td>Testing Rooms and Seating Requirements on page 11</td>
</tr>
<tr>
<td>□ Make a list of available staff and what role they should fill. Use the number of testing rooms and their capacity to determine testing room assignments. Include any needed support staff for accommodated testing.</td>
<td>Selecting Staff on page 12</td>
</tr>
<tr>
<td>□ Create user accounts in TIDE for all test administration support staff.</td>
<td>Add Users on page 20</td>
</tr>
<tr>
<td>□ Create room rosters by assigning students to testing rooms.</td>
<td>Build Your Room Rosters on page 14</td>
</tr>
<tr>
<td>□ Arrange to minimize distractions: no fire drills or other disruptive events should be scheduled for test day. Bells and announcements should be silenced while testing is in progress.</td>
<td>Scheduling Test Day Activities on page 7</td>
</tr>
<tr>
<td>□ Reschedule lunch for all participating students, if necessary. (You won’t be able to break for lunch during testing.)</td>
<td>Scheduling Test Day Activities on page 7</td>
</tr>
<tr>
<td>□ Plan activities for students who won’t be testing, such as field trips, practice testing, an alternative school schedule, etc.</td>
<td>Scheduling Test Day Activities on page 7</td>
</tr>
<tr>
<td>□ Notify your school population of modifications to the normal school day.</td>
<td>Scheduling Test Day Activities on page 7</td>
</tr>
<tr>
<td>□ Plan your preadministration session.</td>
<td>Planning for the Preadministration Session on page 24</td>
</tr>
</tbody>
</table>
## TWO WEEKS BEFORE THE TEST DATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Schedule and conduct staff training.</td>
<td>Training Your Staff on page 15</td>
</tr>
<tr>
<td>☐ Print test tickets for all students.</td>
<td>Print Test Tickets on page 20</td>
</tr>
<tr>
<td>☐ Conduct your preadministration session.</td>
<td>Conducting a Preadministration Session on page 31</td>
</tr>
<tr>
<td>☐ Update Master Student List and room rosters as necessary to include newly enrolled students and any additional approved accommodations or EL supports needed.</td>
<td>Build Your Room Rosters on page 14</td>
</tr>
<tr>
<td>☐ Plan test day schedule and accommodated testing window schedule.</td>
<td>Plan Accommodated Testing Window Schedule on page 15</td>
</tr>
<tr>
<td>☐ Notify school staff of testing room assignments.</td>
<td>Share Role and Room Assignments on page 16</td>
</tr>
<tr>
<td>☐ Configure student test settings in TIDE to account for any accommodations.</td>
<td>Manage Accommodated Student Settings on page 20</td>
</tr>
</tbody>
</table>

## ONE WEEK BEFORE THE TEST DATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Review and print your NAR to make sure you have planned for all students approved to test with accommodations and supports.</td>
<td>SSD Online: collegeboard.org/ssd-online</td>
</tr>
<tr>
<td>☐ Revise standard and accommodated room rosters if needed.</td>
<td>Build Your Room Rosters on page 14</td>
</tr>
<tr>
<td>☐ Finalize and confirm accommodated student settings in TIDE.</td>
<td>Manage Accommodated Student Settings on page 20</td>
</tr>
<tr>
<td>☐ Identify students who need EL supports and print necessary translated test directions.</td>
<td>Providing Accommodations on the PSAT 10 on page 23</td>
</tr>
<tr>
<td>☐ Notify students of when and where to report on test day. Post testing room assignments.</td>
<td>Information for Students on page 19 and Plan Student Check-In on page 15</td>
</tr>
<tr>
<td>☐ Post room assignments for nontesting students.</td>
<td>Scheduling Test Day Activities on page 7</td>
</tr>
<tr>
<td>☐ Conduct your preadministration session, if you haven’t already.</td>
<td>Conducting a Preadministration Session on page 31</td>
</tr>
<tr>
<td>☐ Review assignments with staff. Ensure all proctors have reviewed scripts associated with their room types.</td>
<td>Share Role and Room Assignments on page 16</td>
</tr>
<tr>
<td>☐ Hold a brief assembly with students who are testing to prepare them for test day.</td>
<td>Information for Students on page 19</td>
</tr>
<tr>
<td>☐ Print test tickets for all students who are testing.</td>
<td>Print Test Tickets on page 20</td>
</tr>
<tr>
<td>☐ Review facility preparation with technology coordinator and custodial staff.</td>
<td>Scheduling Test Day Activities on page 7</td>
</tr>
</tbody>
</table>

## ON OR BEFORE TEST DAY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Prepare testing room packets for proctors.</td>
<td>Prepare Your Materials on page 17</td>
</tr>
<tr>
<td>☐ Print test tickets if you haven’t already.</td>
<td>Print Test Tickets on page 20</td>
</tr>
<tr>
<td>☐ Make sure all devices (test-taking devices and proctor devices) are configured for testing and connected to a power source.</td>
<td>Digital Testing on page 20</td>
</tr>
<tr>
<td>☐ Ensure that testing room arrangements align with seating policies.</td>
<td>Digital Testing Room Seating Requirements on page 12</td>
</tr>
<tr>
<td>☐ Remind staff to cover any instructional materials in the testing rooms before admitting students.</td>
<td>Testing Rooms and Seating Requirements on page 11</td>
</tr>
</tbody>
</table>
## ON TEST DAY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure that all announcements and bells are discontinued for the</td>
<td>Scheduling Test Day Activities on page 7</td>
</tr>
<tr>
<td>duration of testing.</td>
<td></td>
</tr>
<tr>
<td>Complete your testing room packets for proctors.</td>
<td>Prepare Your Materials on page 17</td>
</tr>
<tr>
<td>Post any revised testing room assignments and room assignments</td>
<td>Admit Students to the Testing Area on page 25</td>
</tr>
<tr>
<td>for non-testing students.</td>
<td></td>
</tr>
<tr>
<td>Open the CB Secure Browser on all student devices. (“AIR Secure Test”</td>
<td>Equipping the Digital Testing Room on page 12</td>
</tr>
<tr>
<td>on iPad and Chromebooks.)</td>
<td></td>
</tr>
<tr>
<td>Open testing room packets to proctors. Remind proctors to post Quiet,</td>
<td>Equipping the Digital Testing Room on page 12 or Admit</td>
</tr>
<tr>
<td>Please and No Electronic Devices flyers, if available. Also remind the</td>
<td>Students to the Testing Area on page 25</td>
</tr>
<tr>
<td>staff to instruct students to power off electronic devices and to then</td>
<td></td>
</tr>
<tr>
<td>collect them according to school policy.</td>
<td></td>
</tr>
<tr>
<td>Admit students to the testing area/rooms. Annotate your Master Student</td>
<td>Admit Students to the Testing Area on page 25</td>
</tr>
<tr>
<td>List or have staff annotate room rosters as students check in.</td>
<td></td>
</tr>
<tr>
<td>Maintain security in your school and support testing staff while</td>
<td>Security of Test Materials on page 16</td>
</tr>
<tr>
<td>testing is in progress.</td>
<td></td>
</tr>
<tr>
<td>Report test administration irregularities (if any).</td>
<td>Handle Escalations on page 26</td>
</tr>
</tbody>
</table>

## AFTER TESTING IS COMPLETED

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect materials from proctors.</td>
<td>Collect Materials From Proctors on page 28</td>
</tr>
<tr>
<td>Prepare materials for return.</td>
<td>Return Materials Immediately on page 28</td>
</tr>
<tr>
<td>Make copies of key forms and store securely.</td>
<td>Return Materials Immediately on page 28</td>
</tr>
<tr>
<td>Return test materials.</td>
<td>Shipping Instructions on page 28</td>
</tr>
<tr>
<td>Request makeup materials, if necessary.</td>
<td>Plan for Makeup Testing on page 15</td>
</tr>
</tbody>
</table>

### Test Taker Count

To plan for testing rooms and staffing, determine the total number of test takers—including students from other schools and any homeschool students who will be testing at your school. You’ll also need to work with your Services for Students with Disabilities (SSD) coordinator or other relevant school staff to identify any students who have been approved to test with accommodations.

Records for all registered students will be loaded and viewable in the Test Information Distribution Engine (TIDE) ahead of test day. If any students you anticipate testing are not present, you must work with your state or district bulk registration coordinator to have the missing students loaded into the College Board's bulk registration tool ahead of the final deadline.
Build Your Master Student List for Testing

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

Compile a List of Students

You’ll need to determine the total number of test takers—including students who don’t regularly attend your school, if applicable—before you plan your test rooms and staffing. You’ll also need to know which students have been approved in SSD Online for which accommodations or entered in SSD Online for 50% extended time for EL.

Create a Master Student List, which will include all students eligible for testing—standard and accommodated. See the Sample Master Student List on page 47 with suggested headings.

1. Pull the list of eligible students from TIDE or your school's student information system, or work with your district assessment coordinator to get the list of students. Close to test day, you may need to add any newly eligible students, including students who have recently transferred to your school and were registered by your district assessment coordinator.

2. You may be asked to test students who don’t attend your school, such as homeschooled students or students from other schools. Make sure these students are accounted for as part of the Master Student List.

3. Give the SSD coordinator (or other appropriate school staff) your Master Student List and ask them to confirm which students will be testing with accommodations or extended time for EL. Update the Master Student List to show which students will be testing with extended time for EL or accommodations, and what those accommodations are.

You will now have one Master Student List to use to add room and staffing information. Check your list against the Sample Master Student List on page 47 to confirm that your list has all the information you’ll need for planning rooms and staff.

KEY INFORMATION

Nonstandard Administration Report (NAR)

Your SSD coordinator has access to the NAR, which lists students approved for accommodations and EL students using 50% extended time. Several days before test day, print copies of the NAR and distribute them to proctors.

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

Accessing the NAR to Determine Room Needs for Accommodated Students

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

Using the Eligibility Roster

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

Testing Rooms and Seating Requirements

Determine the number of rooms needed to meet digital testing seating and spacing requirements for the number of students testing. Use different rooms for standard time, standard time with extra breaks, and the different variations of extended time. If you’re holding a preadministration session, plan to test any students who don’t have a chance to participate in the session (including students from other schools and homeschooled students) in a separate room from those who do.

Testing rooms must have adequate lighting, an easily visible clock, and separation from distracting noise or activities. Computers must be placed on a table or desk (lapboards are not permitted) and enough space for scratch paper and a calculator must be provided.

Several days before the test, make sure rooms are properly heated or cooled, all lights and clocks are working, all test-taking devices have been configured for testing, and the general conditions are satisfactory. Remove or cover any display that might provide assistance to students during the test.
Identify the Number of Rooms You Need for Testing

- Use the Master Student List to determine the number of standard and accommodated testing rooms needed.
- Also refer to the NAR as you determine how many accommodated testing rooms you’ll need. The NAR will indicate what accommodation(s) each student is approved for. It also will include EL students testing with 50% extended time. This information will help you determine the number and types of accommodated rooms required.

IMPORTANT: EL students using 50% extended time can be tested with accommodated students approved for the same timing, as long as no other potentially distracting accommodations are administered in the room.

Digital Testing Room Seating Requirements

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

- Use chairs with backs.
- Partitions and/or dividers between students are highly recommended.
- In rooms configured with partitions, students must be seated no less than 3 feet apart side-to-side and 5 feet back-to-back/front-to-back (measured from the center of one computer to the center of the next computer).
- In rooms configured without partitions, students must be seated no less than 4 feet side-to-side and 5 feet back-to-back (measured from the center of one computer to the center of the next computer).
- Face-to-face seating configurations aren’t allowed without partitions.
- U-shaped seating configurations are allowed; however, students must face outward and toward the wall and must not be seated next to one another in the connecting corner.
- Testing stations should be configured in such a way as to prevent students from viewing one another’s computer monitors.
- Ensure unimpeded access to every student by staff.
- Provide enough desk space for the testing device, plus the use of scratch paper and a calculator.
- If laptops are used, they must be placed on tables or desks.

IMPORTANT: Students may not select their own seats.

See Digital Testing Room Seating Arrangements on page 61 for visual examples of these requirements.

Equipping the Digital Testing Room

Work with your technology coordinator to secure the number of rooms needed for testing based on the number of test takers and 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
- Test tickets printed from the Test Information Distribution Engine (TIDE)
- Scratch paper (approximately 5 sheets per student)
- One or more blank Irregularity Report (IR) forms
- Any EL Supports such as translated test directions and approved glossaries
- A copy of the Digital Testing Room Quick Start Guide
- A working clock

Selecting Staff

KEY INFORMATION

Staff Policies

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

Avoid recruiting anyone to serve on the testing staff if they have any of the following conflicts of interest:

- Are involved with paid coaching or test preparation for College Board tests. (The teaching and normal review of course content, including test familiarization that is part of regularly scheduled coursework, is acceptable.)
- Have taken any College Board test within 180 days of test day.
Any staff member, including the test coordinator, who will have access to test materials before test day must not have a child or member of their household taking the same College Board test in the same testing period at any test site. **In such instances, the student’s scores are subject to invalidation.** Never assign a proctor to administer the test to a child or member of their family or household. If a proctor administers the test to their own child or another relative or household member, the scores will be invalidated.

### Staff Roles and Responsibilities

#### Test Coordinator

As the test coordinator of record, you manage the test site and staff. You are expected to be at the school to supervise all activities related to testing, including preadministration sessions and accommodated testing. Online training is provided for all PSAT 10 test coordinators. Be sure to complete it well before test day. You will receive an email with more information about the training and instructions for accessing it.

#### SSD Coordinator

The SSD coordinator works with students to apply for accommodations through the SSD Online portal. As part of the testing staff, the SSD coordinator accesses and prints the Nonstandard Administration Report (NAR) and assists the PSAT 10 coordinator in determining testing rooms and staff needed for administering the test with accommodations and in administering the test. SSD coordinators should collaborate with district and school EL coordinators to determine which students will use EL supports, if applicable.

All testing materials, including accommodated materials, are shipped to the test coordinator; however, the SSD coordinator can assist in ensuring the secure storage and timely return of materials for scoring. The SSD coordinator should also work with the PSAT 10 coordinator to ensure that requests for EL supports are submitted.

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

### Technology Coordinator

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

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

### Proctors and Monitors Needed

#### Proctors Needed

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

A test coordinator or a proctor must be present in each room to read aloud instructions from this manual and to administer the test from the TA Interface on the proctor’s device.

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

- read this manual before test day to be thoroughly familiar with test procedures or, if testing accommodated students, read the Digital PSAT 10 Accommodated Manual
- prepare seating plans for their assigned rooms
- assume responsibility for test materials in an assigned room
- administer the test from the TA interface
- adhere to the script and directions outlined in this manual
- return test materials to the test coordinator after students are dismissed

#### Room Monitors Needed

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

**FOR EACH STANDARD TESTING ROOM**

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Number of Room Monitors Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–25</td>
<td>0–1</td>
</tr>
<tr>
<td>26–50</td>
<td>2</td>
</tr>
<tr>
<td>51–75</td>
<td>3</td>
</tr>
<tr>
<td>76 or more</td>
<td>3+ (1 monitor for each additional 25 students)</td>
</tr>
</tbody>
</table>

**IMPORTANT:** Room monitor requirements for digital testing differ from those for College Board paper-based testing.
Hall Monitors Needed
You will also need at least one hall monitor to supervise students during breaks. Depending on the number of testing rooms, you may need more.

<table>
<thead>
<tr>
<th>Number of Rooms</th>
<th>Number of Hall Monitors Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–5</td>
<td>1</td>
</tr>
<tr>
<td>6–10</td>
<td>2</td>
</tr>
<tr>
<td>11–15</td>
<td>3</td>
</tr>
<tr>
<td>16–20</td>
<td>4</td>
</tr>
<tr>
<td>More than 20</td>
<td>5+ (1 hall monitor for each additional 5 rooms; e.g., for 21–25 rooms, add an additional hall monitor)</td>
</tr>
</tbody>
</table>

Monitors may be members of the school’s staff or other adults who have been trained to help you and the proctors. Monitors won’t administer the test but they may:
- seat students
- distribute and collect test materials
- monitor adjacent areas during breaks
- perform other assigned duties

Support Staff Needed for Accommodated Testing
Work with the SSD coordinator to check your eligibility roster in SSD Online to determine if you have students approved for accommodations who need any of the following support staff. Support staff must meet the same requirements as all other staff.
- Scribes
- Sign language interpreters (for test directions)
- Other support staff (e.g., aide, nurse)

Test Observers and Visitors
Staff from the College Board, Educational Testing Service (ETS), or administrators from your district or school may visit your school the day of the test or the week preceding it. Verify that visitors have government-issued identification.

Authorized visitors, including SSD support staff, are the only visitors allowed in the testing rooms. There are no exceptions. Keep unauthorized individuals away from test materials and out of the sight and hearing of the students until testing is complete. Limit access to the testing rooms and adjoining hallways.

Build Your Room Rosters
Once you have your room assignments for staff, you need to create a roster for each testing room that each proctor can use to record attendance on test day. Rosters can be created in TIDE; however, TIDE rosters are optional.

Those who are testing accommodated students will also use the room roster to plan for using the appropriate script(s) on test day and to make other preparations for administering accommodations in their room.

Tasks
Assign Students to Testing Rooms
Divide your students into testing rooms based on room capacity.
- Separate your list of students into standard and accommodated testers.
- Take care to assign students with accommodations to separate rooms as needed.
- Add each student’s testing room assignment to your Master Student List.
- Add optional codes to your Master Student List and your room rosters if you’re using optional codes to sort your students’ paper score reports for easier distribution. See Optional Codes later in this section.

Create Individual Room Rosters
Build the room-level lists, or room rosters, of students testing in a given testing room to distribute to proctors. Divide your Master Student List into individual room rosters for students testing in standard test rooms and students testing in accommodated rooms.

Update and Finalize Your Room Rosters
As test day approaches, continue to update your Master Student List and room rosters to account for additional students who may be eligible for testing or who may have been recently approved for accommodations (e.g., students who recently transferred to your school).

Optional Codes
By default, paper score reports are returned to the school in alphabetical order by student last name. You can choose to assign two-digit optional codes by homerooms or counselors to make the sort more specific to your school. If you assign optional codes to students, you’ll receive score reports sorted by grade level, your optional codes, and then alphabetically by student last name.
Test coordinators should work with staff to identify how score reports will be returned and assign the codes accordingly. Be sure to give your proctors the appropriate directions to give students on test day to enter their codes in the questionnaire. If optional codes are not used, the paper score reports will be returned sorted by grade level and then alphabetically by student last name. The optional code will not appear in the reporting portal.

### Plan Student Check-In

Depending on your needs, plan for either a central check-in or a room check-in. See Admit Students to the Testing Area on page 25 for more information. If you’re using a central check-in, you’ll need to designate a waiting area where students can assemble before testing and to inform staff and students of the location.

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

### Plan Accommodated Testing Window Schedule

- Ask your SSD coordinator for a list of students who will be testing during the accommodated testing window. This is also listed on the NAR.
- Meet with your staff to determine when to start testing students eligible to test in the accommodated window. If possible, start testing these students on the primary test date.
- For students who require 2 days of testing, schedule the second day of accommodated testing on the next consecutive school day.
- Be sure to allow for rooms that are needed for 2 days of testing.
- Track any absentees and plan for them to test as soon as they return to school within the accommodated window.
- Plan for secure storage of materials used for 2-day testing.
- Materials for students testing after the primary test date during the accommodated testing window must be held until all students have been tested before you can return answer sheets for scoring.

### Plan for Makeup Testing

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

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

- Compile the list of students who are taking the makeup test.
- Identify the number of rooms needed.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary.
- Prepare for administering any accommodations required.
- After testing, return materials following procedures in After the Test on page 28.

### Training Your Staff

About two weeks before the test, schedule a training session with your staff to review the TA Interface, procedures, forms, and timing; to announce staff assignments; and to answer questions. At your training session(s) for proctors and monitors, stress the importance of preventing any student from having an unfair advantage. Review the regulations specific to digital testing in this manual and communicate any local arrangements and procedures for test day. Please take advantage of the online training for your staff (see Introduction for Test Coordinators on page 5).

### Preparing Seating Plans

Have proctors establish their seating plans in advance. 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.
Share Role and Room Assignments
Share the testing room assignments with proctors and monitors. Distribute the manuals and inform staff that they are responsible for reviewing their copy of the manual and bringing it on test day. Staff members should know:

- Whether they are assigned a standard or accommodated room (if administering the test) and approximately how many students are assigned to their room
- What script(s) they will be using and approximate timing of the test
- Where and when to report on test day
- General setup of rooms
- Contents of the testing room packet they will receive on test day
- Who the backup test coordinator is, in case of your absence

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 45.

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, 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.

Preventing Issues Involving Phones and Electronic Devices
Discourage students from bringing phones or other prohibited electronic devices to the testing room. At the beginning of testing, staff will read scripts reminding students to turn off their phones and other electronic
devices and to turn them in to the proctor, if allowed under school policy. If your school does not permit the collection of devices, proctors must instruct students to store their powered-down devices in a bag or backpack placed to the side of the room away from the testing area. (If a student with a device doesn’t have a bag or backpack with them, the proctor should provide a clear plastic bag.)

Once the script has been read, if a student is observed with a prohibited device, regardless of whether the device makes noise or is being used, the test coordinator must dismiss that student and, if warranted, collect the device. If a student’s phone makes noise while in the proctor’s possession or stored away from the student’s desk, this should not be considered grounds for dismissal, but the proctor should turn off the phone in order to prevent additional disturbances during testing and issue a warning to the student who owns the phone that additional disturbances will result in dismissal.

If a student is observed with a device or the device makes noise while in a student’s possession, follow instructions in the Irregularity Chart on page 50 for collection and checking of electronic devices. A student doesn’t need to be holding a phone for it to be considered in their possession—a phone is considered in the student’s possession if it’s on or under the student’s desk. The test coordinator should contact the Office of Testing Integrity (OTI) immediately for further instructions if test content is detected on the device.

Suggested Collection Procedures
If your school already collects phones and electronic devices, we encourage you to continue using the methods that work for you and your students. If you do not currently collect students’ electronic devices, here are some suggestions for doing so:

- Instruct students to disable alarms and power off cell phones when they enter the testing room.
- Collect students’ cell phones and wearable technology in a basket/envelope/bag before testing begins.
  - Give students sticky notes and/or smaller envelopes to label their items with their name.
  - Collect labeled items from students once they’re seated. If possible, keep student items in the order they were collected in, for easier return after testing.
- Keep the devices at the front of the room on the proctor’s desk for the duration of testing.

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 for breaks as needed).

Test Day Problems
Staff should know procedures for handling irregularities (see the Digital Testing Irregularity Chart on page 50) and notify the test coordinator as soon as possible of any irregularities that occur. They should submit an Irregularity Report (IR) form if instructed to do so in the irregularity chart.

Prepare Your Materials

**TASKS**

Create a Testing Room Cover Sheet
We recommend that you create a Testing Room Cover Sheet for each testing room.

Include the following information:

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

If applicable, a list of optional codes (for receiving score reports in a particular sort order)

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

- Testing room cover sheet.
- A copy of the room roster you created showing students assigned to the testing room.
- If applicable, a list of optional codes assigned to students (with student names grouped by assigned code).
- For accommodated rooms, a copy of the NAR page(s) showing the name(s) of students testing in that room and the accommodations they’re approved for.
- If applicable, EL supports (translated directions and/or word-to-word glossaries) for students who will be using them.
- A supply of pencils for scratch paper and clear plastic bags (for storing items such as EpiPens).
- A supply of scratch paper, about 5 sheets per student
- A copy of the *Digital PSAT 10 Coordinator Manual* if not already distributed during training (strongly encouraged) or used for a preadministration session.
- A copy of the *Digital Testing Quick Start Guide*
- A copy of the *PSAT 10 Irregularity Report*
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 that they are prepared for test day.

Encourage students to visit the Student Digital Test Preview at digitaltesting.collegeboard.org/for-students 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 that 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.

At least two weeks before the test:
- Direct students to review the PSAT 10 Student Guide for Digital Testing available at digitaltesting.collegeboard.org/for-students.

Before the week of the test:
- Hold your preadministration session.
- Confirm the school’s network and computers are configured for digital testing.
- Verify that students testing with accessibility tools are able to use the Secure Browser successfully.
- Print test tickets for all test takers.
- Remind students how to access the Student Digital Test Preview.
- Tell any student who uses an epinephrine auto-injector (e.g., EpiPen) to bring a clear bag for storing it under their desk during testing.

Several school days before the test:
- Remind students of the test date and time.
- Remind students to bring the following on test day:
  - 2 pencils or pens for scratch work
  - an acceptable calculator (optional; see Acceptable Calculators on page 45)

IMPORTANT: Give this information to all students from other schools and any homeschooled students who will be testing at your school. In addition, remind these students to bring a current and valid school- or government-issued photo ID that includes their name and signature.

Inform Families About the PSAT 10
We also suggest that you engage students’ families to inform them of what students can expect on test day and what the PSAT 10 means to their college and career planning. Let them know about Official SAT Practice from Khan Academy.

What Not to Bring on Test Day
Students may not have the following in the test area (except in the case of accommodations for specific aids):
- Electronic equipment other than the device being used for testing, including phones; personal computing devices (laptops, notebooks, Bluetooth devices, or tablets); cameras; timers; audio players/recorders; wearable technology; digital watches, including smartwatches, that can be used to record, transmit, or receive information; or any other prohibited devices
- Highlighters, rulers, earplugs, dictionaries or other books, pamphlets, and papers of any kind
Digital Testing

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.

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

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

Student Test-Taking Device: Each student must have an assigned test-taking device with the 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.

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

Add Users
Test coordinators must create user accounts in advance of test day to ensure that test day staff have time to set up their accounts and practice managing a test using the TA Digital Test Preview. Follow these steps to create accounts:

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

After accounts are created, all users will receive an email from AIR with a link to establish their user account. Users must click the link within the time frame specified in the email to create a password and activate their account.

Manage Accommodated Student Settings
All student test settings, including all accessibility features (e.g., extended time, Text-to-Speech, etc.) must be configured in TIDE before test day to ensure student access to the digital test. TIDE synchronizes with the Secure Browser and TA Interface to accurately reflect all student information across all testing applications.

Use the Test Settings and Tools drop-down to view and edit accessibility features and accommodations for students approved to test with an accommodation. Refer to the Digital PSAT 10 Accommodated Manual for details and the steps for assigning test settings and tools.

Print Test Tickets
A test ticket contains the student’s information for signing in to the Secure Browser (exclusive of the Session ID). Each student must have a test ticket to access the test. The proctor in each session will distribute the tickets to the students assigned to their testing room on test day.
You should print test tickets approximately 3–5 days before the test date. Ensure that all materials are locked away in a secure area, such as a locked cabinet, closet, or vault, and check them carefully for tampering.

TIDE generates the test tickets as a PDF for download. You can print the tickets from your student list.

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

### Printing Test Tickets from Student List

1. Sign in to TIDE.
2. Under **Administering Tests**, open the **Print Test Tickets** drop-down.
3. Select **Print from Student List** from the drop-down.
4. Use the search/filter options to select the students to print.
5. Click **Search**.
6. Select the students from the list that appears.
7. At the top of the list, select the printer icon.
8. From the drop-down, select **My Selected Test Tickets** or **All Test Tickets**.
9. A new window will appear. Select **1×1 Ticket Layout**. Tickets should be printed using the 1×1 layout option to ease organization across rooms and facilitate distribution to students.
10. Click **Print** (a PDF will automatically download).
11. Open the PDF and print tickets using your PDF viewer.

### 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:** Proctors testing students with extended time or extra break accommodations must use the clock in the testing room to keep the official time for the test.

### 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.

Proctors 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, the proctor should note the approximate start and stop times on the board to aid students’ time management during the test. See the timing charts in the Appendix.

Remind proctors that it is their 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 you immediately of any timing irregularities.
- Record irregularities and actions taken on the IR.
- Refrain from stopping a session early by clicking the **Stop** icon (except in case of an actual emergency); the TA Interface will automatically end the session when time expires.

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. Other timing notes are given in the Digital PSAT 10 Accommodated Manual.
Preadministration

You may conduct a session in a variety of ways (see Preadministration Instructions on page 24) but preadministration sessions must be conducted in school under supervision. Under no circumstances should students be allowed unsupervised access to the PSAT 10 questionnaire. Allow approximately 30–35 minutes for the preadministration session.

For the preadministration, be sure you have test tickets printed for each test taker. The test ticket contains the student’s information for signing in to the Secure Browser (exclusive of the Session ID). Distribute the test tickets to students when prompted in the testing scripts.

Testing Room Kits

As close to the test day as possible, we recommend that you create kits for your testing rooms:

1. Gather test materials required for digital testing.
2. Using your test taker count and list of rooms, assign standard test takers to rooms and count the correct number of materials for each room. Place each room’s materials, including the test tickets for the students assigned to each room, in the room’s bin or box.
3. Assign students with accommodations to rooms. Place a list of assigned students’ accommodations and specific materials in a separate bin or box for each room. Distribute the Digital PSAT 10 Accommodated Manual when you train these proctors so that they can prepare for using the appropriate script(s).
4. Return the bins and boxes to secure storage until test day, when you will distribute them to the proctors assigned to each room.
Providing Accommodations on the PSAT 10

Accommodations for the PSAT 10, such as extended time, extra breaks, and large print, are preapproved by the College Board. If you have students who test with accommodations, refer to the Digital PSAT 10 Accommodated Manual, which has guidelines and recommendations for testing these students.

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 by the College Board to test with more time.

Room Assignments

Students who are taking the test with extended time, extra or extended breaks, use of a four-function calculator on the Math Test – No Calculator section, 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.

Some accommodations don’t affect the timing or administration of the test and can be given in the standard testing room. These include:

- preferential seating
- wheelchair access
- permission for food or medication
- use of a large-type test or magnifier tool, a sign language interpreter for oral instructions, or a colored overlay
- a scribe to record answers

If a student has been approved by the College Board 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.

Assign students with different timings to different rooms. Students testing with accommodations that might be distracting to other test takers must also be seated in different rooms.

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 the Digital PSAT 10 Accommodated Manual. You should review this manual and its 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.**

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.
Preadministration Instructions

We strongly recommend conducting a preadministration session before test day. You have the option to allow all students, including those testing with accommodations, to complete the PSAT 10 questionnaire. This shortens the test day for both students and staff and helps create a more positive test-taking experience. Additionally, the preadministration session lets students and staff access, navigate, and interact with the digital testing environments (the Secure Browser and TA Interface). You can use this session to walk students and staff through test day processes early and answer their questions. **Students must complete the PSAT 10 questionnaire under supervision in school.**

We recommend that you conduct the session in rooms that will be used for testing and during a time of day that will reflect test day conditions on your school’s network. The preadministration session will ensure your devices and network have been configured and are ready for test day.

Planning for the Preadministration Session

To plan your session, take these steps:

1. Assemble a list of students who will be testing (both standard and accommodated test takers).
   - Work with your SSD coordinator or other appropriate school staff to identify any students who may require test settings management in TIDE or other resources to support an accommodation.

2. Create user accounts for the staff recruited for the preadministration session.

3. Assign a testing room to each proctor administering the test. This includes staff administering the test on the primary test date.

4. Print test tickets for all students.

5. Assign your list of students to the appropriate testing rooms. We recommend using the same assignments for your room rosters for test day. Organize test tickets to correspond to the testing room assignments you’ve made.

6. You may decide to hold preadministration sessions in any number of ways (for example, in a class or in small groups). Don’t let students take the test tickets out of the room. Plan to collect test tickets before dismissing students. All activities related to the questionnaire must take place with school supervision.

7. Prior to the administration, meet as a group with the proctors who will be administering the sessions.

8. Provide staff members assisting with the preadministration session with optional codes, if your school is using them. Instruct staff to display the optional code (if used) in a prominent place in the preadministration room for students to see.

9. Inform staff to make note of any issues they encounter during the session with the school’s network or testing devices. This may be an indicator of issues that could arise on test day and should be addressed beforehand.

Full scripts and instructions for conducting the preadministration session can be found under Conducting a Preadministration Session on page 31. Be sure proctors know they must return all test tickets to you after the session so you can return everything to secure storage.
On Test Day

Maintaining Security

General School Monitoring
Plan for the following:

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

Test Materials

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 on page 49 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.
Part 1

On Test Day  Handle Escalations

- 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.

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.

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).

Handle Escalations

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

Always contact OTI if you encounter:
- Security breaches of any kind (suspicion of tampering, attempts to steal test materials, missing materials, etc.)
- Visitors you were not notified of in advance
**Handle Dismissals**

Do not allow students who have been referred to you for misconduct to return to the testing room. Explain the reasons for their dismissal and refer them to the Test Regulations and Grounds for Score Cancellation information provided in the PSAT 10 Student Guide. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an IR. Escort the student to their normally scheduled class or follow your school’s protocol for students who are dismissed from testing for misconduct (e.g., the principal’s office). Students who are dismissed because of misconduct are not eligible for makeup testing. Please confirm on the IR all actions taken.

If you or a member of your staff suspects that a phone or other electronic device has been used to record or transmit test questions or answers, you should confiscate the phone and check for test content. In such cases, explain to the student that the phone is needed for further investigation and will be returned to them. Follow instructions in the Irregularity Chart on page 50 under “Use or possession of test content through answer keys or images of test pages.”

**Scheduled Breaks**

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

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

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

**Unscheduled Breaks**

When students take an unscheduled break, the clock does not stop. Staff should adhere to the following guidelines for unscheduled breaks:

- Do not pause the student’s test.
- Inform students that they won’t get extra testing time.
- Allow only 1 student at a time to take an unscheduled break.
- When the student returns, if the student is unfamiliar to you, check their ID before you hand back the testing materials.
- Never leave the testing room unattended. If possible, have a monitor accompany the student. It’s not necessary to record an unscheduled break on an IR unless you find it suspicious.

**Handle Student Complaints**

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

- Physical conditions such as overcrowding, inadequate writing surfaces, poor lighting, and extreme temperatures
- Delayed check-in and testing
- Testing staff who are rude, disorganized, distracting, or inattentive to their duties

- No visible clocks or announcement of remaining test time
- Apparent mistiming and distracting noises
- Cheating

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

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**IMPORTANT:** If a group irregularity occurs, be sure to indicate on the IR the testing room where it occurred. You must also provide a roster of affected students on the IR. Otherwise, scores may be held for the entire school until inquiries into the irregularity have been resolved.

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**Digital Coordinator Manual**

Spring 2019 PSAT 10
After the Test

Collect Materials From Proctors

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

☐ Copy of this manual, with completed seating chart on the back.
☐ Annotated room roster or NAR (if applicable).
☐ Used and unused scratch paper. Used scratch paper should be destroyed.
☐ Any additional test materials related to accommodated testing.
☐ Any printed translated testing directions. These should be securely destroyed after any makeup testing is complete.
☐ Any word-to-word glossaries, which can be used for other purposes after testing.
☐ Any completed IRs. (You must countersign any IRs submitted by your proctors.)

Keeping Records

Keep records of the test administration on file for at least six months. Include the following:

- A copy of any submitted IR.
- Seating charts and any list of room assignments. The seating chart may be helpful if ETS needs to investigate an irregularity.
- A list of testing rooms and the staff assigned to them for your reference in case of inquiries from ETS due to an irregularity.
- The tracking number for your shipment.

Reconcile Room Rosters to Master List

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

- Once you’ve collected all materials from proctors, carefully check each room roster against your Master Student List, noting on it the room assignment and testing room code of each student. Store a copy of the master list in your records for reference if needed.

Return Materials Immediately

In your shipment of manuals for digital testing, you received a pre-labeled return envelope that you must use to return your test day forms (if any).

Return all completed IR forms and signed NAR in the envelope. Don’t use rubber bands or other fastenings that might damage them. Once all forms are packed, seal the return envelope.

IMPORTANT: To return paper/pencil testing materials, please follow the full instructions outlined in the PSAT 10 Coordinator Manual.

Shipping Instructions

If you have students with accommodations that require testing students over two days, store completed IRs securely and return all forms after the second day of testing is complete.

IMPORTANT: If you administered multiple assessments (for example, PSAT 10 and PSAT 8/9), return the materials for each assessment separately as instructed. Be sure to check the packaging label to confirm that you’re sending the materials to the correct address.

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

**PSAT 10**
ETS- Room Q-130
c/o Document Processing
1425 Lower Ferry Road
Ewing Township, NJ 08618

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### Score Reports

#### Online Scores
For all tests in the SAT Suite of Assessments, middle and high schools receive item-by-item summaries that provide data about students’ answers compared with the rest of the nation.

Students will have access to helpful interpretative information about their scores. The combination of numerical and content-based interpretations of student performance better defines what students know and can do. The information helps students and teachers identify the knowledge and skills to focus on to increase achievement.

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

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

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### Protecting Student Privacy
The College Board makes every effort to protect student privacy. When students take a College Board assessment such as the PSAT 10, they have a choice to opt in to Student Search Service®, which allows the College Board to provide students’ basic information to eligible colleges and universities, scholarship programs, and education opportunity programs. Information about disability, Social Security numbers, phone numbers, or actual test scores is never shared. To learn more, visit collegeboard.org/student-search-service.

Khan Academy® and the College Board are committed to creating a safe and secure online environment for all students using Official SAT Practice. Neither Khan Academy nor the College Board share student personal information or student practice work without the student’s consent. Students aged 13 and over may choose to link their Khan Academy and College Board accounts to benefit from additional personalization possible through the use of their actual PSAT 10 results. Account linking is entirely student-driven, and students can unlink their accounts at any time.

For more information about the privacy practices, please visit:
- collegeboard.org/privacy-policy
- khanacademy.org/about/privacy-policy

### 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.
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.

This part of the manual includes instructions for how to navigate and administer the digital PSAT 10, including the required scripts for preadministration and standard test administration. If you will be administering the test to students testing with accommodations, contact your test coordinator for a copy of the Digital PSAT 10 Accommodated Manual.

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.

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.

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 on the next page.
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.

**Warning:** 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.

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 nontest 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 on page 34.

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.
Part 2

Conducting a Preadministration Session

Conducting the Session

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.

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.

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.**

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

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 37.
Test Day Instructions–Begin Testing Here

IMPORTANT: If you’re testing students with accommodations, you should be using the Digital PSAT 10 Accommodated Manual.

You may 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 30 for more information.

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. See Preventing Issues Involving Phones and Electronic Devices on page 16 for detailed information about collecting devices.

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.

Digital PSAT 10 Standard Testing Scripts

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 on page 46 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 at a later time.
- 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.

**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.

---

**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.

---

**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]

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)
- Reference materials of any kind (unless using EL supports)
- Earplugs
- Unacceptable calculators that have QWERTY (typewriter-like) keypads, use paper tape, make noise, or use a power cord. (See Acceptable Calculators on page 45 for a full list.)

If unauthorized devices or aids are displayed, have students remove them from their desks (unless the student has an approved accommodation).

**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.
If You Have Not Conducted a Preadministration Session

**IMPORTANT:** If most or all of the students in the room have not completed the questionnaire, turn to Conducting a Preadministration Session on page 31.

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.

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.

For Chromebook or iPad students not on the sign-in screen, refer back to Starting the Session on page 31 for instructions.

If a student receives an error when signing in, ask them to re-enter their information. Ensure the student enters the information exactly as it appears on the 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 that 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.

Then say:

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

If a student is not 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 unique 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 or close your laptop until your test is complete. If you do, 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.

Give Preliminary Instructions

When all students have a test ticket and have completed the Questionnaire, 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.
[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 3 boxes of information on your screen. The first is the Help Guide, which lists the test tools, buttons, and features available 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 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 top 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 possible sanction. 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]

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.

**Then say:**

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. [pause]

If the 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 during the timed sections of the test. 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’ve started testing, say:

Time starts now. Good luck.

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

<table>
<thead>
<tr>
<th>STANDARD TIME 60 MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME _______ STOP TIME _______</td>
</tr>
</tbody>
</table>

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

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

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

Some questions in this section consist of only the 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.

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 38 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.

When you have 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**

**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 navigation bar. (Percentage and square-root functions are permitted.)

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 37 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.

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

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

Before I approve everyone to begin testing, please listen to these instructions for Section 3, the Math Test without Calculator.

Although this is a math section, you 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 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.
**Part 2**

---

**Test Day Instructions—Begin Testing Here**

**Part 1: Start Test**

Refer to Part Two: Start Test under Section 1: Reading Test on page 38 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.**

---

**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 without Calculator is now complete. You should be on the Secure Browser sign-in page. If you don’t see this screen, raise your hand. [pause]

I’ll 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 37 for instructions. This is the first part of the two-part approval process. It won’t start timed testing.
During Testing  

**Test Day Instructions—Begin Testing Here**

**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 38 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**

### STANDARD TIME 45 MINUTES

<table>
<thead>
<tr>
<th>START TIME</th>
<th>STOP TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></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 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.
**Dismissal**

**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
  - *Digital PSAT 10 Coordinator Manual*
  - Completed IRs describing any testing irregularities
  - Any EL supports used by your students
Appendix

Acceptable Calculators

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

**IMPORTANT:** Contact PSAT 10 School Day Support if you are unsure whether a calculator is acceptable.

<table>
<thead>
<tr>
<th>THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASIO</strong></td>
</tr>
<tr>
<td>FX-6000 series</td>
</tr>
<tr>
<td>FX-6200 series</td>
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<tr>
<td>FX-6300 series</td>
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<td>FX-6500 series</td>
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<td>FX-9750 series</td>
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<tr>
<td>FX-9850 series</td>
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<tr>
<td><strong>SHARP</strong></td>
</tr>
<tr>
<td>EL-5200</td>
</tr>
<tr>
<td>EL-9200 series</td>
</tr>
<tr>
<td>EL-9300 series</td>
</tr>
<tr>
<td>EL-9600 series (Use of the stylus is not permitted.)</td>
</tr>
<tr>
<td><strong>TEXAS INSTRUMENTS</strong></td>
</tr>
<tr>
<td>TI-73</td>
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<tr>
<td>TI-80</td>
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<tr>
<td>TI-81</td>
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<tr>
<td>TI-82</td>
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<td>TI-83/TI-83 Plus</td>
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<tr>
<td>TI-84 Plus</td>
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<tr>
<td>TI-84 Plus CE</td>
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<tr>
<td>TI-84 Plus Silver</td>
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<tr>
<td>TI-84 Plus C Silver</td>
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<tr>
<td>TI-84 Plus CE-T</td>
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<td>TI-84 Plus T</td>
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<tr>
<td><strong>HEWLETT-PACKARD</strong></td>
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<tr>
<td>HP-9G</td>
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<tr>
<td>HP-28 series</td>
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<td>HP-38G</td>
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<td>HP Prime</td>
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<td>Micronta</td>
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<td>NumWorks</td>
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<td>Smart 2</td>
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<td><strong>SMART</strong></td>
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</tbody>
</table>

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.

### Start and Stop Times for Standard Sections

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
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<tbody>
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</tr>
</tbody>
</table>
### 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>P=Present</th>
<th>A=Absent</th>
<th>M=Moved</th>
<th>Testing Room (3-digit code/room name)</th>
<th>Accommodated?</th>
<th>EL Support</th>
<th>Language</th>
<th>Staff Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jones</td>
<td>Anita</td>
<td></td>
<td>3/5/2003</td>
<td>9999888777</td>
<td>P</td>
<td></td>
<td></td>
<td>123</td>
<td>N</td>
<td></td>
<td>A. Teacher</td>
<td>Teacher</td>
</tr>
<tr>
<td>Smith</td>
<td>Terry</td>
<td>O</td>
<td>10/16/2002</td>
<td>0000112222</td>
<td>A</td>
<td></td>
<td></td>
<td>656</td>
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<td></td>
<td>B. Proctor</td>
<td>Proctor</td>
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<tr>
<td>Ramirez</td>
<td>Juan</td>
<td>J</td>
<td>2/16/2003</td>
<td>4444444444</td>
<td>P</td>
<td></td>
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<tr>
<td>Brown</td>
<td>Robert</td>
<td></td>
<td>9/1/2003</td>
<td>0000128787</td>
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<td>Y</td>
<td>50%</td>
<td>XT; translated</td>
<td>Scholar</td>
</tr>
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<td>Szymanski</td>
<td>Ella</td>
<td></td>
<td>8/12/2003</td>
<td>0000125799</td>
<td>P</td>
<td></td>
<td></td>
<td>012</td>
<td>Y</td>
<td></td>
<td>M. Coordinator</td>
<td>Coach</td>
</tr>
<tr>
<td>North</td>
<td>Adrian</td>
<td></td>
<td>11/30/2002</td>
<td>0000125166</td>
<td>P</td>
<td></td>
<td></td>
<td>234</td>
<td>H</td>
<td></td>
<td>T. Coach</td>
<td>Coach</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.

### Student Clock

Displays the amount of time allowed for the test section. Upon starting the test, the student clock will begin to count down. At 5 minutes remaining, the student clock will turn red and provide a pop-up warning message.

### Mark for Review

A tool that allows the student to flag questions for future review during the assessment.

### Calculator (for Math Test – Calculator only)

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.

### Notes

A feature that a student can use as virtual scratch paper to make notes.

### Highlighter

A feature for marking text, test questions, or response options with a color.

### Line Reader

A feature that a student can use as a guide when reading text.

### Strikethrough

A feature that a student may use to eliminate those answer choices that seem incorrect.

### Zoom In/Zoom Out

A feature that allows the student to change the display size of the text and images on the screen.

### Navigation Buttons

Buttons that allow a student to move between test pages, either forward to the next question or back to the previous question.

### Questions Drop-Down List

A list that allows a student to quickly navigate to specific test questions. Questions that were marked for review display “(marked)” in this list.

### Context Menu

This menu allows a student to access test directions and tools such as highlighter, strikethrough, and mark for review.

### Expand button (not pictured)

A feature that allows a student to expand a passage section or the question section for easier readability.

---

<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</td>
</tr>
<tr>
<td></td>
<td>will begin to count down. At 5 minutes remaining, the student clock will turn red and provide a pop-</td>
</tr>
<tr>
<td></td>
<td>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 –</td>
<td>An embedded on-screen digital calculator for calculator-allowed questions. It appears when students</td>
</tr>
<tr>
<td>Calculator only)</td>
<td>click on the calculator button. A four-function calculator is available in the Math Test – No</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>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,</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>readability.</td>
</tr>
</tbody>
</table>
Photo ID Requirements

Acceptable IDs

ID Requirements
Photo IDs aren’t required for testing unless a student is testing at a school they do not normally attend.

To be acceptable, a photo ID must:

- Be a valid (unexpired) photo identification that is government issued or issued by the student’s school. (A school ID from 2017-18 is valid through December 31, 2018, and is not acceptable for spring 2019 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student’s full, legal name.
- Bear a recent recognizable photo that clearly matches the student’s appearance on test day. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text, and a clearly visible photo.

Examples of Acceptable ID

- Government-issued driver’s license or nondriver ID card
- Official school-produced student ID card from the student’s current school
- Government-issued passport or U.S. Global Entry identification card
- Government-issued military or national ID card

Unacceptable IDs

Types of Identification to Reject
- Any document that doesn’t conform to the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- Electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as “not valid as identification”

Examples of Unacceptable ID

- Credit or debit card of any kind, even one with a photo
- Birth certificate
- Social Security card
- Employee ID card
- Missing child (ChildFind) ID card
- Any temporary ID card
## 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><strong>Mistiming of Sections</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Undertiming</strong></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. 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><strong>Overtiming</strong></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. 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><strong>Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disturbance</strong></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. Bubble page 2, section 6—“Disturbance/Interruption.” Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3.</td>
</tr>
<tr>
<td><strong>Test Cancellation</strong></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>
</tbody>
</table>

### Call School Day Support immediately.

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**Spring 2019 PSAT 10 Digital Coordinator Manual**

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<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>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Click the Stop icon to stop the session and advise students to sit quietly until instructed further. Note the stop time.</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>
<tr>
<td></td>
<td>- 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Create a new session from the TA Interface and provide students with the new session ID to log in again and resume testing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- When all students have completed the test with their allotted time, the session will automatically end.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tell students that a report will be submitted.</td>
<td></td>
</tr>
<tr>
<td>Missing Materials</td>
<td>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. If any paper test materials (nonstandard materials) are missing, contact School Day Support immediately. If you are unable, call School Day Support.</td>
<td>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.</td>
</tr>
<tr>
<td>Student Issues</td>
<td>See Test Day Instructions – Begin Testing Here.</td>
<td>Identify student. On page 2, section 7—Check-in Issue—fill in the circle for “Student arrived late and was admitted to test.”</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>
</tbody>
</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. | **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.” |
| 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.                                                                                                                                                                                                                      | **Include student's name and eligibility code.**  
**Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3.**                                                      |
| 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. | **No IR required**                                                                                                                                                                                                    |
| 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.                                                                                                                                                                                      | **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>
<th>Appendix</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>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noises made by or use of prohibited electronic devices, including:</td>
<td>If a student’s prohibited device makes noise while in their own possession</td>
<td>Note that the device made noise or was in use. Ensure that the student’s name is provided.</td>
</tr>
<tr>
<td>• Mobile phones, smartphones</td>
<td>• Tell the student to turn it off and hand it to you immediately.</td>
<td>Bubble page 2, section 6, fill in the bubble for “Disturbance/Interruption.”</td>
</tr>
<tr>
<td>• Cameras, scanners</td>
<td>• Inform the student you must write up the incident, their scores will be invalidated, and the device will</td>
<td>Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3.</td>
</tr>
<tr>
<td>• Laptops and tablets not used for testing</td>
<td>be returned. (Return the device after it has been checked for testing content.)</td>
<td></td>
</tr>
<tr>
<td>• PDAs, iPods, MP3 players</td>
<td>• Pause the student’s test in the TA Interface, collect their test ticket, and dismiss the student. Do not</td>
<td></td>
</tr>
<tr>
<td>• Wearable technology</td>
<td>readmit the student to the testing room.</td>
<td></td>
</tr>
<tr>
<td>• Separate timers</td>
<td>• If test content is detected on the device, follow instructions under “Use or possession of test content</td>
<td></td>
</tr>
<tr>
<td>• Approved medical devices such as insulin pumps (that are not connected to</td>
<td>through answer keys or images of test pages” to inspect any prohibited aid or electronic device.</td>
<td></td>
</tr>
<tr>
<td>a cell phone) are allowed.</td>
<td>• Complete an IR.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Call School Day Support immediately if test content is detected on a prohibited electronic device.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If a student’s phone makes noise while in the proctor’s possession or stored away from the student’s desk:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• This should not be considered grounds for immediate dismissal, as long as the device is not under the desk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or otherwise in the student’s possession.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The proctor should turn off the phone to prevent additional disturbances during testing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The proctor should issue a warning to the student who owns the phone that additional disturbances will</td>
<td></td>
</tr>
<tr>
<td></td>
<td>result in dismissal.</td>
<td></td>
</tr>
<tr>
<td>Calculator misuse/prohibited aids, including:</td>
<td>Dismiss any student who uses a calculator on a section where it isn’t permitted, and does not have the</td>
<td>Explain the occurrence. Ensure that the student’s name is provided.</td>
</tr>
<tr>
<td>• Highlighters or colored pencils</td>
<td>approved accommodation for using the calculator, or who uses or accesses any of the prohibited aids listed</td>
<td>Bubble page 2, section 7—Test Admin Issue—“Student used an unauthorized aid.”</td>
</tr>
<tr>
<td>• Books, dictionary, or references</td>
<td>in Prohibited Devices and Aids either during the test or during breaks. Pause the student’s test in the TA</td>
<td>Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3.</td>
</tr>
<tr>
<td>• Compass, ruler, protractor, or cutting device</td>
<td>Interface, collect their test ticket, and dismiss the student. Do not readmit the student to the testing room.</td>
<td></td>
</tr>
<tr>
<td>• Scratch paper or notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unacceptable calculator or any other prohibited electronic device, such as</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a digital watch with prohibited features (Unless approved as an accommodation)</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>Observed with prohibited electronic devices,</td>
<td>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.</td>
<td>Note that the device made noise or was in use. Provide the student’s name.</td>
</tr>
<tr>
<td>including:</td>
<td>• Tell the student to hand it to you immediately.</td>
<td>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.</td>
</tr>
<tr>
<td>Mobile phones, smartphones</td>
<td>• Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned.</td>
<td>Bubble Page 2, Section 7—“Other” and write “Digital” in the comments section on page 3.</td>
</tr>
<tr>
<td>Cameras, scanners</td>
<td>• If test content is detected on the device, follow instructions in this chart under “Use or possession of test content through answer keys or images of test pages” to collect and inspect any prohibited aids or electronic devices.</td>
<td></td>
</tr>
<tr>
<td>Laptops and tablets not used for testing, iPods,</td>
<td>• Pause the student’s test in the TA Interface, collect the test ticket, and dismiss the student to a monitored area until after the test. Do not readmit the student to the testing room.</td>
<td></td>
</tr>
<tr>
<td>MP3 players, wearable technology</td>
<td>• Call School Day Support office immediately if test content is detected on a prohibited electronic device.</td>
<td></td>
</tr>
<tr>
<td>Separate timers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved medical devices such as insulin pumps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that are not connected to a cell phone) are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>allowed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student leaves during test</td>
<td>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.</td>
<td>Identify the student.</td>
</tr>
<tr>
<td>Disruptive behavior</td>
<td>Remove disruptive student from the testing room. Pause the student’s test in the TA Interface and dismiss the student from testing.</td>
<td>Note the length and impact of the disturbance.</td>
</tr>
<tr>
<td>Restroom Use</td>
<td>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.</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>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>
</tbody>
</table>
| Illness      | 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 has not completed the test section:  
  - 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. | Note the length of absence, and the student(s) and question(s) affected. 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. |
<p>| Accommodations given that were not approved | Call School Day Support immediately. | 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 | 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 did not give approved accommodation(s).” Bubble page 2, section 7—“Other” and write “Digital” in the comments section on page 3. |
| Possible test question ambiguities and errors | 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: <a href="mailto:psatquestion@collegeboard.org">psatquestion@collegeboard.org</a>. | 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>
<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></td>
<td></td>
</tr>
</tbody>
</table>
| **Test-taking device malfunction**               | 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. **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.                                                                 | **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.** |
| (e.g., the Secure Browser won’t launch, cannot establish connectivity to the Internet; headphones or monitor stops responding) | Call School Day Support immediately.                                                                                                      |                                                                                        |
| **Secure Browser freezes**                       | 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. **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.                                                                 | **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.** |
| **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 time 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.** |
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 non-reportable. 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 non-reportable 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.
Appendix  Glossary of Terms

**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.
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.