# PSAT/NMSQT <br> Understanding Scores 2016 

Updated with Score Conversions for November 2 Test Form

## Contact Us


#### Abstract

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 College Board's membership is made up of over 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 ${ }^{\oplus}$ and the Advanced Placement Program ${ }^{\circledR}$. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit collegeboard.org.


## About the PSAT/NMSQT® ${ }^{\circledR}$

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It is administered for the College Board and NMSC by Educational Testing Service (ETS).

## Contacts for Students and Parents

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## About the National Merit ${ }^{\circledR}$ Scholarship Program

The PSAT/NMSQT is the route of entry to the National Merit Scholarship Program, an academic competition conducted by National Merit Scholarship Corporation (NMSC). Requirements for participation, steps in the competition, and awards offered are explained in the PSAT/NMSQT Student Guide and on NMSC's website. Further information is provided in the Guide to the National Merit Scholarship Program. Questions about the scholarship program not answered in the published materials should be directed to NMSC:
National Merit Scholarship Corporation
1560 Sherman Avenue, Suite 200
Evanston, IL 60201-4897
847-866-5100
www.nationalmerit.org

## The PSAT/NMSQT and the SAT ${ }^{\circledR}$ Suite of Assessments

## What is the $\mathrm{SAT}^{\circledR}$ <br> Suite of Assessments?

The $\mathrm{SAT}^{\circ}$ Suite of Assessments is a group of assessments beginning with PSAT ${ }^{\text {tw }} 8 / 9$ (grades 8 and 9), continuing through PSAT ${ }^{T M} 10$ and PSAT/NMSQT ${ }^{\circ}$ (grades 10 and 11), and culminating in the SAT (grades 11 and 12). Together, these assessments measure a student's college and career readiness from grades eight through 12. The SAT Suite provides a comprehensive solution that systematically and progressively measures the knowledge, skills, and understandings that are essential for success in college and career. The tests reflect the kinds of meaningful, engaging, and challenging work that students find in the best middle and high school courses taught today, creating and sustaining a durable bond between assessment and instruction that provides the backbone of a sound education.

## What does the PSAT/NMSQT ${ }^{\text {® }}$ measure?

The PSAT/NMSQT measures the knowledge and skills that research shows are the most essential for college and career readiness and success. The assessment includes the Reading Test, the Writing and Language Test, and the Math Test. A student's scores on the Reading Test and the Writing and Language Test are combined to arrive at a section score for Evidence-Based Reading and Writing.

The Math Test score is also reported as a second section score. For complete test specifications, visit sat.org/k12.

## How is the PSAT/NMSQT scored?

First, the student's raw score is computed as the number of questions correctly answered. The scores included on score reports are based on raw scores. There's no penalty for guessing, so
nothing is deducted for incorrect answers or for unanswered questions.

Next, the raw score is converted to a scaled score of 160 to 760 . This conversion process adjusts for slight differences in difficulty among versions of the test and provides a score that is equated, or consistent, across forms. This process ensures that no student receives an advantage or disadvantage from taking a particular form of the test on a particular day; a score of 400 on one test form is equivalent to a score of 400 on another test form.

## How can I use the student score report?

The student score report is designed to both clearly summarize the student's current achievement levels and to help guide and encourage appropriate next steps to increase college and career readiness. As you look through the reports with your students, here is some information you will want to share:

## Check-in: On Track for College Readiness?

- Grade-level benchmarks allow students and educators to understand how students are progressing toward college readiness.
- Use benchmark attainment, provided for each section score, to have a conversation with your students about college readiness and the sort of continued work they need to start doing now to prepare for college success.
- If you have a student who is right on track, remind that student to continue to take rigorous courses and work hard to stay on track.
- If you have a student who is not meeting the benchmark, connect the student to classroom work that is focused on areas of weakness, and connect the student with Khan Academy ${ }^{\circledR}$ to supplement this work.


## Evaluate relative strengths and weaknesses:

- Test scores, cross-test scores, and subscores provide an opportunity to evaluate a student's relative strengths and weaknesses and highlight specific opportunities to strengthen the student's college readiness skills.
- Use the red/yellow/green coding on test scores and subscores to evaluate how your student is performing relative to other students who are meeting/exceeding the benchmark.
- Highlight the areas in green as the student's strengths.
- Prioritize the areas that are furthest into the red for additional instruction and deliberate practice.


## Define next steps-actions to support skills:

- The "Your Scores: Next Steps" page identifies the specific skills that the student should address.
- Work with your student to identify activities that could be used to develop each of the skills identified for focus and improvement.
- Encourage your student to go online for more details, and link the student's College Board account to Khan Academy to strengthen skills and to evaluate progress against the skills listed.

For further guidance on interpreting score reports, see the Professional Development modules for K-12 educators at sat.org/k12.

## New score-reporting features

On pages 15-16 of this booklet, you'll find an annotated sample score report that includes detailed explanations of the information that students receive about their college readiness skills. Students can access their online reports to obtain more information and guidance, including powerful Khan Academy instruction and practice based on their results.

In addition, k12reports.collegeboard.org, the online reporting portal, offers you an array of powerful tools to assess your students' progress and plan instruction that delivers what they need. The tools include:

- Flexible reports that can be sorted and filtered by key demographics
- Instructional planning support using test subscores in specific content areas, benchmarks, information for cross-subject tasks, and data for prescribing interventions when students are behind or ahead
- Access to the AP Potential ${ }^{\text {TM }}$ tool to pinpoint students who are likely to succeed in more challenging courses


## PSAT/NMSQT Scores

## PSAT/NMSQT total scores

The total score shown in the report reflects the combination (sum) of the Evidence-Based Reading and Writing section score (160-760) with the Math section score (160-760). The total score reported range for the PSAT/NMSQT is 320-1520. The nationally representative percentiles shown on paper score reports have been derived from a research study. (See page 6 for more information about percentiles.)

## PSAT/NMSQT section scores

Your students will receive two section scores, both in the range of 160-760:

- Evidence-Based Reading and Writing
- Math

These scores reflect students' overall performance in each section. The Evidence-Based Reading and Writing section score is a combination of the Reading Test score and the Writing and Language Test score. The Math section score is derived from the Math Test score (including both the Math TestCalculator and Math Test-No Calculator portions).

## PSAT/NMSQT test scores and cross-test scores

In addition to the total and section scores, students will see three test scores in the range of 8-38, reflecting performance on the content covered in each of the tests:

- Reading
- Writing and Language
- Math

Students will also see two cross-test scores in the range of 8-38. These scores represent student performance on items across the three tests that were in the domains of either:

- Analysis in History/Social Studies
- Analysis in Science


## PSAT/NMSQT subscores

Finally, students receive subscores in the range of 1-15 that offer feedback on their performance in the following skill areas:

- Command of Evidence
- Words in Context
- Expression of Ideas
- Standard English Conventions
- Heart of Algebra
- Problem Solving and Data Analysis
- Passport to Advanced Math


## Standard Error of Measurement

PSAT/NMSQT scores should be interpreted as ranges rather than points. The standard error of measurement (SEM) indicates that a student who took different forms of the test under identical conditions would be likely to earn scores within the range of the standard error of measurement on those different forms. The standard error of measurement is 46.25 for the total score, 26.24 for the Evidence-Based Reading and Writing section score, and 38.08 for the Math section score.

## Relating current scores to pre-2015 test scores

The redesigned PSAT/NMSQT is a different test than those administered prior to 2015; therefore, a numerical score on one test will not be equivalent to the same numerical score on the other. Further, the score scale has changed so that all redesigned assessments are on the same vertical scale. To help educators understand current and redesigned PSAT/NMSQT scores in relation to one another, the College Board has provided a concordance that shows how to relate the scores. The concordance tables can be found on the College Board's website at psat.org/resources.

## Score Scales and Score Changes

## How can PSAT/NMSQT scores be used to project SAT scores?

The full SAT Suite-from PSAT 8/9 through the SAT-uses a common score scale for the total, section, test, and cross-test scores. The ranges reported for each assessment reflect grade-level appropriateness within the common scale. Thus, while the total range for SAT is 400-1600, the total range for PSAT/NMSQT is 320-1520.

This common score scale means that a student who took the PSAT/NMSQT and received a Math section score of 500 would be expected to also get a 500 on the SAT or PSAT 8/9 if they had taken either of those tests on that same day; a score of 500 represents the same level of academic achievement on all three assessments.

This also means that student growth is easy to see across the full suite. If a student takes the PSAT/NMSQT this year and receives a 500 Math section score, and then takes the SAT next year and earns a 550 Math section score, that student has shown a growth of 50 points, which likely resulted from hard work both in and out of school.

The total, section, test, and cross-test scores have been vertically scaled to allow the accurate measurement of growth from test to test. Encourage students who are curious about what
they can expect to see in terms of growth in their scores over the next year to focus on the section scores. They should look at the set of projected score ranges we have provided in online score reports for students that reflect typical growth. Of course, a student's individual growth will be shaped by the courses taken and the practice the student undertakes between assessments.

Subscores are not on a vertical scale, and therefore comparing performance year after year should be based on relative performance rather than by calculating student growth across tests.

Students who wish to improve their performance on the SAT should:

- Develop academic skills through challenging course work.
- Read extensively and develop strong writing skills.
- Engage in deliberate practice in the three math areas that are emphasized the most in the assessments.
- Link to Khan Academy from their score report (studentscores.collegeboard.org) for personalized practice of the skills they need to improve.


# Benchmarks and Red/Yellow/Green Performance 

## What are the PSAT/NMSQT college and career readiness benchmarks?

The SAT Suite offers grade-level benchmarks that can be used to gauge whether students are on track for becoming college ready each year from grades 8-12. College and career readiness benchmarks represent the section scores on each assessment that students should meet or exceed to be considered on track to be college ready.

The PSAT/NMSQT reports separate benchmarks for tenth and eleventh graders to help students understand their level of readiness for college and career training programs. The benchmarks help educators better understand how many students and also which students are on track to have the skills necessary for college-entry, credit-bearing courses. Equipped with this information, educators can support students who need extra help while there is still time for improvement. Teachers can also accelerate the progress of students who meet or exceed the benchmarks.

## Recommended Uses

College and career readiness benchmarks can help educators:

- Identify students who are on track for success in college and career readiness.
- Identify students who may need extra support while there is still time for improvement.
- Find students who may be ready for more challenging course work.
College and career readiness benchmarks should not be used to assign academic tracks, to discourage students from pursuing college, or to keep students from participating in challenging courses. Rather, the benchmarks are to be used to help all students better prepare for life after high school by taking courses that are aligned with their progress thus far and engaging in deep practice of the knowledge and skills that matter most for college.


## How are the benchmarks calculated?

The preliminary college and career readiness benchmarks for the 2016-17 SAT predict a 75 percent likelihood of achieving at least a C in a set of first-semester, credit-bearing college courses. The benchmarks are set at the section level, so there is a benchmark for Evidence-Based Reading and Writing and a benchmark for Math.

The PSAT/NMSQT, PSAT 10, and PSAT 8/9 benchmarks are determined by observing how students grow from year to year and by adjusting the SAT benchmark using the average rate of progress.

| PSAT/NMSQT COLLEGE AND <br> CAREER READINESS BENCHMARKS |  |
| :---: | :---: |
|  | Evidence-Based <br> Reading and Writing |
| 10th Grade <br> PSAT/NMSQT | 430 |
| 11th Grade <br> PSAT/NMSQT | 460 |

## What additional information is provided to help understand progress toward college readiness?

The student score report provides further context for understanding scores by showing a color-coded bar chart for the section scores. For students who met or exceeded the benchmark, the score will be in the green portion of the score band. If students did not meet the benchmark but were close (within one year's growth), the score will be found in the yellow portion. Students who have a score more than a year's growth below the grade-level benchmark will see their score in the red portion of the score band. Additionally, for each of the test scores and subscores, we have provided a color-coded guide to a student's relative strengths and weaknesses. The colors on each of these score scales represent the typical performance of students in their grade who met (green), approached (yellow), or were further away (red) from the benchmark.

## Percentiles

Percentile ranks represent the percentage of students who score equal to or below the score the student obtained. For the total scores and the section scores, percentile ranks are provided based on two different reference populations. On both the paper and online score reports, students receive a nationally representative percentile rank. On the online score report, students also receive a user group percentile rank based on typical test takers.

Nationally representative percentiles are derived via a research study sample of U.S. students in the student's grade (10th or 11th), weighted to represent all U.S. students in that grade, regardless of whether they typically take the PSAT/NMSQT or the PSAT 10. For example, a student's score in the 75 th percentile means that 75 percent of the nationally representative group of U.S. students in the same grade would have had scores at or below that student's score.

User group percentiles are based on the actual performance of test takers on the PSAT/NMSQT and PSAT 10 administered in 2015-16.

Percentiles for total scores

| Converted Total Score | 10TH GRADE |  | 11TH GRADE |  |
| :---: | :---: | :---: | :---: | :---: |
|  | PERCENTILES |  | PERCENTILES |  |
|  | National Representative Sample | PSAT/NMSQT and PSAT 10 User: National | National Representative Sample | PSAT/NMSQT and PSAT 10 User: National |
| 1520 | 99+ | 99+ | 99+ | 99+ |
| 1510 | 99+ | 99+ | 99+ | 99+ |
| 1500 | 99+ | 99+ | 99+ | 99+ |
| 1490 | 99+ | 99+ | 99+ | 99+ |
| 1480 | 99+ | 99+ | 99+ | 99+ |
| 1470 | 99+ | 99+ | 99+ | 99 |
| 1460 | 99+ | 99+ | 99+ | 99 |
| 1450 | 99+ | 99+ | 99+ | 99 |
| 1440 | 99+ | 99+ | 99+ | 98 |
| 1430 | 99+ | 99+ | 99+ | 98 |
| 1420 | 99 | 99 | 99 | 98 |
| 1410 | 99 | 99 | 99 | 97 |
| 1400 | 99 | 99 | 99 | 97 |
| 1390 | 99 | 99 | 99 | 97 |
| 1380 | 99 | 99 | 99 | 96 |
| 1370 | 99 | 99 | 99 | 96 |
| 1360 | 99 | 99 | 98 | 95 |
| 1350 | 98 | 98 | 98 | 95 |
| 1340 | 98 | 98 | 98 | 94 |
| 1330 | 98 | 98 | 97 | 94 |
| 1320 | 98 | 98 | 97 | 93 |
| 1310 | 97 | 97 | 97 | 93 |
| 1300 | 97 | 97 | 96 | 92 |
| 1290 | 97 | 97 | 96 | 91 |
| 1280 | 97 | 97 | 95 | 91 |
| 1270 | 96 | 96 | 95 | 90 |
| 1260 | 96 | 96 | 94 | 89 |
| 1250 | 95 | 95 | 94 | 88 |
| 1240 | 95 | 95 | 93 | 87 |
| 1230 | 94 | 94 | 92 | 86 |
| 1220 | 94 | 94 | 92 | 85 |
| 1210 | 93 | 93 | 91 | 84 |
| 1200 | 92 | 92 | 90 | 83 |
| 1190 | 91 | 92 | 89 | 82 |
| 1180 | 91 | 91 | 88 | 81 |
| 1170 | 90 | 90 | 87 | 79 |
| 1160 | 89 | 89 | 86 | 78 |
| 1150 | 88 | 88 | 85 | 76 |
| 1140 | 87 | 87 | 84 | 75 |
| 1130 | 86 | 86 | 83 | 73 |
| 1120 | 84 | 85 | 82 | 72 |
| 1110 | 83 | 83 | 81 | 70 |
| 1100 | 82 | 82 | 79 | 68 |
| 1090 | 81 | 81 | 77 | 67 |
| 1080 | 79 | 79 | 76 | 65 |
| 1070 | 78 | 78 | 74 | 63 |
| 1060 | 76 | 76 | 73 | 61 |
| 1050 | 75 | 75 | 70 | 59 |
| 1040 | 73 | 73 | 68 | 57 |


| Converted Total Score | 10TH GRADE |  | 11TH GRADE |  |
| :---: | :---: | :---: | :---: | :---: |
|  | PERCENTILES |  | PERCENTILES |  |
|  | National Representative Sample | $\begin{aligned} & \text { PSAT/NMSQT } \\ & \text { and PSAT } 10 \\ & \text { User: National } \end{aligned}$ | National Representative Sample | PSAT/NMSQT and PSAT 10 User: National |
| 1030 | 71 | 72 | 65 | 56 |
| 1020 | 69 | 70 | 63 | 54 |
| 1010 | 67 | 68 | 61 | 52 |
| 1000 | 65 | 66 | 59 | 50 |
| 990 | 63 | 65 | 57 | 48 |
| 980 | 62 | 63 | 55 | 46 |
| 970 | 60 | 61 | 53 | 44 |
| 960 | 58 | 59 | 51 | 42 |
| 950 | 56 | 57 | 48 | 40 |
| 940 | 54 | 55 | 46 | 38 |
| 930 | 52 | 53 | 44 | 37 |
| 920 | 50 | 51 | 42 | 35 |
| 910 | 48 | 49 | 39 | 33 |
| 900 | 46 | 47 | 37 | 31 |
| 890 | 44 | 45 | 35 | 29 |
| 880 | 42 | 43 | 33 | 28 |
| 870 | 40 | 40 | 31 | 26 |
| 860 | 38 | 38 | 29 | 24 |
| 850 | 36 | 36 | 28 | 23 |
| 840 | 33 | 34 | 26 | 21 |
| 830 | 31 | 32 | 24 | 19 |
| 820 | 28 | 30 | 21 | 18 |
| 810 | 26 | 27 | 20 | 16 |
| 800 | 24 | 25 | 18 | 15 |
| 790 | 22 | 23 | 15 | 13 |
| 780 | 19 | 21 | 14 | 12 |
| 770 | 17 | 19 | 12 | 11 |
| 760 | 15 | 17 | 10 | 10 |
| 750 | 13 | 15 | 8 | 8 |
| 740 | 11 | 13 | 8 | 7 |
| 730 | 9 | 11 | 7 | 6 |
| 720 | 8 | 10 | 5 | 5 |
| 710 | 6 | 8 | 3 | 5 |
| 700 | 5 | 7 | 2 | 4 |
| 690 | 4 | 6 | 2 | 3 |
| 680 | 3 | 5 | 1 | 3 |
| 670 | 2 | 4 | 1 | 2 |
| 660 | 2 | 3 | 1- | 2 |
| 650 | 1 | 3 | 1- | 2 |
| 640 | 1 | 2 | 1- | 1 |
| 630 | 1 | 2 | 1- | 1 |
| 620 | 1 | 2 | 1- | 1 |
| 610 | $1-$ | 1 | 1- | 1 |
| 600 | 1 - | 1 | 1- | 1 |
| 590 | 1 - | 1 | 1- | 1 |
| 580 | $1-$ | 1 | 1- | 1 |
| 570 | 1 - | 1 | 1- | $1-$ |
| 560 | 1 - | 1 | 1- | 1 - |


| Converted Total Score | 10TH GRADE |  | 11TH GRADE |  |
| :---: | :---: | :---: | :---: | :---: |
|  | PERCENTILES |  | PERCENTILES |  |
|  | National Representative Sample | $\begin{aligned} & \text { PSAT/NMSQT } \\ & \text { and PSAT } 10 \\ & \text { User: National } \end{aligned}$ | National Representative Sample | PSAT/NMSQT and PSAT 10 User: National |
| 550 | 1- | 1 | 1- | 1- |
| 540 | 1- | $1-$ | $1-$ | 1- |
| 530 | $1-$ | $1-$ | $1-$ | 1- |
| 520 | 1 - | $1-$ | $1-$ | $1-$ |
| 510 | $1-$ | $1-$ | $1-$ | $1-$ |
| 500 | $1-$ | $1-$ | $1-$ | $1-$ |
| 490 | $1-$ | $1-$ | 1- | $1-$ |
| 480 | $1-$ | $1-$ | 1- | $1-$ |
| 470 | $1-$ | 1 - | $1-$ | 1 - |
| 460 | 1- | 1- | $1-$ | $1-$ |
| 450 | 1- | $1-$ | 1- | $1-$ |
| 440 | 1- | $1-$ | $1-$ | $1-$ |
| 430 | 1- | 1 - | 1- | 1- |
| 420 | $1-$ | 1 - | 1- | 1 - |
| 410 | 1- | $1-$ | 1- | 1- |
| 400 | 1 - | $1-$ | 1- | 1- |
| 390 | 1 - | 1 - | $1-$ | $1-$ |
| 380 | $1-$ | 1 - | $1-$ | $1-$ |
| 370 | 1 - | 1 - | 1 - | 1 - |
| 360 | $1-$ | 1 - | $1-$ | $1-$ |
| 350 | 1 - | 1 - | 1 - | 1- |
| 340 | $1-$ | 1 - | 1 - | $1-$ |
| 330 | 1 - | 1 - | $1-$ | $1-$ |
| 320 | 1 - | 1 - | 1 - | $1-$ |
| Mean Score | 939 | 933 | 969 | 1009 |
| Standard <br> Deviation | 170 | 176 | 168 | 193 |

Percentiles for section scores

| Converted Section Score | 10TH GRADE |  |  |  | 11TH GRADE |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Evidence-Based Reading and Writing |  | Math |  | Evidence-Based Reading and Writing |  | Math |  |
|  | PERCENTILES |  | PERCENTILES |  | PERCENTILES |  | PERCENTILES |  |
|  | National <br> Representative Sample | PSAT/NMSQT and PSAT 10 User: National | National Representative Sample | PSAT/NMSQT and PSAT 10 User: National | National Representative Sample | PSAT/NMSQT and PSAT 10 User: National | National Representative Sample | $\begin{aligned} & \text { PSAT/NMSQT } \\ & \text { and PSAT } 10 \\ & \text { User: National } \end{aligned}$ |
| 760 | 99+ | 99+ | 99+ | 99+ | 99+ | 99+ | 99+ | 99+ |
| 750 | 99+ | 99+ | 99+ | 99+ | 99+ | 99+ | 99+ | 99 |
| 740 | 99+ | 99+ | 99+ | 99 | 99+ | 99+ | 99+ | 98 |
| 730 | 99+ | 99+ | 99 | 99 | 99+ | 99 | 99 | 97 |
| 720 | 99+ | 99+ | 99 | 99 | 99+ | 98 | 99 | 97 |
| 710 | 99 | 99 | 99 | 99 | 99+ | 98 | 98 | 96 |
| 700 | 99 | 99 | 99 | 98 | 99+ | 97 | 98 | 95 |
| 690 | 99 | 99 | 98 | 98 | 99 | 96 | 97 | 94 |
| 680 | 98 | 98 | 98 | 98 | 99 | 95 | 97 | 94 |
| 670 | 98 | 97 | 97 | 97 | 98 | 93 | 96 | 93 |
| 660 | 97 | 97 | 97 | 97 | 97 | 92 | 95 | 93 |
| 650 | 97 | 96 | 96 | 97 | 96 | 90 | 95 | 91 |
| 640 | 96 | 95 | 96 | 96 | 95 | 89 | 94 | 90 |
| 630 | 95 | 94 | 95 | 95 | 93 | 87 | 93 | 89 |
| 620 | 93 | 93 | 95 | 95 | 91 | 85 | 92 | 87 |
| 610 | 92 | 91 | 94 | 94 | 90 | 83 | 91 | 86 |
| 600 | 90 | 90 | 92 | 93 | 88 | 80 | 90 | 84 |
| 590 | 89 | 88 | 91 | 91 | 86 | 78 | 88 | 82 |
| 580 | 87 | 86 | 89 | 89 | 85 | 75 | 86 | 79 |
| 570 | 85 | 84 | 86 | 87 | 82 | 72 | 83 | 75 |
| 560 | 82 | 81 | 84 | 85 | 80 | 69 | 81 | 72 |
| 550 | 79 | 79 | 82 | 82 | 77 | 65 | 77 | 69 |
| 540 | 76 | 76 | 79 | 80 | 74 | 62 | 73 | 65 |
| 530 | 73 | 73 | 76 | 77 | 71 | 58 | 69 | 62 |
| 520 | 70 | 70 | 72 | 73 | 67 | 55 | 65 | 58 |
| 510 | 66 | 66 | 69 | 71 | 63 | 51 | 62 | 56 |
| 500 | 63 | 63 | 66 | 69 | 60 | 47 | 58 | 53 |
| 490 | 59 | 59 | 62 | 65 | 55 | 44 | 54 | 49 |
| 480 | 56 | 56 | 57 | 60 | 50 | 41 | 49 | 44 |
| 470 | 53 | 53 | 52 | 55 | 46 | 37 | 43 | 39 |
| 460 | 49 | 49 | 49 | 52 | 42 | 34 | 40 | 36 |
| 450 | 46 | 46 | 46 | 48 | 39 | 31 | 37 | 33 |


| Converted Section Score | 10TH GRADE |  |  |  | 11TH GRADE |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Evidence-Based Reading and Writing |  | Math |  | Evidence-Based Reading and Writing |  | Math |  |
|  | PERCENTILES |  | PERCENTILES |  | PERCENTILES |  | PERCENTILES |  |
|  | National Representative Sample | PSAT/NMSQT and PSAT 10 User: National | National Representative Sample | PSAT/NMSQT and PSAT 10 User: National | National Representative Sample | PSAT/NMSQT and PSAT 10 User: National | National Representative Sample | PSAT/NMSQT and PSAT 10 User: National |
| 440 | 43 | 42 | 40 | 42 | 35 | 28 | 31 | 28 |
| 430 | 39 | 39 | 36 | 39 | 31 | 26 | 26 | 26 |
| 420 | 36 | 36 | 31 | 35 | 28 | 23 | 23 | 23 |
| 410 | 32 | 32 | 26 | 29 | 26 | 20 | 20 | 18 |
| 400 | 28 | 28 | 23 | 25 | 23 | 18 | 18 | 16 |
| 390 | 24 | 25 | 19 | 22 | 20 | 15 | 14 | 14 |
| 380 | 21 | 21 | 15 | 17 | 16 | 13 | 11 | 10 |
| 370 | 17 | 18 | 12 | 14 | 12 | 10 | 9 | 8 |
| 360 | 13 | 14 | 10 | 11 | 10 | 8 | 6 | 7 |
| 350 | 10 | 11 | 7 | 8 | 7 | 6 | 3 | 5 |
| 340 | 7 | 8 | 5 | 6 | 6 | 5 | 2 | 4 |
| 330 | 5 | 6 | 3 | 5 | 4 | 3 | 1 | 3 |
| 320 | 3 | 4 | 2 | 4 | 2 | 2 | 1 | 2 |
| 310 | 2 | 3 | 2 | 3 | 1 | 2 | $1-$ | 2 |
| 300 | 1 | 2 | 1 | 2 | $1-$ | 1 | $1-$ | 1 |
| 290 | $1-$ | 1 | 1 | 2 | 1 - | 1 | $1-$ | 1 |
| 280 | $1-$ | 1 | 1 - | 1 | $1-$ | 1 | 1 - | 1 |
| 270 | 1- | 1 | 1- | 1 | 1- | 1 - | 1- | 1 |
| 260 | 1- | 1 - | 1 - | 1 | 1- | $1-$ | 1- | 1 |
| 250 | $1-$ | 1- | 1 | 1- | $1-$ | 1- | 1 - | 1- |
| 240 | 1 - | $1-$ | $1-$ | 1 | $1-$ | $1-$ | $1-$ | $1-$ |
| 230 | $1-$ | $1-$ | $1-$ | $1-$ | $1-$ | 1- | $1-$ | $1-$ |
| 220 | 1- | $1-$ | 1- | $1-$ | 1 - | $1-$ | 1 - | $1-$ |
| 210 | 1 - | $1-$ | 1- | 1 - | $1-$ | 1 - | 1 - | $1-$ |
| 200 | 1- | 1- | 1- | 1- | $1-$ | 1- | 1- | 1- |
| 190 | 1- | $1-$ | 1- | $1-$ | $1-$ | $1-$ | $1-$ | $1-$ |
| 180 | $1-$ | 1- | 1- | $1-$ | $1-$ | $1-$ | 1 - | 1 - |
| 170 | $1-$ | $1-$ | $1-$ | $1-$ | $1-$ | 1- | 1- | $1-$ |
| 160 | 1- | 1 - | $1-$ | $1-$ | $1-$ | 1 - | 1- | 1- |
| Mean Score | 468 | 468 | 470 | 464 | 480 | 507 | 489 | 502 |
| Standard Deviation | 94 | 98 | 88 | 92 | 92 | 104 | 88 | 103 |

## NMSC Selection Index

Reported on a scale ranging from 48 to 228, the Selection Index is calculated by doubling the sum of the Reading, Writing and Language, and Math Test scores. For example, a Reading score of 23, a Writing and Language score of 20 , and a Math score of 26.5 would result in a Selection Index of 139 [2(23+20+26.5)].

## How NMSC uses the Selection Index

The National Merit ${ }^{\oplus}$ Scholarship Program is an annual academic competition among high school students for recognition and college scholarships. The program is conducted by National Merit Scholarship Corporation (NMSC), a not-for-profit organization that operates without government assistance.

NMSC uses the Selection Index score to designate groups of students to receive recognition in the National Merit Scholarship Program. Entry to NMSC's competition for scholarships to be offered in 2018 is determined by students' responses to program entry questions on the 2016 PSAT/NMSQT answer sheet. Both the printed PSAT/NMSQT student score report and the online report show the student's Selection Index, the student's responses to four entry items, and whether the student meets participation requirements. Currently, about 1.6 million test takers meet requirements to enter NMSC's competition each year. Almost all entrants are in their third year (grade 11, junior year) of high school.

Of the 1.6 million NMSC program entrants, about 50,000 will earn 2016 PSAT/NMSQT scores high enough to qualify them for recognition. These students will be notified of their standing through their high schools in September 2017. Students who qualify to continue in the competition for scholarships to be offered in 2018 must then meet academic and other requirements specified by NMSC to be considered for awards.

A detailed description of the National Merit Scholarship Program is published in the Guide to the National Merit Scholarship Program, mailed to high school principals each fall. For students and parents, information about the competition is given in the PSAT/NMSQT Student Guide and at www.nationalmerit.org.

For inquiries about any aspect of the National Merit Program-including entry requirements, the selection process, and awards to be offeredcontact NMSC directly:
Website: www.nationalmerit.org
Telephone: (847) 866-5100
Address: National Merit Scholarship Corporation
1560 Sherman Avenue, Suite 200 Evanston, IL 60201-4897

Saturday, Oct. 15, Test Form

| Reading Test |  | Writing and Language Test |  |
| :---: | :---: | :---: | :---: |
| SECTION 1 |  | SECTION 2 |  |
| 1 | C | 1 | B |
| 2 | A | 2 | A |
| 3 | B | 3 | C |
| 4 | A | 4 | C |
| 5 | C | 5 | D |
| 6 | D | 6 | C |
| 7 | B | 7 | A |
| 8 | D | 8 | D |
| 9 | B | 9 | B |
| 10 | B | 10 | D |
| 11 | A | 11 | B |
| 12 | C | 12 | D |
| 13 | D | 13 | A |
| 14 | B | 14 | B |
| 15 | C | 15 | D |
| 16 | A | 16 | D |
| 17 | D | 17 | B |
| 18 | D | 18 | B |
| 19 | C | 19 | A |
| 20 | A | 20 | D |
| 21 | B | 21 | A |
| 22 | D | 22 | D |
| 23 | C | 23 | C |
| 24 | D | 24 | D |
| 25 | D | 25 | C |
| 26 | B | 26 | D |
| 27 | B | 27 | B |
| 28 | C | 28 | A |
| 29 | B | 29 | B |
| 30 | D | 30 | A |
| 31 | B | 31 | B |
| 32 | C | 32 | C |
| 33 | D | 33 | B |
| 34 | C | 34 | D |
| 35 | A | 35 | C |
| 36 | A | 36 | B |
| 37 | D | 37 | C |
| 38 | D | 38 | C |
| 39 | A | 39 | B |
| 40 | D | 40 | D |
| 41 | B | 41 | A |
| 42 | C | 42 | D |
| 43 | C | 43 | C |
| 44 | D | 44 | A |
| 45 | C |  |  |
| 46 | B |  |  |
| 47 | C |  |  |

Wednesday, Oct. 19, Test Form

| Reading Test |  | Writing and Language Test |  | Math Test - No Calculator |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| SECTION 1 |  | SECTION 2 |  | SECTION 3 |  |
| 1 | A | 1 | C | 1 | C |
| 2 | D | 2 | D | 2 | C |
| 3 | B | 3 | C | 3 | A |
| 4 | B | 4 | B | 4 | U |
| 5 | B | 5 | A | 5 | D |
| 6 | C | 6 | C | 6 | D |
| 7 | C | 7 | C | 7 | C |
| 8 | B | 8 | D | 8 | B |
| 9 | A | 9 | A | 9 | B |
| 10 | B | 10 | C | 10 | C |
| 11 | B | 11 | B | 11 | B |
| 12 | B | 12 | B | 12 | D |
| 13 | C | 13 | D | 13 | D |
| 14 | B | 14 | B | 14 | 9 |
| 15 | A | 15 | A | 15 | 2 |
| 16 | A | 16 | B | 16 | 7 |
| 17 | D | 17 | B | 17 | U |

Math Test - Calculator

SECTION 4

| 1 | B |
| :--- | :--- |
| 2 | B |

A
B
C
B
D
のㅇ

| Math Test - No Calculator |  |
| :---: | :---: |
| SECTION 3 |  |
| SE |  |


| 1 | D |
| :---: | :---: |
| 2 | D |
| 3 | C |
| 4 | B |
| 5 | C |
| 6 | A |
| 7 | C |
| 8 | A |
| 9 | B |
| 10 | A |
| 11 | C |
| 12 | D |
| 13 | C |
| 14 | 7 |
| 15 | 30 |
| 16 | 121 |
| 17 | $77 / 3,25.6,25.7$ |

Math Test - Calculator
SECTION 4

| 1 | D |
| :---: | :---: |
| 2 | A |
| 3 | C |
| 4 | C |
| 5 | A |
| 6 | D |
| 7 | B |
| 8 | C |
| 9 | C |
| 10 | C |
| 11 | D |
| 12 | B |
| 13 | B |
| 14 | B |
| 15 | C |
| 16 | B |
| 17 | A |
| 18 | B |
| 19 | B |
| 20 | A |
| 21 | B |
| 22 | A |
| 23 | D |
| 24 | C |
| 25 | D |
| 26 | C |
| 27 | D |
| 28 | 950 |
| 29 | $\begin{gathered} 12 / 5<x<29 / 10, \\ 2.4<x<2.9 \end{gathered}$ |
| 30 | 3/10, . 3 |
| 31 | 3 |

3
(Continued on next page)

## Wednesday, Nov. 2, Test Form

| Reading Test |  | Writing and Language Test |  | Mat | No Calculator |
| :---: | :---: | :---: | :---: | :---: | :---: |
| SECTION 1 |  | SECTION 2 |  | SECTION 3 |  |
| 1 B | B | 1 | A | 1 | A |
| 2 | A | 2 | B | 2 | A |
| 3 | B | 3 | D | 3 | U |
| 4 | C | 4 | A | 4 | D |
| 5 | A | 5 | B | 5 | C |
| 6 | C | 6 | C | 6 | D |
| 7 | D | 7 | C | 7 | B |
| 8 | B | 8 | B | 8 | B |
| 9 | C | 9 | A | 9 | A |
| 10 | C | 10 | B | 10 | B |
| 11 | A | 11 | D | 11 | D |
| 12 | D | 12 | B | 12 | C |
| 13 | B | 13 | A | 13 | C |
| 14 | B | 14 | C | 14 | 3 |
| 15 | A | 15 | B | 15 | 1/2, . 5 |
| 16 | C | 16 | C | 16 | 12 |
| 17 | D | 17 | D | 17 | 2 |
| 18 | D | 18 | B |  |  |
| 19 | B | 19 | A | Math Test - Calculator |  |
| 20 | B | 20 | D |  |  |
| 21 | C | 21 | C | SECTION 4 |  |
| 22 | D | 22 | C | 1 | D |
| 23 | B | 23 | B | 2 | C |
| 24 | D | 24 | C | 3 | A |
| 25 | D | 25 | A | 4 | D |
| 26 | B | 26 | C | 5 | B |
| 27 | C | 27 | B | 6 | A |
| 28 | A | 28 | C | 6 | A |
| 29 | B | 29 | C | 7 | B |
| 30 | C | 30 | D | 8 | B |
| 31 | A | 31 | D | 9 | A |
| 32 | D | 32 | B | 10 | C |
| 33 | B | 33 | C | 11 | C |
| 34 | D | 34 | D | 12 | B |
| 35 | A | 35 | C | 13 | A |
| 36 | D | 36 | D | 14 | A |
| 37 | C | 37 | B | 15 | B |
| 38 | D | 38 | A | 16 | D |
| 39 | D | 39 | A | 17 | A |
| 40 | C | 40 | D | 18 | D |
| 41 | B | 41 | C | 19 | C |
| 42 | D | 42 | A | 20 | C |
| 43 | A | 43 | D | 21 | B |
| 44 | A | 44 | A | 22 | A |
| 45 | C | $\mathrm{U}=$ This question will not be scored. |  | 23 | D |
| 46 | C |  |  | 24 | B |
| 47 | A |  |  | 25 | D |
|  |  |  |  | 26 | A |
|  |  |  |  | 27 | D |
|  |  |  |  | 28 | 180 |
|  |  |  |  | 29 | 5 |
|  |  |  |  | 30 | 25.3 |
|  |  |  |  | 31 | 94 |

Saturday, Oct. 15, Test Form

| Score Conversion <br> Shows how raw scores are converted into | Raw Score (\# of correct answers) | Reading Test Score | Writing and Language Test Score | Math Test Score |
| :---: | :---: | :---: | :---: | :---: |
| test scores, cross-test | 48 |  |  | 38 |
| scores, and subscores. | 47 | 38 |  | 38 |
|  | 46 | 38 |  | 37.5 |
| Important to note | 45 | 37 |  | 37.5 |
| - The section score for | 44 | 37 | 38 | 37 |
| the Evidence-Based | 43 | 36 | 37 | 36.5 |
| Reading and Writing | 42 | 35 | 37 | 36 |
| section is calculated | 41 | 35 | 36 | 35.5 |
| by adding the Reading Test score to the | 40 | 34 | 35 | 34.5 |
| Writing and Language | 39 | 33 | 34 | 34 |
| Test score and | 38 | 32 | 33 | 33 |
| multiplying that figure | 37 | 31 | 33 | 32.5 |
| by 10. | 36 | 31 | 32 | 31.5 |
| - The section score | 35 | 30 | 31 | 31 |
| for the Math section | 34 | 29 | 31 | 30.5 |
| is calculated by | 33 | 29 | 30 | 30 |
| multiplying the Math | 32 | 28 | 30 | 29.5 |
| Test score by 20. | 31 | 28 | 29 | 29 |
| - There is no advantage | 30 | 27 | 29 | 28.5 |
| or disadvantage | 29 | 26 | 28 | 28 |
| in taking either the | 28 | 26 | 28 | 27.5 |
| Saturday, Oct. 15, | 27 | 25 | 27 | 27 |
| Wednesday, Oct. 19, | 26 | 25 | 27 | 26.5 |
| or Wednesday, Nov. 2, | 25 | 24 | 26 | 26 |
| test form. | 24 | 24 | 26 | 25.5 |
|  | 23 | 23 | 25 | 25 |
|  | 22 | 23 | 25 | 24.5 |
|  | 21 | 22 | 24 | 24 |
|  | 20 | 22 | 24 | 23.5 |
|  | 19 | 21 | 23 | 23 |
|  | 18 | 21 | 22 | 22.5 |
|  | 17 | 20 | 22 | 22 |
|  | 16 | 19 | 21 | 21.5 |
|  | 15 | 19 | 20 | 20.5 |
|  | 14 | 18 | 19 | 20 |
|  | 13 | 18 | 18 | 19.5 |
|  | 12 | 17 | 18 | 19 |
|  | 11 | 17 | 17 | 18 |
|  | 10 | 16 | 16 | 17.5 |
|  | 9 | 16 | 15 | 16.5 |
|  | 8 | 15 | 15 | 16 |
|  | 7 | 15 | 14 | 15 |
|  | 6 | 14 | 13 | 14 |
|  | 5 | 13 | 13 | 13 |
|  | 4 | 12 | 12 | 12 |
|  | 3 | 11 | 11 | 10.5 |
|  | 2 | 10 | 10 | 9.5 |
|  | 1 | 9 | 9 | 8.5 |
|  | 0 | 8 | 8 | 8 |

Wednesday, Oct. 19, Test Form

| Raw Score | Reading <br> (\# of correct <br> Test | Writing and <br> Language | Math <br> Test <br> answers) |
| :---: | :---: | :---: | :---: |
| Score | Test Score | Score |  |


| 47 | 38 |  |  |
| :---: | :---: | :---: | :---: |
| $46^{*}$ | 37 | 38 |  |
| 45 | 37 |  | 37.5 |


| 45 | 37 | 37.5 |  |
| :---: | :---: | :---: | :---: |
| 44 | 36 | 38 | 37.5 |
| 43 | 35 | 38 | 37 |


| 42 | 35 | 37 | 36.5 |
| :--- | :--- | :--- | :--- |
| 41 | 34 | 36 | 35.5 |


| 40 | 34 | 36 | 34.5 |
| :---: | :---: | :---: | :---: |
| 39 | 33 | 35 | 34 |
| 38 | 32 | 34 | 33 |


| 37 | 32 | 33 | 32.5 |
| :---: | :---: | :---: | :---: |
| 36 | 31 | 33 | 31.5 |
| 35 | 30 | 32 | 31 |


| 34 | 30 | 31 | 30.5 |
| :---: | :---: | :---: | :---: |
| 33 | 29 | 31 | 30 |


| 32 | 29 | 30 | 29.5 |
| :---: | :---: | :---: | :---: |
| 31 | 28 | 30 | 29 |
| 30 | 28 | 29 | 28.5 |


| 29 | 27 | 29 | 28 |
| :---: | :---: | :---: | :---: |
| 28 | 27 | 28 | 28 |
| 27 | 26 | 28 | 27.5 |


| 27 | 26 | 28 | 27.5 |
| :---: | :---: | :---: | :---: |
| 26 | 26 | 27 | 27 |
| 25 | 25 | 27 | 26.5 |


| 24 | 25 | 26 | 26 |
| :---: | :---: | :---: | :---: |
| 23 | 24 | 26 | 25.5 |
| 22 | 23 | 25 | 25 |


| 21 | 23 | 25 | 24.5 |
| :---: | :---: | :---: | :---: |
| 20 | 22 | 24 | 24 |


| 19 | 22 | 23 | 23.5 |
| :---: | :---: | :---: | :---: |
| 18 | 21 | 22 | 23 |
| 17 | 20 | 22 | 225 |


| 17 | 20 | 22 | 22.5 |
| :---: | :---: | :---: | :---: |
| 16 | 20 | 21 | 22 |
| 15 | 19 | 20 | 21 |


| 14 | 19 | 19 | 20.5 |
| :---: | :---: | :---: | :---: |
| 13 | 18 | 18 | 20 |
| 12 | 17 | 18 | 195 |


| 12 | 17 | 18 | 19.5 |
| :---: | :---: | :---: | :---: |
| 11 | 17 | 17 | 19 |
| 10 | 16 | 16 | 18 |
| 9 | 16 | 15 | 17.5 |
| 8 | 16 | 15 | 16.5 |
| 7 | 15 | 14 | 15.5 |
| 6 | 14 | 13 | 14.5 |
| 5 | 13 | 13 | 13.5 |
| 4 | 12 | 12 | 12.5 |
| 3 | 11 | 11 | 11.5 |
| 2 | 10 | 10 | 10 |
| 1 | 9 | 9 | 9 |
| $\mathbf{0}$ | 8 | 8 | 8 |

Due to the unscored questions (see page 11) on the Oct. 19 Test Form, the highest possible Raw Score for Math is 46.

## (continued from previous page)

Wednesday, Nov. 2 Test Form

| Raw Score (\# of correct answers) | Reading Test Score | Writing and Language Test Score | Math Test Score |
| :---: | :---: | :---: | :---: |
| 47* | 38 |  | 38 |
| 46 | 38 |  | 38 |
| 45 | 37 |  | 37.5 |
| 44 | 37 | 38 | 37 |
| 43 | 36 | 38 | 36.5 |
| 42 | 36 | 37 | 36 |
| 41 | 36 | 37 | 35.5 |
| 40 | 35 | 36 | 34.5 |
| 39 | 35 | 35 | 33.5 |
| 38 | 34 | 34 | 32.5 |
| 37 | 33 | 33 | 32 |
| 36 | 33 | 33 | 31.5 |
| 35 | 32 | 32 | 31 |
| 34 | 31 | 31 | 30.5 |
| 33 | 30 | 31 | 30 |
| 32 | 30 | 30 | 29.5 |
| 31 | 29 | 30 | 29 |
| 30 | 28 | 29 | 28.5 |
| 29 | 28 | 29 | 28 |
| 28 | 27 | 28 | 27.5 |
| 27 | 27 | 28 | 27.5 |
| 26 | 26 | 27 | 27 |
| 25 | 26 | 27 | 26.5 |
| 24 | 25 | 26 | 26 |
| 23 | 25 | 26 | 25.5 |
| 22 | 24 | 25 | 25 |
| 21 | 23 | 25 | 24.5 |
| 20 | 23 | 24 | 24 |
| 19 | 22 | 23 | 23.5 |
| 18 | 22 | 22 | 23 |
| 17 | 21 | 22 | 22.5 |
| 16 | 20 | 21 | 22 |
| 15 | 20 | 20 | 21.5 |
| 14 | 19 | 19 | 21 |
| 13 | 18 | 18 | 20.5 |
| 12 | 18 | 17 | 20 |
| 11 | 17 | 17 | 19 |
| 10 | 17 | 16 | 18.5 |
| 9 | 16 | 15 | 18 |
| 8 | 16 | 15 | 17 |
| 7 | 15 | 14 | 16 |
| 6 | 14 | 13 | 15 |
| 5 | 13 | 13 | 14 |
| 4 | 12 | 12 | 13 |
| 3 | 11 | 11 | 11.5 |
| 2 | 10 | 10 | 10.5 |
| 1 | 9 | 9 | 9.5 |
| 0 | 8 | 8 | 8 |

*Due to the unscored question (see page 12) on the Nov. 2 Test Form, the highest possible Raw Score for Math is 47.

## The PSAT/NMSQT ${ }^{\circledR}$ Score Report

A Case Study: Ima B. Student's PSAT/NMSQT Score Report

Take a look at Ima B. Student's sample score report below and on the next page. Use the corresponding information to help you interpret your student's PSAT/NMSQT Score Report.


## The PSAT/NMSQT Sample Score Report

Hi, Ima B. Student

School Name: John F. Kennedy High School, School Code: 123456
2016, Grade: 11th Grade
Student ID: 24068907
Optional Code: 00
Access Code: A02670146P

#  <br> PSAT/NMSQT 

Preliminary SAT/National Merit Scholarship Qualifying Test

## Your Score Report

Get your full report online studentscores.collegeboard.org


SAT ${ }^{\circledR}$ Practice
Connect to Khan Academy ${ }^{\text {® }}$ for FREE, world-class SAT practice on satpractice.org.


AP ${ }^{\circledR}$ and Course Work
See which AP courses may be good matches for you.


Register for the SAT
Select an SAT test date, and register for it now.

The PSAT/NMSQT Sample Score Report, cont.


## Test Scores 8 to 38 range*



### 26.5 Math



## Cross-Test Scores 8 to 38 range

25 Analysis in History/Social Studies
20 Analysis in Science

If a student were to take the same test repeatedly (with no new learning), the standard
deviation of the student's repeated test scores is called the standard error of measurement (SEM). Your score range is computed as your score +/- SEM. For PSAT/NMSQT, these ranges are approximately:

Total Score: Your score $\pm 40$ points.
Evidence-Based Reading and Writing Section Score: Your score $\pm 25$ points.
Math Section Score: Your score $\pm 33$ points
Test Scores and Cross-Test Scores: Your score $\pm 2$ points.
Subscores: Your score $\pm 1$ to 2 points.
Remember that you will receive scores in the same areas when you take the SAT.

Subscores 1 to 15 range


## Ima B. Student

2016, Grade: 11th Grade, Student ID 24068907

## The PSAT/NMSQT Sample Score Report, cont.

## $工$ National Merit Scholarship Corporation

National Merit Scholarship Corporation (NMSC) conducts the National Merit ${ }^{\oplus}$ Scholarship Program, an academic competition for recognition and college scholarships. To designate students who qualify for recognition in its 2018 competition, NMSC will consider the 2016 PSAT/NMSQT® Selection Index scores of some 1.6 million test-takers (usually high school juniors) who meet program entry requirements. For more information, please visit: www.nationalmerit.org

If any of your responses to NMSC's "Entry Requirements" questions (see right-hand column) are inaccurate or there has been a change in plans that may affect program entry, write immediately to:

National Merit Scholarship Corporation
Attn: Scholarship Administration
1560 Sherman Avenue, Suite 200
Evanston, IL 60201-4897
Include your name and home address along with your hig school name, address, and six-digit code number.

Your NMSC Selection Index 139
NMSC uses a Selection Index based on PSAT/NMSQT scores as an initial screen of students who enter its scholarship programs. To calculate your Selection Index, double the sum of your Reading, Writing and Language, and Math Test scores.

## Eligibility Information

If your Selection Index places you among the 50,000 high scorers who qualify for National Merit Scholarship Program recognition, you will be notified next September.

Entry Requirements
(Information you provided on your answer sheet)

## High school student

 YESYear to complete high school and enroll full-time in college:
2018

Years to be spent in grades 9-12:
4

YES

Your Scores: Next Steps
Additional skills and improvement suggestions can be found in your online score report.

Your score indicates that you are already likely able to: Reading Test \begin{tabular}{l|l}
Improve your skills by focusing on the following suggestions: <br>

|| Draw reasonable conclusions from somewhat challenging texts \& | Draw reasonable inferences and logical conclusions from challeng- |
| :--- |
| ing texts | <br>

| \|| Describe the overall structure of a somewhat challenging text |
| :--- | <br>


| Identify claims and counterclaims explicitly stated in a somewhat |
| :--- |
| challenging passage | \& 8 to 38


 

Analyze information presented quantitatively in such forms as <br>
graphs, tables, and charts and relate that information to information <br>
presented in somewhat challenging text
\end{tabular}

Writing and Language Test
| Revise text as needed to improve the exactness or content
appropriateness of word choices within somewhat challenging texts
Retain or add information or ideas to a piece of a
text to support claims or points in somewhat challenging text
Revise somewhat challenging text to ensure that information is
presented in the most logical order

## Get more next steps online

studentscores.collegeboard.org

SAT Practice
Connect to Khan Academy for FREE, world-class SAT practice on satpractice.org


AP and Course Work See which AP courses may be good matches for you.


Register for the SAT
Select an SAT test date and register for it now.

The PSAT/NMSQT Sample Score Report, cont.

## Your Question-Level Feedback

Reading

Writing and Language


See the questions, and the



Math Test-No Calculator


Access Code

## A02670146P

 answer explanations, online studentscores.collegeboard.org© 2016 The College Board. College Board, AP, SAT, and the acorn logo are registered trademarks of the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation. National Merit and the corporate "Lamp of Learning" logo are federally registered service marks of National Merit Scholarship Corporation. Visit the College Board on the web: www.collegeboard.org. You can also visit National Merit Scholarship Corporation at www.nationalmerit.org
Khan Academy is a registered trademark in the United States and other jurisdictions.

Ima B. Student 2016, Grade: 11th Grade

| Subscore | Key |  |
| :---: | :---: | :---: |
| COE Command of Evidence | $\checkmark$ | Correct |
| WIC Words in Context | $\varnothing$ | Omitted |
| EOI Expression of Ideas | U | Unscorable |
| SEC Standard English Conventions | -111 | Easy |
| HOA Heart of Algebra | -11 | Medium |
| PSD Problem Solving and Data Analysis | - 11 | Hard |
| PAM Passport to Advanced Math |  |  |
| Cross-Test Score |  |  |
| HSS Analysis in History/Social Studies |  |  |
| SCI Analysis in Science |  |  |

00609-007 160041110

