

**SC READY**   
South Carolina College- and  
Career-Ready Assessments



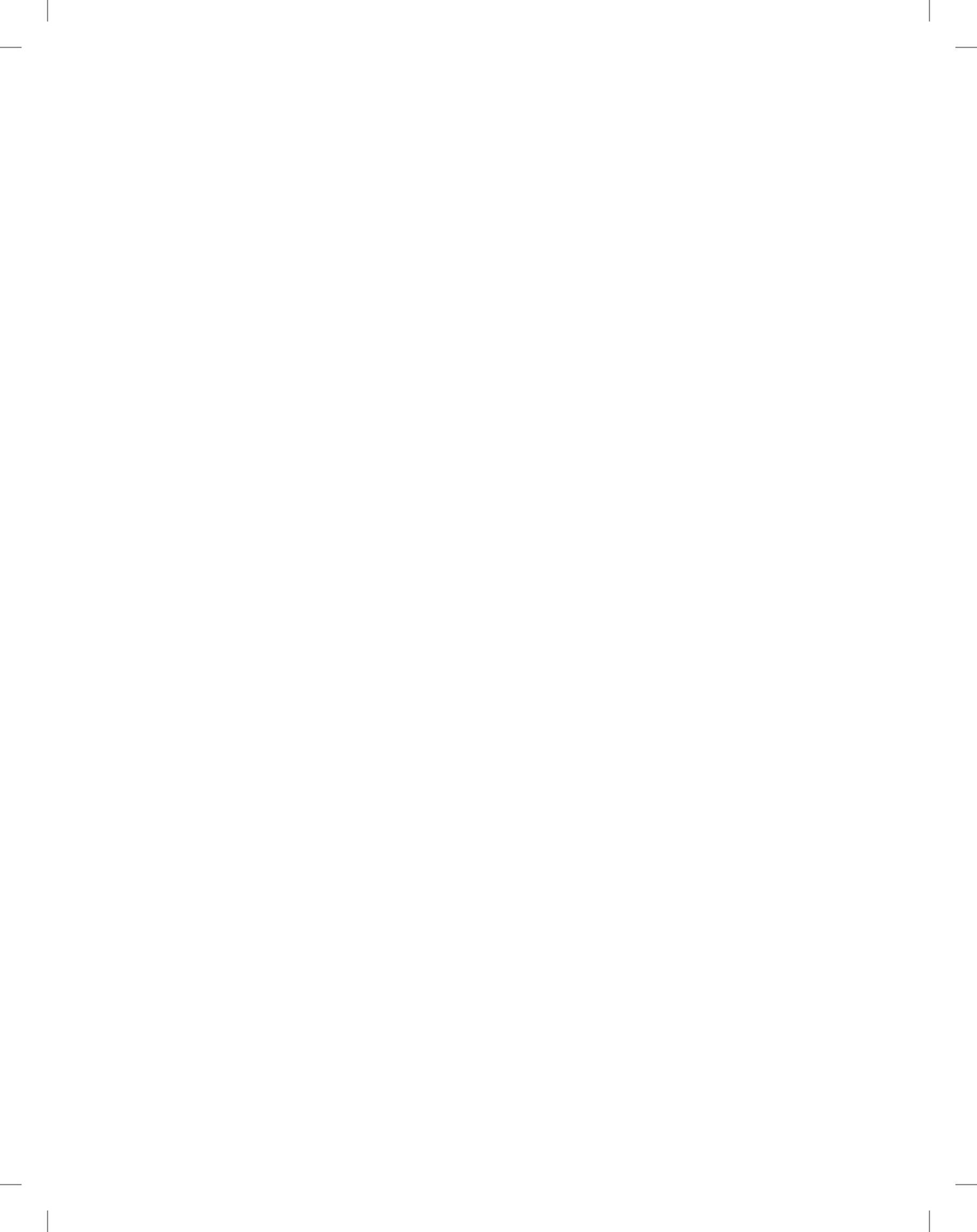
**Administration Directions Manual**  
**for Online and Paper/Pencil Testing**

**Spring 2017**



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## Online Administration Directions for All Subjects—SC READY/SCPASS

O-ALL

### General Information

Begin with the instructions found on this page for each of the following online tests:

- ELA Stand-Alone Field Test (See note below.)
- ELA Session 1
- ELA Session 2
- Mathematics
- Science
- Social Studies

**Materials Needed:** online testing roster, student test tickets, and seating chart for all subjects and grades; allowable materials, if being used (scratch paper for all grades and subjects, school- or student-owned calculators for mathematics grades 6–8 and science grades 6–8, printed copies of the periodic table for science grade 7). Note: Separate test tickets are provided for each of the following test sessions: ELA Field Test, ELA Session 1, ELA Session 2, Mathematics, Science, and Social Studies. For Grades 6–8 Mathematics, separate test tickets are also provided for the Calculator and No-Calculator sections.

This section of the manual provides specific directions and a script to be read to students for each online test. **Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the boxes. Test administrators (TAs) may repeat directions for students, if needed.

Be sure students understand the directions, how to mark their answers, and the use of the tools as explained in the Tutorial and Online Tools Training (OTTs). Be careful not to inadvertently give hints or clues that indicate an answer.

**NOTE:** All students who participate in SC READY online testing must participate in the ELA stand-alone field test, with the exception of students who require accommodations that are not available or eighth grade students who take the EOCEP English 1 stand-alone field test.

- Large-print, loose-leaf, and oral administration (HVA) online accommodations are available.
- Students who are taking SC READY paper/pencil tests through a waiver approved by the State Board of Education are encouraged to participate in the stand-alone online field test.
- The field test may be administered anytime between April 7 and the end of the school district’s instructional year.
- The field test is available in online format only.
- The field test consists of 1 text-dependent analysis (TDA) passage and question.
- It is suggested that students take the field test first, if possible, to allow students practice with a TDA question prior to the operational test.
- It is not necessary to create seating charts for the stand-alone field test.



## Online Administration Directions for All Subjects—SC READY/SCPASS

### General Information for Using Tablet Devices

If you are administering the test using an iPad with Guided Access:

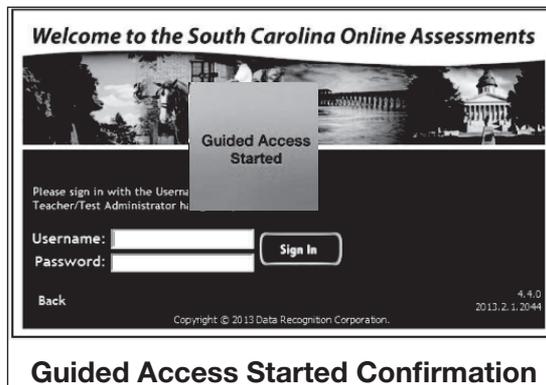


#### **Starting Guided Access**

Guided Access will need to be turned on after you have launched the INSIGHT app. Once the app is launched and you have arrived at the sign in screen, click the home button (the round one on the screen) three times (triple click).

After you have triple clicked the home button, check for confirmation that Guided Access has started. A square message box will appear momentarily (see the screenshot).

You may choose to have students complete this step.



#### **Exiting Guided Access Mode**

When the student has completed and exited the test, triple click the home button again. You will be prompted to enter the Guided Access passcode. You will see the Guided Access screen. Select “End” in the top left corner. Please remember that the passcode is considered a secure testing material. It is essential to test security that students do not have access to this passcode.

#### **If you are administering the test using a Chromebook:**

Students should NOT be logged in to a Google account. INSIGHT online testing will only launch when acting as a “guest.”



## Online Administration Directions for All Subjects—SC READY/SCPASS

At each student's computer, click on the "DRC INSIGHT Online Assessments" icon on the computer's desktop or device to load the welcome page prior to the start of the test session.

**SAY:**

For SC READY: **Today you will be taking the South Carolina College- and Career-Ready Assessments or SC READY** [say test subject—either ELA Field Test, ELA Session 1, ELA Session 2, or Mathematics] **test.**

For SCPASS: **Today you will be taking the South Carolina Palmetto Assessment of State Standards or SCPASS** [say test subject—either Science or Social Studies] **test.**

**During this test, you may not have any electronic or other device with you that can be used for communication, timing, imaging, or accessing the Internet. These devices include, but are not limited to, tablets not approved for this test, smart phones, cell phones, mp-3 players, e-readers, or any other electronic imaging or photographic devices.**

*If electronic devices have not already been collected from students,*

**SAY:**

**I will now collect any electronic devices.**

(PAUSE)

Make sure all electronic devices are/have been collected from all students, unless the student's IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an online oral administration).

**SAY:**

**It is important that you do your best in answering the test questions. Do not talk during the test. If you have any questions while you are working, raise your hand and I will come to your seat.**

(PAUSE)

**SAY:**

**Now I am going to give each of you a test ticket. Make sure your name is printed on the ticket you receive. Raise your hand if you receive the wrong test ticket.**

**Do not share your username and password with anyone else. I will collect the test tickets after you begin testing.**

Distribute the appropriate test ticket to each student. Make sure that each student receives the correct test ticket. Each student's test ticket provides the student's username and password needed to begin testing. Test tickets are secure. After test tickets have been distributed to students, testing must begin immediately. Online Tools Training (OTT) may not be conducted at this time.

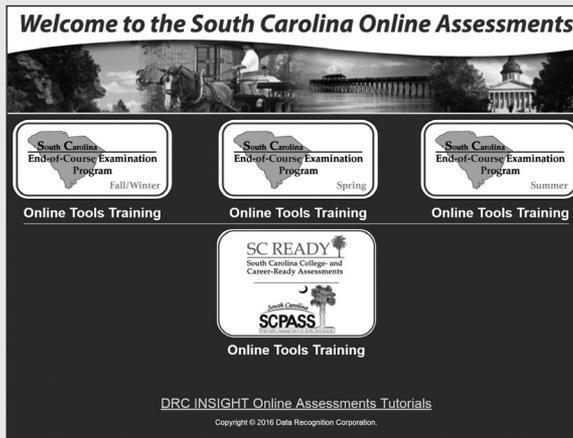


## Online Administration Directions for All Subjects—SC READY/SCPASS

**Note:** For grades 6–8 mathematics, distribute the Calculator section test tickets only. Do NOT distribute the test ticket for the No-Calculator section to a student until that student has completed the calculator section.

**SAY:**

At the top of your screen you should see “Welcome to the South Carolina Online Assessments.” On the bottom half of the screen are two options for the SC READY and SCPASS tests. Select the option that says “Test Sign In.”



Assist students as needed.

**SAY:**

This is the login screen. Using the information from your test ticket, type your username and password in the correct boxes. Then select “Sign In.”



Test ticket information is unique to each student. Separate test tickets are provided for each of the following test sessions: ELA Field Test, ELA Session 1, ELA Session 2, Mathematics, Science, and Social Studies. For Grades 6–8 Mathematics, separate test tickets are also provided for the calculator and no-calculator sections. The test ticket for the no-calculator section must not be distributed to a student until he/she completes the calculator section.

 **Online Administration Directions  
for All Subjects—SC READY/SCPASS**

Assist students as needed; TAs may have to help students type in this information. Usernames and passwords are not case sensitive.

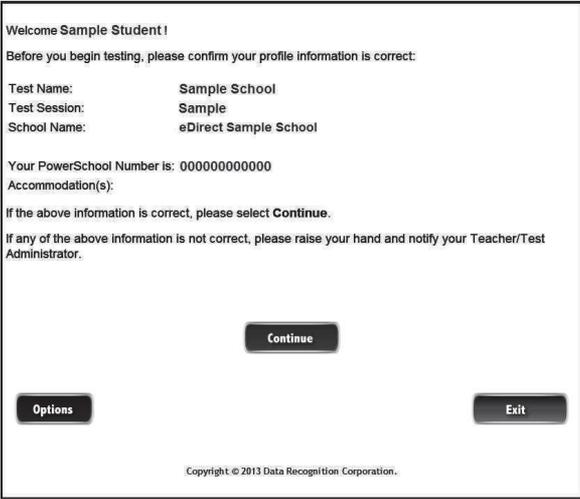
If students are not able to successfully log in, you may want to consider instructing the students to log in using a staggered approach (having a few students log in at a time) to reduce burden on your school’s network.

After the login, make sure that all students are on the correct screen. Wait for all students to reach this page.

Students testing with the **Human Voice Audio (HVA)** oral administration should be instructed to put on their headphones at this time. The human voice will begin reading information starting with the following screen. The HVA accommodation is available for all grades and subjects with the exception of ELA grade 3.



**This is the Welcome screen. Check that your name appears at the top of the screen. Then check that your district, school, and other information are correct. If everything is correct, select “Continue.” If your information is not correct, please raise your hand.**



PAUSE to assist students. If the student name is not displaying correctly, ensure that the student has the correct test ticket with his/her name on it. If student accommodations are incorrect, changes should be made to the student record in eDIRECT before continuing with testing.



## Online Administration Directions for All Subjects—SC READY/SCPASS

### SAY:

You are now on the screen that shows the name of the test you are scheduled to take. If you do not see this, please raise your hand. Please select the test link below for [say test session name—either ELA Field Test, ELA Session 1, ELA Session 2, Mathematics (grades 3–5), Calculator (grades 6–8), Science, or Social Studies] to start the test.

The following tests have been scheduled for Sample Student!

Once instructed, click on the test link below to start the test.  
If no additional tests are available, please select **Exit** to close the application.

- ELA Session 1

PAUSE to assist students. If the subject or section of the test is not displaying correctly, verify that you have the appropriate test session ticket.

The **Video Sign Language (VSL)** administration will begin at this point for students testing with the online ASL signed administration accommodation. The VSL accommodation is available for all grades and subjects with the exception of ELA grade 3 and the ELA Field Test.

Then, administer the online test using the appropriate directions. See the following chart.

<b>ELA Field Test</b>	Page 7 of this manual
<b>ELA Session 1</b>	Page 11 of this manual
<b>ELA Session 2</b>	Page 17 of this manual
<b>Mathematics Grades 3–5</b>	Page 23 of this manual
<b>Mathematics Grades 6–8</b>	Page 27 of this manual
<b>Science and Social Studies</b>	Page 31 of this manual



## Online Administration Directions for ELA Field Test

**SAY:**

Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help  button and choose the Test Directions tab.

### Text-Dependent Analysis (TDA) Directions

The only question included in this test will be a text-dependent analysis (or TDA) question. The TDA question will ask you to analyze the passage and use evidence from the passage to support your response.

For the TDA response:

- Be sure to read the passage and TDA question carefully.
- Use the Writer's Checklist to help you plan, write, and proofread your response.
- You should look back at the passage to help you type your response.

(PAUSE)

**SAY:**

Now, select the Next button.

(PAUSE)

**SAY:**

The passage may be more than one page in length and/or you may need to read two passages. Be sure to read all of the pages.

To move to the next page of passage text, click anywhere on the right side of the page. To move to the previous page of text, click anywhere on the left side of the page. Use the page numbers at the bottom to help keep track of the pages within the passage.

If you use scratch paper to plan your response or write a rough draft, be sure to type your final response in the space provided.

You will find the Writer's Checklist and the TDA Scoring Guidelines by using the References  tool. You may refer to the checklist and scoring guidelines at any time while responding to the TDA question.

(PAUSE)



## Online Administration Directions for ELA Field Test

**SAY:**

Now, select the Next button.

(PAUSE)

**SAY:**

Use the Next and Back buttons to move from question to question or page to page.

- There is no time limit to finish the test.
- Only one question at a time will appear on the screen.
- If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you.
- Select the Help  button to find more information.

(PAUSE)

**SAY:**

You may not use a dictionary or thesaurus during the ELA Field Test.

(PAUSE)

**SAY:**

I will now give you scratch paper. Write your name at the top of the paper.

You may use the scratch paper to plan your response or write a rough draft for the TDA question. Be sure to type your final TDA response in the space provided.

If you need additional scratch paper while you are working, raise your hand. I will collect the paper at the end of this test session.

PAUSE to distribute the scratch paper.

**SAY:**

The Review page will appear after the TDA question. Select the End Test button. Then, select Submit when you are ready to complete the test.

(PAUSE)



## Online Administration Directions for ELA Field Test

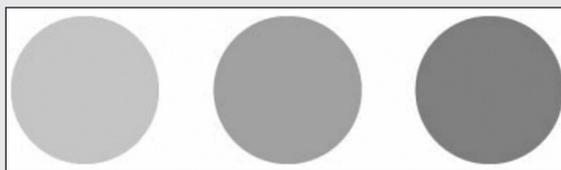
**SAY:**

Now, select the Next button.

(PAUSE)

**SAY:**

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.



Raise your hand if you have any questions before you begin the test.

PAUSE to answer any questions students may have. Explain what students should do after they have finished the test (e.g., that you will allow them to read quietly at their seats or to leave the room if provisions have been made).

**SAY:**

When you are ready, select Begin the Test.

Make sure that students begin working on the test.

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. You may also help students find and read the Writer's Checklist or TDA Scoring Guidelines, if requested. Do NOT read or discuss the TDA passage or question. Monitor students to make sure they are navigating through the test. Distribute additional scratch paper, as needed. Make sure students type their final response for the TDA question in the response box.

**Note for grades 4–8:** If students are testing with the **HVA** oral administration, check with them periodically to make sure the audio is working properly.

Once all students begin testing, be sure to collect their test tickets. As each student finishes the test, collect all supplemental and any other test materials, including all scratch paper.

Allow students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested, or to leave (if provisions have been made). Students are not allowed to use electronic devices for these activities.

Be sure to return all test materials—including the online testing roster, test tickets, and scratch paper containing student writing—to the School Test Coordinator immediately after testing.



## **Online Administration Directions for ELA Field Test**



## Online Administration Directions for ELA Session 1

**SAY:**

Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help  button and choose the Test Directions tab.

### Answering Questions

Read each question carefully and then answer the question.

For each multiple-choice question, choose the best answer by selecting the answer bubble using the Pointer  tool. For any multi-select questions, you will need to choose more than one answer. Be sure to read the instructions for each question very carefully.

(PAUSE)

**SAY:**

Now, select the Next button.

(PAUSE)

FOR GRADES 3 & 5 ONLY:

**SAY:**

The next section of the test directions describes two-part questions. There are no two-part questions on today's ELA test session, so we will skip those directions today.

(PAUSE)



## Online Administration Directions for ELA Session 1

FOR GRADES 4, 6, 7, & 8 ONLY:

**SAY:**

In addition, some questions may have two parts: Part A and Part B. You will be asked to select one answer in each part.

For the two-part questions:

- Read **Part A** of the question and choose the best answer.
- You may look back at the passage to help you answer Part A.
- Select your answer to Part A.
- Then, read **Part B** of the question and choose the evidence to support your answer to Part A.
- You may look back at the passage to help you answer Part B of the question.
- Select your answer to Part B.

(PAUSE)

**SAY:**

Select the Flag  button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

(PAUSE)

**SAY:**

Now, select the Next button.

(PAUSE)

**SAY:**

Now follow along while I read the Text-Dependent Analysis (TDA) Directions.

The last question in ELA Session 1 will be a text-dependent analysis (or TDA) question. The TDA question will ask you to analyze the passage and use evidence from the passage to support your response.

For the TDA response:

- Be sure to read the passage and TDA question carefully.
- Use the Writer's Checklist to help you plan, write, and proofread your response.
- You should look back at the passage to help you type your response.

(PAUSE)



## Online Administration Directions for ELA Session 1

**SAY:**

Now, select the Next button.

(PAUSE)

**SAY:**

The passage may be more than one page in length and/or you may need to read two passages. Be sure to read all of the pages.

To move to the next page of passage text, click anywhere on the right side of the page. To move to the previous page of text, click anywhere on the left side of the page. Use the page numbers at the bottom to help keep track of the pages within the passage.

If you use scratch paper to plan your response or write a rough draft, be sure to type your final response in the space provided.

You will find the Writer's Checklist and the TDA Scoring Guidelines by using the References  tool. You may refer to the checklist and scoring guidelines at any time while responding to the TDA question.

(PAUSE)

**SAY:**

Now, select the Next button.

(PAUSE)

**SAY:**

Use the Next and Back buttons to move from question to question or from page to page.

- There is no time limit to finish the test.
- Only one question at a time will appear on the screen.
- If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you.
- Select the Help  button to find more information.

(PAUSE)



## Online Administration Directions for ELA Session 1

**SAY:**

You may not use a dictionary or thesaurus during ELA Session 1.

(PAUSE)

**SAY:**

I will now give you scratch paper. Write your name at the top of the paper.

You may use the scratch paper to make notes for any of the questions, as well as to plan your response or write a rough draft for the TDA question. Be sure to type your final TDA response in the space provided.

If you need additional scratch paper while you are working, raise your hand. Do not crumple, bend, or fold your scratch paper when you are finished with it. I will collect the paper at the end of this test session.

PAUSE to distribute the scratch paper.

**SAY:**

The Review page will appear after the last question on the test. On this screen, check that you have answered each question including all flagged questions.

Then, select the End Test button. The system will indicate if you have answered all questions. Select Submit when you are ready to complete the test.

(PAUSE)

**SAY:**

Now, select the Next button.

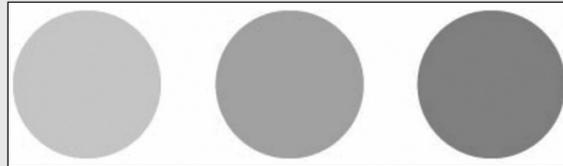
(PAUSE)



## Online Administration Directions for ELA Session 1

**SAY:**

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.



**Raise your hand if you have any questions before you begin the test.**

PAUSE to answer any questions students may have. Explain what students should do after they have finished the test (e.g., that you will allow them to read quietly at their seats or to leave the room if provisions have been made).

**SAY:**

**When you are ready, select *Begin the Test*.**

Make sure that students begin working on the test.

The TA should create a seating chart showing the testing locations of all students in the classroom. Label each location with the student's first initial and last name (see the *Test Administration Manual*).

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. You may also help students find and read the Writer's Checklist or TDA Scoring Guidelines, if requested. Do NOT read or discuss the TDA passage or any test questions or answer choices. Monitor students to make sure they are navigating through the test and entering their answers in the online testing system. Distribute additional scratch paper, as needed. Make sure students type their final response for the TDA question in the response box.

**Note for grades 4–8:** If students are testing with the **HVA** oral administration, check with them periodically to make sure the audio is working properly.

Once all students begin testing, be sure to collect their test tickets. As each student finishes the test, collect all supplemental and any other test materials, including all scratch paper.

Allow students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested, or to leave (if provisions have been made). Students are not allowed to use electronic devices for these activities.

Be sure to return all test materials—including the online testing roster, test tickets, scratch paper containing student writing, and seating chart—to the School Test Coordinator immediately after testing.



## **Online Administration Directions for ELA Session 1**



## Online Administration Directions for ELA Session 2

**SAY:**

Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help  button and choose the Test Directions tab.

### Answering Questions

Read each question carefully and then answer the question.

For each multiple-choice question, choose the best answer by selecting the answer bubble using the Pointer  tool. For any multi-select questions, you will need to choose more than one answer. Be sure to read the instructions for each question very carefully.

(PAUSE)

**SAY:**

Now, select the Next button.

(PAUSE)

FOR GRADE 4 ONLY:

**SAY:**

The next section of the test directions describes two-part questions. There are no two-part questions on today's ELA test session, so we will skip those directions today.

(PAUSE)



## Online Administration Directions for ELA Session 2

FOR GRADES 3, 5, 6, 7, & 8:

**SAY:**

In addition, some questions may have two parts: Part A and Part B. You will be asked to select one answer in each part.

For the two-part questions:

- Read **Part A** of the question and choose the best answer.
- You may look back at the passage to help you answer Part A.
- Select your answer to Part A.
- Then, read **Part B** of the question and choose the evidence to support your answer to Part A.
- You may look back at the passage to help you answer Part B of the question.
- Select your answer to Part B.

(PAUSE)

**SAY:**

Select the Flag  button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

(PAUSE)

**SAY:**

Now, select the Next button.

(PAUSE)



## Online Administration Directions for ELA Session 2

**SAY:**

All of the questions are associated with passages. The passages may be more than one page in length. To move to the next page of passage text, click anywhere on the right side of the page. To move to the previous page of text, click anywhere on the left side of the page. Use the page numbers at the bottom to help keep track of the pages within the passage.

Use the Next and Back buttons to move from question to question or page to page.

- There is no time limit to finish the test.
- Only one question at a time will appear on the screen.
- If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you.
- Select the Help  button to find more information.

(PAUSE)

**SAY:**

You may not use a dictionary or thesaurus during ELA Session 2.

(PAUSE)

**SAY:**

I will now give you a sheet of scratch paper. Write your name at the top of the paper.

If you need additional scratch paper while you are working, raise your hand. Do not crumple, bend, or fold your scratch paper when you are finished with it. I will collect the paper at the end of this test session.

PAUSE to distribute the scratch paper.

**SAY:**

The Review page will appear after the last question on the test. On this screen, check that you have answered each question including all flagged questions.

Then, select the End Test button. The system will indicate if you have answered all questions. Select Submit when you are ready to complete the test.

(PAUSE)



## Online Administration Directions for ELA Session 2

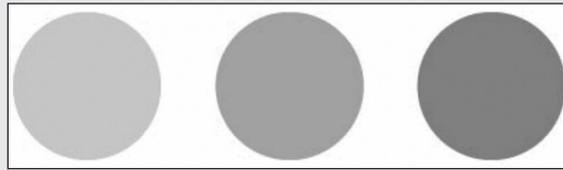
**SAY:**

Now, select the Next button.

(PAUSE)

**SAY:**

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.



Raise your hand if you have any questions before you begin the test.

PAUSE to answer any questions students may have. Explain what students should do after they have finished the test (e.g., that you will allow them to read quietly at their seats or to leave the room if provisions have been made).

**SAY:**

When you are ready, select Begin the Test.

Make sure that students begin working on the test.

The TA should create a seating chart showing the testing locations of all students in the classroom. Label each location with the student's first initial and last name (see the *Test Administration Manual*).

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do NOT read or discuss any passages, test questions, or answer choices. Monitor students to make sure they are navigating through the test and entering their answers in the online testing system. Distribute additional scratch paper, as needed.

**Note for grades 4–8:** If students are testing with the **HVA** oral administration, check with them periodically to make sure the audio is working properly.

Once all students begin testing, be sure to collect their test tickets. As each student finishes the test, collect all supplemental and any other test materials, including all scratch paper.

Allow students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested, or to leave (if provisions have been made). Students are not allowed to use electronic devices for these activities.



## **Online Administration Directions for ELA Session 2**

Be sure to return all test materials—including the online testing roster, test tickets, scratch paper containing student writing, and seating chart—to the School Test Coordinator immediately after testing.



## **Online Administration Directions for ELA Session 2**



## Online Administration Directions for Mathematics Grades 3–5

**SAY:**

Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help  button and choose the Test Directions tab.

(PAUSE)

FOR GRADES 3 & 4 ONLY:

**SAY:**

For all of the questions, you will choose your answer from a set of four answer choices.

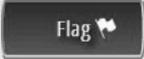
Select the Flag  button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

(PAUSE)

FOR GRADE 5 ONLY:

**SAY:**

For most of the test questions, you will choose your answer from a set of four answer choices. Some test questions, however, will have more than four answer choices and will ask you to select ALL answer choices that correctly answer the question. Be sure to consider whether or not each answer choice is correct.

Select the Flag  button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

(PAUSE)

**SAY:**

Now, select the Next button.

(PAUSE)



## Online Administration Directions for Mathematics Grades 3–5

**SAY:**

Use the Next and Back buttons to move from question to question or page to page.

- There is no time limit to finish the test.
- Only one question at a time will appear on the screen.
- If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you.
- Select the Help  button to find more information.

(PAUSE)

**SAY:**

You may not use a calculator during this test.

(PAUSE)

**SAY:**

I will now give you a sheet of scratch paper. Write your name at the top of the paper.

If you need additional scratch paper while you are working, raise your hand. Do not crumple, bend, or fold your scratch paper when you are finished with it. I will collect the paper at the end of this test.

PAUSE to distribute the scratch paper.

**SAY:**

The Review page will appear after the last question on the test. On this screen, check that you have answered each question including all flagged questions.

Then, select the End Test button. The system will indicate if you have answered all questions. Select Submit when you are ready to complete the test.

(PAUSE)

**SAY:**

Now, select the Next button.

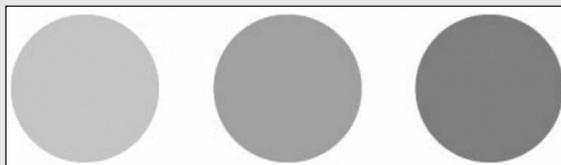
(PAUSE)



## Online Administration Directions for Mathematics Grades 3–5

**SAY:**

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.



**Raise your hand if you have any questions before you begin the test.**

PAUSE to answer any questions students may have. Explain what students should do after they have finished the test (e.g., that you will allow them to read quietly at their seats or to leave the room if provisions have been made).

**SAY:**

**When you are ready, select *Begin the Test*.**

Make sure that students begin working on the test.

The TA should create a seating chart showing the testing locations of all students in the classroom. Label each location with the student's first initial and last name (see the *Test Administration Manual*).

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do NOT read or discuss any test questions or answer choices. Monitor students to make sure they are navigating through the test and entering their answers in the online testing system. Distribute additional scratch paper, as needed.

**NOTE:** If students are testing with the **HVA** oral administration, check with them periodically to make sure the audio is working properly.

Once all students begin testing, be sure to collect their test tickets. As each student finishes the test, collect all supplemental and any other test materials, including all scratch paper.

Allow students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested, or to leave (if provisions have been made). Students are not allowed to use electronic devices for these activities.

Be sure to return all test materials—including the online testing roster, test tickets, scratch paper containing student writing, and seating chart—to the School Test Coordinator immediately after testing.



## **Online Administration Directions for Mathematics Grades 3–5**



## Online Administration Directions for Mathematics Grades 6–8

**SAY:**

Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help  button and choose the Test Directions tab.

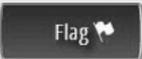
This mathematics test has two parts: a “calculator” section, followed by a “no-calculator” section. You are now logged in to take the calculator section of the test. You may use a calculator or the calculator tool during this section only. After you complete the calculator section, you will submit your answers for that section. Then, you will log back in to the no-calculator section using a different test ticket. You may not use a calculator or the calculator tool during the no-calculator section.

(PAUSE)

**SAY:**

For most of the test questions, you will choose your answer from a set of four answer choices. Some test questions, however, will have more than four answer choices and will ask you to select ALL answer choices that correctly answer the question. Be sure to consider whether or not each answer choice is correct.

There will also be short answer and technology-enhanced (TE) questions that involve different ways of responding. For short answer and TE questions, you will need to follow the specific directions for those questions. Be sure to read the instructions for each question carefully.

Select the Flag  button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

(PAUSE)

**SAY:**

Now, select the Next button.

(PAUSE)



## Online Administration Directions for Mathematics Grades 6–8

**SAY:**

Use the Next and Back buttons to move from question to question or page to page.

- There is no time limit to finish the test.
- Only one question at a time will appear on the screen.
- If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you. In addition to these tools, the Calculator  (for grades 6, 7, and 8) and the Graphing Tool (for grade 8) will be available to assist you during the calculator section of the test.
- Select the Help  button to find more information.

PAUSE. Students may also use school- or student-owned calculators. If such calculators will be used, they may be distributed at this time. Make sure that the memory of each calculator (school- or student-owned) has been cleared (reset) in accordance with the calculator use policy in the *Test Administration Manual*.

**SAY:**

I will now give you a sheet of scratch paper. Write your name at the top of the paper.

If you need additional scratch paper while you are working, raise your hand. Do not crumple, bend, or fold your scratch paper when you are finished with it. I will collect the paper at the end of this test.

PAUSE to distribute the scratch paper.

**SAY:**

The Review page will appear after the last question on the test. On this screen, check that you have answered each question including all flagged questions.

Then, select the End Test button. The system will indicate if you have answered all questions. Select Submit when you are ready to complete the test.

(PAUSE)

**SAY:**

Now, select the Next button.

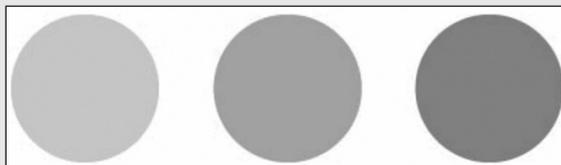
(PAUSE)



## Online Administration Directions for Mathematics Grades 6–8

**SAY:**

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.



**Raise your hand if you have any questions before you begin this section of the test.**

PAUSE to answer any questions students may have. Explain what students should do after they have finished the test (e.g., that you will allow them to read quietly at their seats or to leave the room if provisions have been made).

**SAY:**

**When you are ready, select *Begin the Test*.**

**After you have completed the calculator section and submitted your responses, raise your hand so that I can help you continue with the no calculator section.**

Make sure that students begin working on the calculator section of the test.

The TA should create a seating chart showing the testing locations of all students in the classroom. Label each location with the student's first initial and last name (see the *Test Administration Manual*).

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do NOT read or discuss any test questions or answer choices. Monitor students to make sure they are navigating through the test and entering their answers in the online testing system. Distribute additional scratch paper, as needed.

**NOTE:** If students are testing with the **HVA** oral administration, check with them periodically to make sure the audio is working properly.

Once all students begin testing, be sure to collect their test tickets for the calculator section.

**As each student finishes the calculator section, collect any hand-held calculator. Then provide the student with the appropriate test ticket to log in to the no-calculator section.** Assist students with logging in and navigating through the beginning screens, as needed. Once the student logs in to the no-calculator section and begins working, collect the student's test ticket.

As each student finishes the no-calculator section, collect all supplemental and any other test materials, including all scratch paper.



## Online Administration Directions for Mathematics Grades 6–8

Allow students who have finished both sections of the test to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested, or to leave (if provisions have been made). Students are not allowed to use electronic devices for these activities.

Be sure to return all test materials—including the online testing roster, test tickets, scratch paper containing student writing, and seating chart—to the School Test Coordinator immediately after testing.



## Online Administration Directions for Science and Social Studies

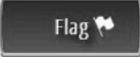
**SAY:**

Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help  button and choose the Test Directions tab.

### Answering Questions

Read each question carefully and then answer the question.

For each multiple-choice question, choose the best answer by selecting the answer bubble using the Pointer  tool. For multi-select questions, you will need to choose more than one answer. For each technology-enhanced question, you will need to follow the specific directions for that question. Be sure to read the instructions for each question very carefully.

Select the Flag  button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

(PAUSE)

**SAY:**

Now, select the Next button.

(PAUSE)

**SAY:**

Use the Next and Back buttons to move from question to question or page to page.

- There is no time limit to finish the test.
- Only one question at a time will appear on the screen.
- If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you during any of the tests.

(PAUSE)



## Online Administration Directions for Science and Social Studies

FOR SCIENCE GRADES 6–8:

**SAY:**

In addition to these tools, Science grades 6, 7, and 8 will have the Calculator  and Science grade 7 will have the Periodic Table  to assist you during the test.

Students may also use school- or student-owned calculators. If such calculators will be used, they may be distributed at this time. Make sure that the memory of each calculator (school- or student-owned) has been cleared (reset) in accordance with the calculator use policy in the *Test Administration Manual*.

**NOTE:** Every question on the grades 6–8 science tests can be answered without the use of a calculator. However, using a calculator on some questions may be helpful to students.

**For science grade 7**, if you have chosen to provide printed copies of the periodic table, you may hand them out at this time. If you choose to have students write their names on these pages, you may instruct them to do so at this time.

(PAUSE)

**SAY:**

Select the Help  button to find more information.

(PAUSE)

**SAY:**

If you need a sheet of scratch paper, raise your hand and I will give you one. Do not crumple, bend, or fold your scratch paper when you are finished with it. I will collect the paper at the end of this test.

Distribute scratch paper, as needed.

**SAY:**

The Review page will appear after the last question on the test. On this screen, check that you have answered each question including all flagged questions.

Then, select the End Test button. The system will indicate if you have answered all questions. Select Submit when you are ready to complete the test.

(PAUSE)

**SAY:**

Now, select the Next button.

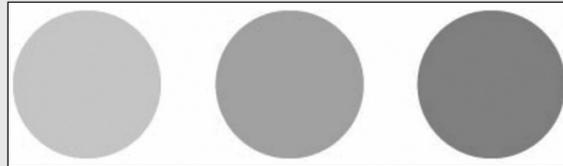
(PAUSE)



## Online Administration Directions for Science and Social Studies

**SAY:**

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.



**Raise your hand if you have any questions before you begin the test.**

PAUSE to answer any questions students may have. Explain what students should do after they have finished the test (e.g., that you will allow them to read quietly at their seats or to leave the room if provisions have been made).

**SAY:**

**When you are ready, select *Begin the Test*.**

Make sure that students begin working on the test.

The TA should create a seating chart showing the testing locations of all students in the classroom. Label each location with the student's first initial and last name (see the *Test Administration Manual*).

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do NOT read or discuss any test questions or answer choices. Monitor students to make sure they are navigating through the test and entering their answers in the online testing system.

**NOTE:** If students are testing with the **HVA** oral administration, check with them periodically to make sure the audio is working properly.

Once all students begin testing, be sure to collect their test tickets. As each student finishes the test, collect all supplemental and any other test materials, including all scratch paper.

Allow students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested, or to leave (if provisions have been made). Students are not allowed to use electronic devices for these activities.

Be sure to return all test materials—including the online testing roster, test tickets, scratch paper containing student writing, and seating chart—to the School Test Coordinator immediately after testing.



## **Online Administration Directions for Science and Social Studies**

**0—Sci/SS—0**



## Paper/Pencil Administration Directions for Answer Document Coding—SC READY/SCPASS

**NOTE:** These directions are written with the assumption that tests will be taken in the following subject-specific order: ELA Session 1, ELA Session 2, Mathematics, Science, and then Social Studies. Subjects tested outside of this order may require a different starting point. As a general rule, you should begin with the directions on this page below the dark line if the student name, birth date, and gender have not yet been coded on a student’s answer document.

**For ELA Session 1 – Begin with the directions on this page below the dark line.**

**For ELA Session 2 – Begin with the directions on page 49.** Use the “Administration Directions for Answer Document Coding” only for students who missed the ELA Session 1 test.

**For Mathematics Grade 3 – Begin with the directions on this page below the dark line.**

**For Mathematics Grades 4–5 – Begin with the directions on page 55.** Use the “Administration Directions for Answer Document Coding” only for students who missed ELA Session 1 **and** ELA Session 2.

**For Mathematics Grades 6–8 – Begin with the directions on page 63.** Use the “Administration Directions for Answer Document Coding” only for students who missed ELA Session 1 **and** ELA Session 2.

**For Science – Begin with the directions on this page below the dark line.**

**For Social Studies – Begin with the directions on page 77.** Use the “Administration Directions for Answer Document Coding” only for students who missed the science test.

**For all subjects and grades,** TAs should complete any applicable demographic coding that is not completed by students. (See the *Test Administration Manual* for details.)

**NOTE:** These directions are written for use with regular Form A test materials. They may also be adapted for use with large-print, loose-leaf, braille, and sign language test materials. Remember to adjust the directions as needed for students using customized test materials and/or response option accommodations.

*If customized administration materials (Oral Administration Script or audio CD-ROM for Form A, Oral Administration Script for Braille, or Signed Administration Script or DVD for Sign Language) are being used, begin the test administration with the directions in this manual, then proceed to the appropriate administration materials when instructed to do so. These customized materials are available for all grades and subjects with the exception of ELA grade 3.*

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**Materials Needed:** No. 2 pencils and answer documents.

**Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions as needed.

Distribute sharpened No. 2 pencils to students. Then begin reading aloud the “SAY” boxes on the following page.



## Paper/Pencil Administration Directions for Answer Document Coding—SC READY/SCPASS

**SAY:**

For SC READY: Today you will be taking one of the tests called the South Carolina College- and Career-Ready Assessment or SC READY.

For SCPASS: Today you will be taking one of the tests called the South Carolina Palmetto Assessment of State Standards or SCPASS.

During this test, you may not have any electronic or other device with you that can be used for communication, timing, imaging, or accessing the Internet. These devices include, but are not limited to, tablets, smart phones, cell phones, mp-3 players, e-readers, or any other electronic imaging or photographic devices.

P/P-ALL

*If electronic devices have not already been collected from students,*

**SAY:**

I will now collect any electronic devices.

(PAUSE)

Make sure all electronic devices are/have been collected from all students, unless the student's IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM).

**SAY:**

Now we are going to complete some coding on your answer document. I will give each of you an answer document. Do not open it or mark on it until I tell you to do so. Be careful not to fold or bend your answer document.

Distribute the appropriate SC READY or SCPASS answer documents to students. Note there are two answer documents for SC READY grade 3 – one for ELA and one for mathematics. Make sure each student receives the answer document with his or her name pre-printed on the answer document or new student precode label, or hand-written on an override label. Do NOT give a student an answer document with another student's name on the front.

**SAY:**

Look at the front cover of your answer document. Find the place where your name is printed. Raise your hand if your name is not on the front cover.

Hold up an answer document and point to the appropriate place. PAUSE while students check for their names. Make sure each student received the answer document that has his or her name on it.



## Paper/Pencil Administration Directions for Answer Document Coding—SC READY/SCPASS

### **Coding of Student Name Field:**

Students with **non-precoded answer documents** (i.e., override labels applied) must handcode the student name field. For students with **precoded answer documents** (preprinted or new student precode label applied), completion of the name field is optional, but highly recommended. Coding the student's name on a precoded answer document provides a secondary method for identifying an answer document as belonging to a particular student.

**SAY:**

Next you will fill out the spaces for your name. Find the section labeled "Student's Last Name."

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

Print your last name. Start at the left and print one letter in each box. Print as many letters of your last name as will fit in the boxes provided.

(PAUSE)

**SAY:**

In the section labeled "Student's First Name," print each letter of your first name. Do not print a nickname or shortened first name.

In the box under "MI," print the first letter of your middle name.

(PAUSE)

**SAY:**

Now go back to the box where you wrote the first letter of your last name. Darken the appropriate bubble under each letter of your last name. Then darken the bubbles for the letters in your first name and for your middle initial.

PAUSE to provide help as needed.

P/P—ALL



## Paper/Pencil Administration Directions for Answer Document Coding—SC READY/SCPASS

### *Coding of Birth Date and Gender Fields:*

Students with **non-precoded answer documents** must complete the birth date and gender fields. If applicable, ask students with **precoded answer documents** to wait quietly while you read the following directions.

**SAY:** Now open your answer document to page 2.  
Find the box at the top labeled “Birth Date.”

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:** Darken the bubble for the month in which you were born under “Month.”

(PAUSE)

**SAY:** Darken the bubble for the day of the month that you were born under “Day.”

(PAUSE)

**SAY:** Under “Year,” darken the bubble for the year in which you were born.

PAUSE to provide help as needed.

**SAY:** Now find the box labeled “Gender” and darken the appropriate bubble.

PAUSE. Hold up an answer document, point to the appropriate place, and provide help as needed.

Then tell students to close their answer documents.

P/P-ALL



## Paper/Pencil Administration Directions for Answer Document Coding—SC READY/SCPASS

For all students:



If you have a question, raise your hand now.

PAUSE to answer questions. Then administer the test using the appropriate directions. See the following chart.

<b>ELA Session 1</b>	Page 41 of this manual
<b>ELA Session 2</b>	Page 49 of this manual
<b>Mathematics Grades 3–5</b>	Page 55 of this manual
<b>Mathematics Grades 6–8</b>	Page 63 of this manual
<b>Science</b>	Page 71 of this manual
<b>Social Studies</b>	Page 77 of this manual

P/P—ALL



**Paper/Pencil Administration Directions for  
Answer Document Coding—SC READY/SCPASS**

P/P-ALL



## Paper/Pencil Administration Directions for ELA Session 1

**Materials Needed:** No. 2 pencils, answer documents, test booklets, scratch paper for pre-writing, other allowable supplemental or optional materials if being used (cover sheets, highlighters, etc.), and seating chart

For **Braille**, **Large-Print**, and **Sign Language**, the TA Notes are also needed.

**Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions as needed.

Students should already have their pencils and answer documents. You should have read aloud the “Administration Directions for Answer Document Coding” beginning on page 35. Now begin reading aloud the “SAY” boxes below.

**Note:** Adjust wording, as needed, for students using customized test booklets and/or response option accommodations. Remember to do this, where appropriate, throughout the test administration. For Braille and Large-Print, also refer to the TA Notes.

**SAY:**

The SC READY English Language Arts, or ELA, test is a two-day test. You will take Session 1 of the ELA test today.

This is a secure test. I cannot discuss any passages, test questions, or answer choices with you before, during, or after the test.

You may not communicate with other students during the test. If you have questions about the directions while you are working, raise your hand.

(PAUSE)

**SAY:**

Now I am going to give you a test booklet. Do not open or mark on it until I tell you to do so.

Distribute test booklets to students.

**SAY:**

Now look at the front cover of your test booklet. Print your name on the line labeled “Student’s Name.”

PAUSE while students write their names on their test booklets.

**SAY:**

Next you will code the form type of your test booklet.

(PAUSE)



## Paper/Pencil Administration Directions for ELA Session 1

**SAY:**

Open your answer document to page 4, titled “ELA Session 1.”

PAUSE while students turn to the appropriate page of the answer document.

**SAY:**

There should be a picture at the top of the page that matches the picture on the front of your test booklet.

(PAUSE)

**SAY:**

Find the box on the answer document labeled “Form Type.”

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

Darken the bubble for the form type of your test booklet. This information is printed on the front cover of your test booklet next to the words “Form Type.”

PAUSE. Make sure that ALL students correctly code the form type of their test booklets.

**SAY:**

Now find the box labeled “TA Initials.”

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

In the space under “FI,” print my first initial; in the space under “MI,” print my middle initial; and in the space under “LI,” print my last initial.

PAUSE to provide help as needed. You may tell students which letter to print in each space or print your initials on the board. Make sure that ALL students are printing the appropriate initials.

**SAY:**

Now darken the appropriate bubble for each of my initials: first, middle, and last.

PAUSE to provide help as needed. Make sure that ALL students are darkening the appropriate bubbles for your first, middle, and last initials.

**SAY:**

ELA Session 1 will include different types of questions. Turn to page 2 of your test booklet. Follow along while I read the Test Directions.

PAUSE while students turn to page 2 of their test booklets.



## Paper/Pencil Administration Directions for ELA Session 1

**SAY:**

For most of the test questions, you will choose your answer from a set of four answer choices. Some test questions, however, may have more than four answer choices and, if so, will ask you to choose one or more answers. Be sure to read the question carefully so that you will know how many answers to choose.

(PAUSE)

FOR GRADES 3 & 5 ONLY:

**SAY:**

The next section of the test directions describes two-part questions. There are no two-part questions on today's ELA test session, so we will skip those directions today.

(PAUSE)

FOR GRADES 4, 6, 7, & 8 ONLY:

**SAY:**

In addition, some questions may have two parts: Part A and Part B. You will be asked to select one answer in each part.

For the two-part questions:

- Read Part A of the question and choose the best answer.
- You may look back at the passage to help you answer Part A.
- Record your answer to Part A in your answer document.
- Then, read Part B of the question and choose the evidence to support your answer to Part A.
- You may look back at the passage to help you answer Part B of the question.
- Record your answer to Part B in your answer document.

(PAUSE)

**SAY:**

Now look at the "Marking Instructions" box and follow along while I read those instructions.

PAUSE. Remember to adjust wording, as appropriate, for students using customized test booklets and/or response option accommodations.



## Paper/Pencil Administration Directions for ELA Session 1

**SAY:**

- Darken the bubbles that match the letters of your answers.
- Fill in the bubbles completely.
- If you want to change an answer, make sure you do a good job of erasing the first answer you marked.

The diagram below shows an example of a bubble that is correctly marked and examples of bubbles that are incorrectly marked.

PAUSE while students look at the diagram.

**SAY:**

Look at page 4 of your answer document. You must mark all of your bubbled answers for ELA Session 1 on this page.

(PAUSE)

**SAY:**

Now look at page 3 of your test booklet.

Follow along while I read the text-dependent analysis (TDA) directions.

(PAUSE)

**SAY:**

The last question in ELA Session 1 will be a text-dependent analysis (or TDA) question. The TDA question will ask you to analyze the passage(s) and use evidence from the passage(s) to write your essay.

For the TDA essay:

- Be sure to read the passage(s) and TDA question carefully.
- Use the Writer's Checklist to help you plan, write, and proofread your essay.
- You should look back at the passage(s) to help you write your essay.
- If you use scratch paper to plan your essay or write a rough draft, be sure to write your final essay on pages 6 and 7 in your answer document.

You will find the Writer's Checklist and the TDA Scoring Guidelines after the TDA question in your test booklet. You may refer to the checklist and scoring guidelines at any time while responding to the TDA question.

(PAUSE)



## Paper/Pencil Administration Directions for ELA Session 1

**SAY:**

You will write your final response in your answer document. Close your test booklet and turn to pages 6 and 7 in your answer document.

PAUSE while students close their test booklets and turn to the appropriate pages of the answer document.

**SAY:**

These lined pages are marked “ELA Session 1 – TDA Final Response” at the top. Do NOT write outside the box on either page. Your final response must be written on these two pages and cannot go beyond these pages.

(PAUSE)

**SAY:**

You may make notes or marks in your test booklet, but you must mark or write all of your answers in your answer document.

(PAUSE) (For **Large-Print**, inform students that they may also make notes or marks in their test booklets. For **Braille or Large-Print**, resume reading the text in the following “SAY” boxes.)

**SAY:**

Raise your hand if you have any questions about the test directions or where to mark or write your answers.

PAUSE to answer questions. (If students are using highlighters or colored pencils, explain that the highlighters or colored pencils may be used in the test booklet, but not in the answer document.)

**SAY:**

This test is not timed. Please try to do your best work.

Do not help anyone or show anyone your answers.

(PAUSE)

**SAY:**

You may not use a dictionary or thesaurus during ELA Session 1.

(PAUSE)



## Paper/Pencil Administration Directions for ELA Session 1

**SAY:**

I will now give you a sheet of scratch paper to make notes for any of the questions, as well as to plan your response or write a rough draft for the TDA question. Write your name at the top of the scratch paper.

If you need additional scratch paper while you are working, raise your hand. Do not crumple, bend, or fold your scratch paper when you are finished with it. I will collect the paper at the end of this test session.

PAUSE to distribute the scratch paper and allow students time to write their names.

**Note for Braille:** Distribute Braille paper and identify it by student name.

*The use of cover sheets is optional. If students will be using cover sheets, distribute the paper now and explain its use. Students may use the paper to cover their work; they may NOT write on the paper. If you discover that a student has written on the paper during testing, return the paper to the School Test Coordinator with the rest of your test materials after testing.*

**SAY:**

Now turn back to page 4 of your answer document and find the box labeled “Start Time.”

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

Darken the bubbles that show the time that it is now.

Explain that the time should be rounded to the nearest 15 minutes. You may want to print on the board the hour and minutes that should be coded. Make sure that all students code the appropriate “Start Time.” Provide assistance as needed.

**Note for Oral or Signed Administrations for grades 4–8:** If you are using a *Form A or Braille Oral Administration Script*, *Form A Audio CD-ROM*, *Signed Administration Script*, or *ASL DVD*, please begin reading the script or playing the CD-ROM or DVD now.

**SAY:**

When you get to the end of ELA Session 1, you will see a large stop sign. You may go back and check your answers for any of the ELA Session 1 questions. Do NOT go on to ELA Session 2.

Then close your test booklet and darken the “Stop Time” bubbles on page 4 of your answer document. Place your answer document face up on top of your test booklet, raise your hand, and wait for your test materials to be collected.

Explain what students should do after you collect their test materials (e.g., that you will allow them to read quietly at their seats or to leave the room, if provisions have been made).



## Paper/Pencil Administration Directions for ELA Session 1

**SAY:**

If you have any questions before you begin, raise your hand now.

PAUSE to answer questions.

**SAY:**

Open your test booklet to page 4. You may now begin ELA Session 1. Remember to mark or write **ALL** of your answers in your answer document.

Make sure that students turn to page 4 of their test booklets and begin working.

The TA should create a seating chart showing the testing locations of all students in the classroom. Label each location with the student's first initial and last name.

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do **NOT** read or discuss the TDA passage or any test questions or answer choices. Monitor students to make sure they are marking their answers on page 4 of their answer documents and recording their final response for the TDA question on pages 6 and 7 of their answer documents. Make sure they are working on ELA Session 1 only and are **NOT** moving on to ELA Session 2 in their test booklets. To assist with monitoring, "Session 1" sidebars are printed in the top half of the ELA Session 1 pages, and "Session 2" sidebars in the bottom half of the ELA Session 2 pages.

Before collecting each student's test materials, quietly ask:

**SAY:**

Did you write your final response for the TDA question on pages 6 and 7 of your answer document?

If the student responds "No," allow the student to finish writing their final response.

As each student finishes, collect the student's test materials, including any scratch paper and cover sheet. Make sure that the student coded the "Stop Time" and "TA Initials" on page 4 of the answer document. Also ensure that the **test administrator's name** is written in the ELA Session 1 section of the answer document (page 3 for grade 3; page 2 for grades 4–8).

Allow students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested, or to leave (if provisions have been made). Students are not allowed to use electronic devices for these activities.

Be sure to return all test materials—including scratch paper and cover sheets containing student writing, as well as the seating chart—to the School Test Coordinator immediately after testing.



## **Paper/Pencil Administration Directions for ELA Session 1**

**P/P-ELA 1**



## Paper/Pencil Administration Directions for ELA Session 2

**Materials Needed:** No. 2 pencils, answer documents, test booklets, allowable supplemental or optional materials if being used (scratch paper, cover sheets, highlighters, etc.), and seating chart  
For **Braille**, **Large-Print**, and **Sign Language**, the TA Notes are also needed.

**Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions as needed.

Distribute sharpened No. 2 pencils to students. Then begin reading aloud the “SAY” boxes below.

**Note:** Adjust wording, as needed, for students using customized test booklets and/or response option accommodations. Remember to do this, where appropriate, throughout the test administration. For Braille and Large-Print, also refer to the TA Notes.

**SAY:**

Today you will be working on Session 2 of the SC READY ELA test.

(PAUSE)

**SAY:**

This is a secure test. I cannot discuss any passages, test questions, or answer choices with you before, during, or after the test.

You may not communicate with other students during the test. If you have questions about the directions while you are working, raise your hand.

(PAUSE)

**SAY:**

During this test, you may not have any electronic or other device with you that can be used for communication, timing, imaging, or accessing the Internet. These devices include, but are not limited to, tablets, smart phones, cell phones, mp-3 players, e-readers, or any other electronic or photographic devices.

*If electronic devices have not already been collected from students,*

**SAY:**

I will now collect any electronic devices.

(PAUSE)

Make sure all electronic devices are/have been collected from all students, unless the student’s IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM).



## Paper/Pencil Administration Directions for ELA Session 2

**SAY:**

Now I am going to give you your answer document and your test booklet. Do not open or mark on either one until I tell you to do so.

PAUSE. Distribute an answer document and test booklet to each student. Make sure that each student receives the correct answer document and test booklet. Do NOT give a student an answer document or test booklet with another student's name on the front.

**SAY:**

Make sure your name is printed on the front cover of your answer document and test booklet. Raise your hand if you receive the wrong answer document or test booklet.

PAUSE while students check their names. Make sure that each student has the correct answer document and test booklet. *If any student was absent for the Session 1 ELA test, make sure the necessary coding is completed following the "Administration Directions for Answer Document Coding" beginning on page 35.*

**SAY:**

Open your answer document to page 8, titled "ELA Session 2."

PAUSE while students turn to the appropriate page of the answer document.

**SAY:**

Find the box labeled "TA Initials."

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

In the space under "FI," print my first initial; in the space under "MI," print my middle initial; and in the space under "LI," print my last initial.

PAUSE to provide help as needed. You may tell students which letter to print in each space or print your initials on the board. Make sure that ALL students are printing the appropriate initials.

**SAY:**

Now darken the appropriate bubble for each of my initials: first, middle, and last.

PAUSE to provide help as needed. Make sure that ALL students are darkening the appropriate bubbles for your first, middle, and last initials.

**SAY:**

ELA Session 2 will include different types of questions. Turn to page 2 of your test booklet. Follow along while I read the Test Directions.

PAUSE while students turn to page 2 of their test booklets.



## Paper/Pencil Administration Directions for ELA Session 2

**SAY:**

For most of the test questions, you will choose your answer from a set of four answer choices. Some test questions, however, may have more than four answer choices and, if so, will ask you to choose one or more answers. Be sure to read the question carefully so that you will know how many answers to choose.

(PAUSE)

FOR GRADE 4 ONLY:

**SAY:**

The next section of the test directions describes two-part questions. There are no two-part questions on today's ELA test session, so we will skip those directions today.

(PAUSE)

FOR GRADES 3, 5, 6, 7, & 8:

**SAY:**

In addition, some questions may have two parts: Part A and Part B. You will be asked to select one answer in each part.

For the two-part questions:

- Read Part A of the question and choose the best answer.
- You may look back at the passage to help you answer Part A.
- Record your answer to Part A in your answer document.
- Then, read Part B of the question and choose the evidence to support your answer to Part A.
- You may look back at the passage to help you answer Part B of the question.
- Record your answer to Part B in your answer document.

(PAUSE)

**SAY:**

Next we will review the marking instructions in the box on page 2 of the test booklet.

PAUSE. Remember to adjust wording, as appropriate, for students using customized test booklets and/or response option accommodations.



## Paper/Pencil Administration Directions for ELA Session 2

**SAY:**

- Darken the bubbles that match the letters of your answers.
- Fill in the bubbles completely.
- If you want to change an answer, make sure you do a good job of erasing the first answer you marked.

The diagram below shows an example of a bubble that is correctly marked and examples of bubbles that are incorrectly marked.

PAUSE while students look at the diagram.

**SAY:**

Now close your test booklet and look at page 8 of your answer document.

PAUSE while students close their test booklets. Make sure their answer documents are opened to the appropriate page.

**SAY:**

You must mark your answers to all of the ELA Session 2 questions on this page.

(PAUSE)

**SAY:**

You may write in your test booklet, but you must mark all of your answers in your answer document.

(PAUSE) (For **Large-Print**, inform students that they may also write in their test booklets. For **Braille or Large-Print**, resume reading the text in the following “SAY” boxes.)

**SAY:**

Raise your hand if you have any questions about how or where to mark your answers.

PAUSE to answer questions. (If students are using highlighters or colored pencils, explain that the highlighters or colored pencils may be used in the test booklet, but not in the answer document.)

**SAY:**

This test is not timed. Please try to do your best work.

Do not help anyone or show anyone your answers.

(PAUSE)



## Paper/Pencil Administration Directions for ELA Session 2

**SAY:**

You may not use a dictionary or thesaurus during ELA Session 2.

PAUSE. *The use of scratch paper and cover sheets is optional. If students will be using scratch paper and/or cover sheets, distribute the paper now and explain its use. Tell students to write their name at the top of any scratch paper. Caution students not to write on any cover sheets and not to crumple, bend, or fold their scratch paper or cover sheets when they are finished. Explain that you will collect the paper at the end of the test session.*

**SAY:**

Now find the box labeled “Start Time” on page 8 of your answer document.

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

Darken the bubbles that show the time that it is now.

Explain that the time should be rounded to the nearest 15 minutes. You may want to print on the board the hour and minutes that should be coded. Make sure that all students code the appropriate “Start Time.” Provide assistance as needed.

**Note for Oral or Signed Administrations for grades 4–8:** If you are using a *Form A* or *Braille Oral Administration Script*, *Form A Audio CD-ROM*, *Signed Administration Script*, or *ASL DVD*, please begin reading the script or playing the CD-ROM or DVD now.

**SAY:**

When you get to the end of today’s test, you will see a large stop sign. You may go back and check your answers for any of the ELA Session 2 questions. Do NOT go back to ELA Session 1.

After you check your ELA Session 2 answers, close your test booklet and darken the “Stop Time” bubbles on page 8 of your answer document. Place your answer document face up on top of your test booklet, raise your hand, and wait for your test materials to be collected.

Explain what students should do after you collect their test materials (e.g., that you will allow them to read quietly at their seats or to leave the room, if provisions have been made).

**SAY:**

If you have any questions before you begin, raise your hand now.

PAUSE to answer questions.



## Paper/Pencil Administration Directions for ELA Session 2

**SAY:**

Open your test booklet to page \_\_\_\_ [read appropriate page number from chart below]. You may now begin working on ELA Session 2. Remember to mark **ALL** of your answers in your answer document.

Grade	Page
3	26
4	28
5	28
6	28
7	28
8	32

P/P—ELA 2

Make sure that students turn to the appropriate page of their test booklets and begin working.

The TA should create a seating chart showing the testing locations of all students in the classroom. Label each location with the student's first initial and last name.

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do NOT read or discuss any test questions or answer choices. Monitor students to make sure they are marking their answers on page 8 of their answer documents. Make sure they are working on ELA Session 2 only and are NOT going back to ELA Session 1 in their test booklets. To assist with monitoring, "Session 1" and "Session 2" sidebars are printed in the top and bottom halves of the test booklet pages, respectively.

As each student finishes, collect the student's test materials, including any scratch paper and cover sheet. Make sure that the student coded the "Stop Time" and "TA Initials" on page 8 of the answer document. Also ensure that the **test administrator's name** is written in the **ELA Session 2** section on page 3 of the answer document.

Allow students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested, or to leave (if provisions have been made). Students are not allowed to use electronic devices for these activities.

Be sure to return all test materials—including the scratch paper and cover sheets containing student writing, as well as the seating chart—to the School Test Coordinator immediately after testing.



## Paper/Pencil Administration Directions for Mathematics Grades 3–5

**Materials Needed:** No. 2 pencils, answer documents, test booklets, scratch paper, allowable supplemental or optional materials if being used (cover sheets, highlighters, etc.), and seating chart  
For **Braille, Large-Print, and Sign Language**, the TA Notes are also needed.

**Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions as needed.

**For grade 3:** Students should already have their pencils and answer documents. You should have read aloud the “Administration Directions for Answer Document Coding” beginning on page 35. Now begin reading aloud the “SAY” boxes below.

**Grades 4 & 5:** Distribute sharpened No. 2 pencils to students. Then begin reading aloud the “SAY” boxes below.

**Note:** Adjust wording, as needed, for students using customized test booklets and/or response option accommodations. Remember to do this, where appropriate, throughout the test administration. For Braille and Large-Print, also refer to the TA Notes.

**SAY:**

Today you will be working on the SC READY Mathematics test.

(PAUSE)

**SAY:**

This is a secure test. I cannot discuss any test questions or answer choices with you before, during, or after the test.

You may not communicate with other students during the test. If you have questions about the directions while you are working, raise your hand.

(PAUSE)

FOR GRADE 3 ONLY:

**SAY:**

Now I am going to give you a test booklet. Do not open or mark on it until I tell you to do so.

Distribute test booklets to students.



## Paper/Pencil Administration Directions for Mathematics Grades 3–5

FOR GRADES 4 & 5 ONLY:

**SAY:** During this test, you may not have any electronic or other device with you that can be used for communication, timing, imaging, or accessing the Internet. These devices include, but are not limited to, tablets, smart phones, cell phones, mp-3 players, e-readers, or any other electronic or photographic devices.

*If electronic devices have not already been collected from students,*

**SAY:** I will now collect any electronic devices.

PAUSE. Make sure all electronic devices are/have been collected from all students, unless the student's IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM).

**SAY:** Now I am going to give you your answer document and a test booklet. Do not open or mark on either one until I tell you to do so.

PAUSE. Distribute an answer document and test booklet to each student. Make sure that each student receives the correct answer document. Do NOT give a student an answer document with another student's name on the front.

**SAY:** Make sure your name is printed on the front cover of your answer document. Raise your hand if you receive the wrong answer document.

PAUSE while students check their names. Make sure that each student has the correct answer document. *If any student was absent for the ELA Session 1 or Session 2 tests, make sure the necessary coding is completed following the "Directions for Answer Document Coding" beginning on page 35.*

**SAY:** Now look at the front cover of your test booklet. Print your name on the line labeled "Student's Name."

PAUSE while students write their names on their test booklets.

**SAY:** Next you will code the form type of your test booklet.

(PAUSE)



## Paper/Pencil Administration Directions for Mathematics Grades 3–5

**SAY:**

Open your answer document to [page 3 for grade 3; page 10 for grades 4 & 5], titled “Mathematics.”

PAUSE while students turn to the appropriate page of the answer document.

**SAY:**

There should be a picture at the top of the page that matches the picture on the front of your test booklet.

(PAUSE)

**SAY:**

Find the box on the answer document labeled “Form Type.”

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

Darken the bubble for the form type of your test booklet. This information is printed on the front cover of your test booklet next to the words “Form Type.”

PAUSE. Make sure that ALL students correctly code the form type of their test booklets.

**SAY:**

Now find the box labeled “TA Initials.”

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

In the space under “FI,” print my first initial; in the space under “MI,” print my middle initial; and in the space under “LI,” print my last initial.

PAUSE to provide help as needed. You may tell students which letter to print in each space or print your initials on the board. Make sure that ALL students are printing the appropriate initials.

**SAY:**

Now darken the appropriate bubble for each of my initials: first, middle, and last.

PAUSE to provide help as needed. Make sure that ALL students are darkening the appropriate bubbles for your first, middle, and last initials.

**SAY:**

Today’s test session will include different types of questions. Turn to page 3 of your test booklet. Follow along while I read the Test Directions.

PAUSE while students turn to page 3 of their test booklets.



## Paper/Pencil Administration Directions for Mathematics Grades 3–5

FOR GRADES 3 & 4 ONLY:

**SAY:** For all of the questions, you will choose your answer from a set of four answer choices.

(PAUSE)

FOR GRADE 5 ONLY:

**SAY:** For most of the test questions, you will choose your answer from a set of four answer choices. Some test questions, however, will have more than four answer choices and will ask you to select ALL answer choices that correctly answer the question. Be sure to consider whether or not each answer choice is correct.

(PAUSE)

**SAY:** Next we will review the marking instructions in the box.

PAUSE. Remember to adjust wording, as appropriate, for students using customized test booklets and/or response option accommodations.

**SAY:**

- Darken the bubbles that match the letters of your answers.
- Fill in the bubbles completely.
- If you want to change an answer, make sure you do a good job of erasing the first answer you marked.

The diagram below shows an example of a bubble that is correctly marked and examples of bubbles that are incorrectly marked.

PAUSE while students look at the diagram.

**SAY:** Now close your test booklet and look at [page 3 for grade 3; page 10 for grades 4 & 5] of your answer document.

PAUSE while students close their test booklets. Make sure their answer documents are opened to the appropriate page.

**SAY:** You must mark your answers to the Mathematics questions on this page.

(PAUSE) (For **Braille** or **Large-Print**, resume reading the text in the following “SAY” boxes.)



## Paper/Pencil Administration Directions for Mathematics Grades 3–5

**SAY:**

Raise your hand if you have any questions about how or where to mark your answers.

PAUSE to answer questions. (If students are using highlighters or colored pencils, explain that the highlighters or colored pencils may be used in the test booklet, but not in the answer document.)

**SAY:**

This test is not timed. Please try to do your best work.

Do not help anyone or show anyone your answers.

(PAUSE)

**SAY:**

You may not use a calculator during this test.

(PAUSE)

**SAY:**

There is space in your test booklet for you to write notes or do any scratch work, but you may use scratch paper if you need extra room to work on the problems.

(PAUSE)

**SAY:**

I will now give you a sheet of scratch paper. Write your name at the top of the scratch paper.

If you need additional scratch paper while you are working, raise your hand. Do not crumple, bend, or fold your scratch paper when you are finished with it. I will collect the paper at the end of this test.

PAUSE to distribute scratch paper and allow students time to write their names.

*The use of cover sheets is optional. If students will be using cover sheets, distribute the paper now and explain its use. Students may use the paper to cover their work; they may NOT write on the paper. If you discover that a student has written on the paper during testing, return the paper to the School Test Coordinator with the rest of your test materials after testing.*

**SAY:**

Find the box labeled “Start Time” on [page 3 for grade 3; page 10 for grades 4 & 5] of your answer document.

PAUSE. Hold up an answer document and point to the appropriate place.



## Paper/Pencil Administration Directions for Mathematics Grades 3–5

**SAY:**

Darken the bubbles that show the time that it is now.

Explain that the time should be rounded to the nearest 15 minutes. You may want to print on the board the hour and minutes that should be coded. Make sure that all students code the appropriate “Start Time.” Provide assistance as needed.

**Note for Oral or Signed Administrations:** If you are using a *Form A* or *Braille Oral Administration Script*, *Form A Audio CD-ROM*, *Signed Administration Script*, or *ASL DVD*, please begin reading the script or playing the CD-ROM or DVD now.

**SAY:**

When you get to the end of today’s test, you may go back and check your answers. Then close your test booklet and darken the “Stop Time” bubbles on your answer document. Place your answer document face up on top of your test booklet, raise your hand, and wait for your test materials to be collected.

Explain what students should do after you collect their test materials (e.g., that you will allow them to read quietly at their seats or to leave the room, if provisions have been made).

**SAY:**

If you have any questions before you begin, raise your hand now.

PAUSE to answer questions.

**SAY:**

Open your test booklet to page 4. You may now begin the test. Remember to mark ALL of your answers in your answer document.

Make sure that students turn to page 4 of their test booklets and begin working.

The TA should create a seating chart showing the testing locations of all students in the classroom. Label each location with the student’s first initial and last name.

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do NOT read or discuss any test questions or answer choices. Monitor students to make sure they are marking their answers on page 3 for grade 3 or page 10 for grades 4 and 5 of their answer documents.

As each student finishes, collect the student’s test materials, including any scratch paper and cover sheet. Make sure that the student coded the “Stop Time” and “TA Initials” on the answer document (page 3 for grade 3; page 10 for grades 4 & 5). Also ensure that the **test administrator’s name** is written in the **mathematics** section of the answer document (page 2 for grade 3; page 3 for grades 4 & 5).



## **Paper/Pencil Administration Directions for Mathematics Grades 3–5**

Allow students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested, or to leave (if provisions have been made). Students are not allowed to use electronic devices for these activities.

Be sure to return all test materials—including the scratch paper and cover sheets containing student writing, as well as the seating chart—to the School Test Coordinator immediately after testing.



## **Paper/Pencil Administration Directions for Mathematics Grades 3–5**

**P/P – M 3–5**



## Paper/Pencil Administration Directions for Mathematics Grades 6–8

**Materials Needed:** No. 2 pencils, answer documents, test booklets, calculators, scratch paper, allowable supplemental or optional materials if being used (cover sheets, highlighters, etc.), and seating chart

For **Braille**, **Large-Print**, and **Sign Language**, the TA Notes are also needed.

**Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions as needed.

Distribute sharpened No. 2 pencils to students. Then begin reading aloud the “SAY” boxes below.

**Note:** Adjust wording, as needed, for students using customized test booklets and/or response option accommodations. Remember to do this, where appropriate, throughout the test administration. For Braille and Large-Print, also refer to the TA Notes.

**SAY:**

Today you will be working on the SC READY Mathematics test.

(PAUSE)

**SAY:**

This is a secure test. I cannot discuss any test questions or answer choices with you before, during, or after the test.

You may not communicate with other students during the test. If you have questions about the directions while you are working, raise your hand.

(PAUSE)

**SAY:**

During this test, you may not have any electronic or other device with you that can be used for communication, timing, imaging, or accessing the Internet. These devices include, but are not limited to, tablets, smart phones, cell phones, mp-3 players, e-readers, or any other electronic or photographic devices.

If electronic devices have not already been collected from students,

**SAY:**

I will now collect any electronic devices.

(PAUSE)

Make sure all electronic devices are/have been collected from all students, unless the student’s IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM).



## Paper/Pencil Administration Directions for Mathematics Grades 6–8

**SAY:**

Now I am going to give you your answer document and a test booklet. Do not open or mark on either one until I tell you to do so.

PAUSE. Distribute an answer document and test booklet to each student. Make sure that each student receives the correct answer document. Do NOT give a student an answer document with another student's name on the front.

**SAY:**

Make sure your name is printed on the front cover of your answer document. Raise your hand if you receive the wrong answer document.

PAUSE while students check their names. Make sure that each student has the correct answer document. *If any student was absent for the ELA Session 1 or Session 2 tests, make sure the necessary coding is completed following the "Directions for Answer Document Coding" beginning on page 35.*

**SAY:**

Now look at the front cover of your test booklet. Print your name on the line labeled "Student's Name."

PAUSE while students write their names on their test booklets.

**SAY:**

Next you will code the form type of your test booklet.

(PAUSE)

**SAY:**

Open your answer document to page 10, titled "Mathematics."

PAUSE while students turn to the appropriate page of the answer document.

**SAY:**

There should be a picture at the top of the page that matches the picture on the front of your test booklet.

(PAUSE)

**SAY:**

Find the box on the answer document labeled "Form Type."

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

Darken the bubble for the form type of your test booklet. This information is printed on the front cover of your test booklet next to the words "Form Type."

PAUSE. Make sure that ALL students correctly code the form type of their test booklets.



## Paper/Pencil Administration Directions for Mathematics Grades 6–8

**SAY:**

Now find the box labeled “TA Initials.”

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

In the space under “FI,” print my first initial; in the space under “MI,” print my middle initial; and in the space under “LI,” print my last initial.

PAUSE to provide help as needed. You may tell students which letter to print in each space or print your initials on the board. Make sure that ALL students are printing the appropriate initials.

**SAY:**

Now darken the appropriate bubble for each of my initials: first, middle, and last.

PAUSE to provide help as needed. Make sure that ALL students are darkening the appropriate bubbles for your first, middle, and last initials.

**SAY:**

Today’s test will include different types of questions. Turn to page 2 of your test booklet. Follow along while I read the Test Directions.

PAUSE while students turn to page 2 of their test booklets.

**SAY:**

This mathematics test has two sections: a “calculator” section, followed by a “no-calculator” section. You may use a calculator during the calculator section only. You may not use a calculator during the no-calculator section. After the final question in the calculator section, you will be asked to make sure that you have answered all of the questions and checked your work in that section. Be sure to check all of your work in the calculator section then, because you will not be allowed to return to the calculator section of the test after you begin the no-calculator section.

(PAUSE)

**SAY:**

For most of the test questions, you will choose your answer from a set of four answer choices. Some test questions, however, will have more than four answer choices and will ask you to select ALL answer choices that correctly answer the question. Be sure to consider whether or not each answer choice is correct.

(PAUSE)



## Paper/Pencil Administration Directions for Mathematics Grades 6–8

**SAY:**

Next we will review the marking instructions in the box on page 2 of the test booklet.

PAUSE. Remember to adjust wording, as appropriate, for students using customized test booklets and/or response option accommodations.

**SAY:**

- Darken the bubbles that match the letters of your answers.
- Fill in the bubbles completely.
- If you want to change an answer, make sure you do a good job of erasing the first answer you marked.

The diagram below shows an example of a bubble that is correctly marked and examples of bubbles that are incorrectly marked.

PAUSE while students look at the diagram.

**SAY:**

Now look at page 3 of your test booklet.

(PAUSE)



## Paper/Pencil Administration Directions for Mathematics Grades 6–8

**SAY:**

For some test questions, you will have to record your response in a grid.

For the gridded-response questions:

1. Work the problem and find an answer.
2. In the answer document, write your answer in the boxes at the top of the answer grid.
  - Write only one digit or symbol in each box.
  - You may not need all the boxes to enter your answer, but do NOT leave a blank box in the middle of your answer.
3. Under each box in which you wrote a digit or symbol, fill in the bubble that matches that digit or symbol.
  - Fill in one and **ONLY** one bubble for each box with a digit or symbol. Do NOT fill in a bubble under a blank box.
  - Fill in the bubble by making a solid mark that completely fills the circle.
  - If you need to enter a fraction, you must use the decimal form.
4. The diagrams below show two examples of correctly completed answer grids.
  - To answer negative 3, fill in the answer grid as shown on the left.
  - To answer three-fourths in decimal form, fill in the answer grid as shown on the right.

(PAUSE)

**SAY:**

Now close your test booklet and look at pages 10 and 11 of your answer document.

PAUSE while students close their test booklets. Make sure their answer documents are opened to the appropriate pages.



## Paper/Pencil Administration Directions for Mathematics Grades 6–8

**SAY:**

You must mark your answers to the Mathematics questions on these pages.

You will mark your answers to the questions in the calculator section beginning on page 10, and you will mark your answers to the questions in the no-calculator section beginning on page 11. [Note for grade 7: The no-calculator section concludes on page 12 of the answer document.]

Be sure to stop when you get to the end of the calculator section. Make sure you have answered all of the questions and checked your work in that section. Then raise your hand for further instructions.

When you have finished the calculator section and raised your hand, I will collect your calculator. Do NOT continue to the no-calculator section until I have collected your calculator.

(PAUSE) (For **Braille or Large-Print**, resume reading the text in the following “SAY” boxes.)

**SAY:**

Raise your hand if you have any questions about how or where to mark your answers.

PAUSE to answer questions. (If students are using highlighters or colored pencils, explain that the highlighters or colored pencils may be used in the test booklet, but not in the answer document.)

**SAY:**

This test is not timed. Please try to do your best work.

Do not help anyone or show anyone your answers.

(PAUSE)

**SAY:**

Remember, you may use a calculator during the calculator section of the test only.

PAUSE. School- or student-owned calculators may be used. Calculators may be distributed at this time. Make sure that the memory of each calculator (school- or student-owned) has been cleared (reset) in accordance with the calculator use policy in the *Test Administration Manual*.

**SAY:**

There is space in your test booklet for you to write notes or do any scratch work, but you may use scratch paper if you need extra room to work on the problems.

(PAUSE)



## Paper/Pencil Administration Directions for Mathematics Grades 6–8

**SAY:**

I will now give you a sheet of scratch paper. Write your name at the top of the scratch paper.

If you need additional scratch paper while you are working, raise your hand. Do not crumple, bend, or fold your scratch paper when you are finished with it. I will collect the paper at the end of this test.

PAUSE to distribute scratch paper and allow students time to write their names.

*The use of cover sheets is optional. If students will be using cover sheets, distribute the paper now and explain its use. Students may use the paper to cover their work; they may NOT write on the paper. If you discover that a student has written on the paper during testing, return the paper to the School Test Coordinator with the rest of your test materials after testing.*

**SAY:**

Find the box labeled “Start Time” on page 10 of your answer document.

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

Darken the bubbles that show the time that it is now.

Explain that the time should be rounded to the nearest 15 minutes. You may want to print on the board the hour and minutes that should be coded. Make sure that all students code the appropriate “Start Time.” Provide assistance as needed.

**Note for Oral or Signed Administrations:** If you are using a *Form A* or *Braille Oral Administration Script*, *Form A Audio CD-ROM*, *Signed Administration Script*, or *ASL DVD*, please begin reading the script or playing the CD-ROM or DVD now.

**SAY:**

After you finish the calculator section and I collect your calculator, you will begin working on the no-calculator section. When you get to the end of the no-calculator section, you may go back and check your answers in that section only. Do NOT go back to the calculator section.

After you check your answers in the no-calculator section, close your test booklet and darken the “Stop Time” bubbles on your answer document. Place your answer document face up on top of your test booklet, raise your hand, and wait for your test materials to be collected.

Explain what students should do after you collect their test materials (e.g., that you will allow them to read quietly at their seats or to leave the room, if provisions have been made).



## Paper/Pencil Administration Directions for Mathematics Grades 6–8

**SAY:**

If you have any questions before you begin, raise your hand now.

PAUSE to answer questions.

**SAY:**

Open your test booklet to page 4. You may begin working on the calculator section now. Remember to mark **ALL** of your answers in your answer document and to raise your hand when you get to the end of the calculator section.

Make sure that students turn to page 4 of their test booklets and begin working.

The TA should create a seating chart showing the testing locations of all students in the classroom. Label each location with the student's first initial and last name.

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do **NOT** read or discuss any test questions or answer choices. Monitor students to make sure they are marking their answers in the calculator section of their answer documents. Make sure they are working on the calculator section only and are **NOT** moving on to the no-calculator section while still having access to a calculator. To assist with monitoring, "Calculator" and "No Calculator" sidebars are printed in the top and bottom halves of the test booklet pages, respectively. There is also a page with a large stop sign at the end of each section.

As each student finishes the calculator section and raises his/her hand, quietly ask:

**SAY:**

Did you check all of your work in the calculator section?

If the student responds "No," allow the student to finish checking his/her work in the calculator section before collecting the student's calculator. If the student responds "Yes," collect the student's calculator and tell the student to begin working on the no-calculator section. Make sure that the student turns to the no-calculator section of the test booklet.

As each student finishes the no-calculator section, collect the student's test materials, including any scratch paper and cover sheet. Make sure that the student coded the "Stop Time" and "TA Initials" on page 10 of the answer document. Also ensure that the **test administrator's name** is written in the **mathematics** section on page 3 of the answer document.

Allow students who have finished both sections of the test to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested, or to leave (if provisions have been made). Students are not allowed to use electronic devices for these activities.

Be sure to return all test materials—including the scratch paper and cover sheets containing student writing, as well as the seating chart—to the School Test Coordinator immediately after testing.



## Paper/Pencil Administration Directions for Science

**Materials Needed:** No. 2 pencils, answer documents, test booklets, calculators (grades 6–8 only), periodic tables (grade 7 science only), allowable supplemental or optional materials if being used (scratch paper, cover sheets, highlighters, etc.), and seating chart

For **Braille** and **Large-Print**, the TA Notes and customized versions of the periodic table (grade 7 science only) are also needed. For **Sign Language (C-SL)**, the TA Notes are also needed.

**Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions as needed.

Students should already have their pencils and answer documents. You should have read aloud the “Administration Directions for Answer Document Coding” beginning on page 35. Now begin reading aloud the “SAY” boxes below.

**Note:** Adjust wording, as needed, for students using customized test booklets and/or response option accommodations. Remember to do this, where appropriate, throughout the test administration. For Braille and Large-Print, also refer to the TA Notes.

**SAY:**

Today you will be working on the SCPASS Science test.

(PAUSE)

**SAY:**

This is a secure test. I cannot discuss any test questions or answer choices with you before, during, or after the test.

You may not communicate with other students during the test. If you have questions about the directions while you are working, raise your hand.

(PAUSE)

**SAY:**

Now I am going to give you a test booklet. Do not open or mark on it until I tell you to do so.

Distribute test booklets to students.

**SAY:**

Now look at the front cover of your test booklet. Print your name on the line labeled “Student’s Name.”

PAUSE while students write their names on their test booklets.

**SAY:**

Next you will code the form type of your test booklet.

(PAUSE)



## Paper/Pencil Administration Directions for Science

**SAY:**

Open your answer document to page 4.

PAUSE while students turn to the appropriate page of the answer document.

**SAY:**

There should be a picture at the top of the page that matches the picture on the front of your test booklet.

(PAUSE)

**SAY:**

Find the box on the answer document labeled “Form Type.”

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

Darken the bubble for the form type of your test booklet. This information is printed on the front cover of your test booklet next to the words “Form Type.”

PAUSE. Make sure that ALL students correctly code the form type of their test booklets.

**SAY:**

Now find the box labeled “TA Initials.”

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

In the space under “FI,” print my first initial; in the space under “MI,” print my middle initial; and in the space under “LI,” print my last initial.

PAUSE to provide help as needed. You may tell students which letter to print in each space or print your initials on the board. Make sure that ALL students are printing the appropriate initials.

**SAY:**

Now darken the appropriate bubble for each of my initials: first, middle, and last.

PAUSE to provide help as needed. Make sure that ALL students are darkening the appropriate bubbles for your first, middle, and last initials.

**SAY:**

Next we will review the marking instructions.

PAUSE. Remember to adjust wording, as appropriate, for students using customized test booklets and/or response option accommodations. (For **Braille** or **Large-Print**, replace the next five “SAY” boxes with the “SAY” text indicated in the Braille or Large-Print TA Notes.)



## Paper/Pencil Administration Directions for Science

**SAY:**

Look at the back cover of your test booklet and follow along while I read the marking instructions.

PAUSE while students turn to the back cover of the test booklet.

**SAY:**

- For each test question, darken the bubble that matches the letter of your answer choice.
- Fill in the bubble completely.
- If you want to change an answer, make sure you do a good job of erasing the first answer you marked.

(PAUSE)

**SAY:**

The diagram below shows an example of a bubble that is correctly marked and examples of bubbles that are incorrectly marked.

PAUSE while students look at the diagram.

**SAY:**

Look at page 4 of your answer document. You will mark your answers to the Science questions on this page.

(PAUSE)

**SAY:**

You may write in your test booklet, but you must mark all of your answers on your answer document.

(PAUSE) (For **Large-Print**, inform students that they may also write notes or do scratch work in their test booklets. For **Braille or Large-Print**, resume reading the text in the following “SAY” boxes. For any students using a **Sign Language (Form C-SL)** test booklet, tell the student that the answer document has answer bubbles for six more items than appear on the Sign Language test; students should leave the answer bubbles for those items blank.)

**SAY:**

Raise your hand if you have any questions about how or where to mark your answers.

PAUSE to answer questions. (If students are using highlighters or colored pencils, explain that the highlighters or colored pencils may be used in the test booklet, but not in the answer document.)



## Paper/Pencil Administration Directions for Science

**SAY:**

This test is not timed. Please try to do your best work.

Do not help anyone or show anyone your answers.

PAUSE. *The use of scratch paper and cover sheets is optional. If students will be using scratch paper and/or cover sheets, distribute the paper now and explain its use. Tell students to write their name at the top of any scratch paper. Caution students not to write on any cover sheets and not to crumple, bend, or fold their scratch paper or cover sheets when they are finished. Explain that you will collect the paper at the end of the test.*

FOR SCIENCE GRADES 3–5:

**SAY:**

You may not use a calculator during this test.

(PAUSE)

FOR SCIENCE GRADES 6–8:

**SAY:**

You may use a calculator if you need it during the test.

School- or student-owned calculators may be used. Calculators may be distributed at this time. Make sure that the memory of each calculator (school- or student-owned) has been cleared (reset) in accordance with the calculator use policy in the *Test Administration Manual*.

**NOTE:** Every question on the grades 6–8 science tests can be answered without the use of a calculator. However, using a calculator on some questions may be helpful to students.

FOR SCIENCE GRADE 7:

**SAY:**

I am going to give each of you a Periodic Table. Use the table if you need it during the test.

Distribute a periodic table to each student.

(PAUSE)

**SAY:**

Now find the box labeled “Start Time” on page 4 of your answer document.

PAUSE. Hold up an answer document and point to the appropriate place.



## Paper/Pencil Administration Directions for Science

**SAY:**

**Darken the bubbles that show the time that it is now.**

Explain that the time should be rounded to the nearest 15 minutes. You may want to print on the board the hour and minutes that should be coded. Make sure that all students code the appropriate “Start Time.” Provide assistance as needed.

**Note for Oral or Signed Administrations:** If you are using a *Form A* or *Braille Oral Administration Script*, *Form A Audio CD-ROM*, *Signed Administration Script*, or *ASL DVD*, please begin reading the script or playing the CD-ROM or DVD now.

**SAY:**

**When you get to the end of today’s test, you may go back and check your answers. Then close your test booklet and darken the “Stop Time” bubbles on your answer document. Place your answer document face up on top of your test booklet, raise your hand, and wait for your test materials to be collected.**

Explain what students should do after you collect their test materials (e.g., that you will allow them to read quietly at their seats or to leave the room, if provisions have been made).

**SAY:**

**If you have any questions before you begin, raise your hand now.**

PAUSE to answer questions.

**SAY:**

**Open your test booklet. You may now begin the test. Remember to mark ALL of your answers on your answer document.**

The TA should create a seating chart showing the testing locations of all students in the classroom. Label each location with the student’s first initial and last name.

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do NOT read or discuss any test questions or answer choices. Monitor students to make sure they are marking their answers on page 4 of their answer documents.

As each student finishes, collect the student’s test materials, including any scratch paper and cover sheet (and periodic table for grade 7 science). Make sure that the student coded the “Stop Time” and “TA Initials” on page 4 of the answer document. Also ensure that the **test administrator’s name** is written in the **science** section on page 3 of the answer document.

Allow students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested, or to leave (if provisions have been made). Students are not allowed to use electronic devices for these activities.

Be sure to return all test materials—including the scratch paper and cover sheets containing student writing, as well as the seating chart—to the School Test Coordinator immediately after testing.



## **Paper/Pencil Administration Directions for Science**



## Paper/Pencil Administration Directions for Social Studies

**Materials Needed:** No. 2 pencils, answer documents, test booklets, allowable supplemental or optional materials if being used (scratch paper, cover sheets, highlighters, etc.), and seating chart  
For **Braille, Large-Print, and Sign Language (C-SL)**, the TA Notes are also needed.

**Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions as needed.

Distribute sharpened No. 2 pencils to students. Then begin reading aloud the “SAY” boxes below.

**Note:** Adjust wording, as needed, for students using customized test booklets and/or response option accommodations. Remember to do this, where appropriate, throughout the test administration. For Braille and Large-Print, also refer to the TA Notes.

**SAY:**

Today you will be working on the SCPASS Social Studies test.

(PAUSE)

**SAY:**

This is a secure test. I cannot discuss any test questions or answer choices with you before, during, or after the test.

You may not communicate with other students during the test. If you have questions about the directions while you are working, raise your hand.

(PAUSE)

**SAY:**

During this test, you may not have any electronic or other device with you that can be used for communication, timing, imaging, or accessing the Internet. These devices include, but are not limited to, tablets, smart phones, cell phones, mp-3 players, e-readers, or any other electronic imaging or photographic devices.

*If electronic devices have not already been collected from students,*

**SAY:**

I will now collect any electronic devices.

(PAUSE)

Make sure all electronic devices are/have been collected from all students, unless the student’s IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM).



## Paper/Pencil Administration Directions for Social Studies

**SAY:**

Now I am going to give you your answer document and a test booklet. Do not open or mark on either one until I tell you to do so.

PAUSE. Distribute an answer document and test booklet to each student. Make sure that each student receives the correct answer document. Do NOT give a student an answer document with another student's name on the front.

**SAY:**

Make sure your name is printed on the front cover of your answer document. Raise your hand if you receive the wrong answer document.

PAUSE while students check their names. Make sure that each student has the correct answer document. *If any student was absent for the Science test, make sure the necessary coding is completed following the "Directions for Answer Document Coding" beginning on page 35.*

**SAY:**

Now look at the front cover of your test booklet. Print your name on the line labeled "Student's Name."

PAUSE while students write their names on their test booklets.

**SAY:**

Next you will code the form type of your test booklet.

(PAUSE)

**SAY:**

Open your answer document to page 6.

PAUSE while students turn to the appropriate page of the answer document.

**SAY:**

There should be a picture at the top of the page that matches the picture on the front of your test booklet.

(PAUSE)

**SAY:**

Find the box on the answer document labeled "Form Type."

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

Darken the bubble for the form type of your test booklet. This information is printed on the front cover of your test booklet next to the words "Form Type."

PAUSE. Make sure that ALL students correctly code the form type of their test booklets.



## Paper/Pencil Administration Directions for Social Studies

**SAY:**

Now find the box labeled “TA Initials.”

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

In the space under “FI,” print my first initial; in the space under “MI,” print my middle initial; and in the space under “LI,” print my last initial.

PAUSE to provide help as needed. You may tell students which letter to print in each space or print your initials on the board. Make sure that ALL students are printing the appropriate initials.

**SAY:**

Now darken the appropriate bubble for each of my initials: first, middle, and last.

PAUSE to provide help as needed. Make sure that ALL students are darkening the appropriate bubbles for your first, middle, and last initials.

**SAY:**

Next we will review the marking instructions.

PAUSE. Remember to adjust wording, as appropriate, for students using customized test booklets and/or response option accommodations. (For **Braille or Large-Print**, replace the next six “SAY” boxes with the “SAY” text indicated in the Braille or Large-Print TA Notes.)

**SAY:**

Look at the back cover of your test booklet and follow along while I read the marking instructions.

PAUSE while students turn to the back cover of the test booklet.

**SAY:**

- For each test question, darken the bubble that matches the letter of your answer choice.
- Fill in the bubble completely.
- If you want to change an answer, make sure you do a good job of erasing the first answer you marked.

(PAUSE)

**SAY:**

The diagram below shows an example of a bubble that is correctly marked and examples of bubbles that are incorrectly marked.

PAUSE while students look at the diagram.



## Paper/Pencil Administration Directions for Social Studies

**SAY:**

Look at page 6 of your answer document. You will mark your answers to the Social Studies questions on this page.

(PAUSE)

**SAY:**

You may write in your test booklet, but you must mark all of your answers on your answer document.

(PAUSE) (For **Large-Print**, inform students that they may also write notes or do scratch work in their test booklets. For **Braille or Large-Print**, resume reading the text in the following “SAY” boxes. For any students using a **Sign Language (Form C-SL)** test booklet, tell the student that the answer document has answer bubbles for six more items than appear on the Sign Language test; students should leave the answer bubbles for those items blank.)

**SAY:**

Raise your hand if you have any questions about how or where to mark your answers.

PAUSE to answer questions. (If students are using highlighters or colored pencils, explain that the highlighters or colored pencils may be used in the test booklet, but not in the answer document.)

**SAY:**

This test is not timed. Please try to do your best work.

Do not help anyone or show anyone your answers.

PAUSE. *The use of scratch paper and cover sheets is optional. If students will be using scratch paper and/or cover sheets, distribute the paper now and explain its use. Tell students to write their name at the top of any scratch paper. Caution students not to write on any cover sheets and not to crumple, bend, or fold their scratch paper or cover sheets when they are finished. Explain that you will collect the paper at the end of the test.*

**SAY:**

Find the box labeled “Start Time” on page 6 of your answer document.

PAUSE. Hold up an answer document and point to the appropriate place.

**SAY:**

Darken the bubbles that show the time that it is now.

Explain that the time should be rounded to the nearest 15 minutes. You may want to print on the board the hour and minutes that should be coded. Make sure that all students code the appropriate “Start Time.” Provide assistance as needed.



## Paper/Pencil Administration Directions for Social Studies

**Note for Oral or Signed Administrations:** If you are using a *Form A* or *Braille Oral Administration Script*, *Form A Audio CD-ROM*, *Signed Administration Script*, or *ASL DVD*, please begin reading the script or playing the CD-ROM or DVD now.

**SAY:**

When you get to the end of today’s test, you may go back and check your answers. Then close your test booklet and darken the “Stop Time” bubbles on your answer document. Place your answer document face up on top of your test booklet, raise your hand, and wait for your test materials to be collected.

Explain what students should do after you collect their test materials (e.g., that you will allow them to read quietly at their seats or to leave the room, if provisions have been made).

**SAY:**

If you have any questions before you begin, raise your hand now.

PAUSE to answer questions.

**SAY:**

Open your test booklet. You may now begin the test. Remember to mark **ALL** of your answers on your answer document.

The TA should create a seating chart showing the testing locations of all students in the classroom. Label each location with the student’s first initial and last name.

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do **NOT** read or discuss any test questions or answer choices. Monitor students to make sure they are marking their answers on page 6 of their answer documents.

As each student finishes, collect the student’s test materials, including any scratch paper and cover sheet. Make sure that the student coded the “Stop Time” and “TA Initials” on page 6 of the answer document. Also ensure that the **test administrator’s name** is written in the **social studies** section on page 3 of the answer document.

Allow students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested, or to leave (if provisions have been made). Students are not allowed to use electronic devices for these activities.

Be sure to return all test materials—including the scratch paper and cover sheets containing student writing, as well as the seating chart—to the School Test Coordinator immediately after testing.



## **Paper/Pencil Administration Directions for Social Studies**













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**STATE DEPARTMENT**  
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