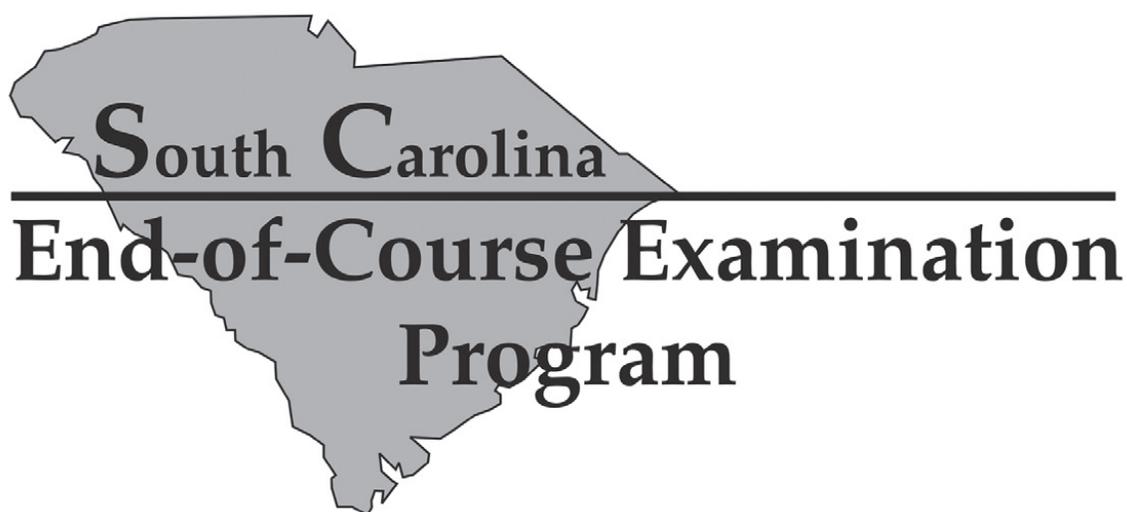


# **Test Administration Manual for Online and Paper/Pencil Testing**

**Spring 2018**

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- **Algebra 1**
- **Biology 1**
- **English 1**
- **United States History and the Constitution**

## Spring 2018 End-of-Course Examination Program (EOCEP) Testing Schedule

DATES	EVENT
TBD	Online Tools Training (OTT) and tutorials available
March 13	WebEx Pretest Workshop for District Test Coordinators (DTCs)
March 26	STC/TA Training Tool available
April 18	School Test Coordinators (STCs) gain access to Test Setup for online testing and secure materials shipped to districts
At least two weeks before the State Testing Window opens	STCs post testing schedule on school's website
At least one week before testing	STC trains test administrators (TAs) and monitors, and distributes the <i>Test Administration Manual (TAM)</i>
May 2–June 8	State Testing Window
May 2, May 9, May 16, and May 23	Designated dates for English 1-Writing
July 10	Datafiles, ISRs, and rosters available on eDIRECT

DTCs are responsible **for the training of all personnel** who will be administering EOCEP tests. DTCs must plan and schedule training sessions prior to testing.

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## Overview

### Introduction

The End-of-Course Examination Program (EOCEP) is a statewide assessment program of end-of-course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. The EOCEP encourages instruction in the specific standards for the courses, encourages student achievement, and documents the level of students' mastery of the academic standards.

To meet federal accountability requirements, the EOCEP in English/language arts, mathematics, and science must be administered to all public school students by the third year of high school, including those students as required by the federal Individuals with Disabilities Education Improvement Act (IDEA) and by Title 1 of the Elementary and Secondary Education Act (ESEA).

To receive a South Carolina high school diploma, students are required to pass a high school credit course in science, and a high school credit course in United States history in which the state's end of course examinations are administered. Currently these courses are Biology 1 (science) and United States History and the Constitution (social studies).

Gateway courses in English/language arts, mathematics, science, and social studies will be defined by the State Board of Education. EOCEP examination scores count 20 percent in the calculation of the student's final grade in gateway courses. Defined gateway courses currently include **Algebra 1**, **Intermediate Algebra**, **Biology 1**, **English 1**, and **United States History and the Constitution**, or courses with other names and activity codes in which the academic standards corresponding to these subjects are taught.

**Items Aligned to Standards** – EOCEP test items are aligned to the South Carolina Academic Standards for each content area. Standards describe what schools are expected to teach and what students are expected to learn. Academic standards are statements of the specific cognitive processes and the content knowledge and skills that students must demonstrate to meet the grade-level standards. EOCEP test items are written to assess the content knowledge and skills described in the academic standards. The academic standards and supporting documents are available on the South Carolina Department of Education Web site at <http://ed.sc.gov/instruction/standards-learning/>. Click on the link for the appropriate subject. Students who are scheduled to take EOCEP tests shall be provided with paper or electronic copies of the academic standards assessed by those particular tests, no later than the first day of school.

**Developing, Administering, Scoring, and Reporting** – The Department of Education contracts with testing companies for the development, administration, scoring, and reporting functions required to implement statewide assessment programs. Contractors are selected through a competitive process. State law allows the award of contracts for up to five years. In 2017, a contract was awarded to Data Recognition Corporation (DRC) to administer, score, report, and develop items for the EOCEP program. Preliminary score reports (see page v), district-level reports, school-level reports, and Individual Student Reports (ISRs) are provided on eDIRECT (the contractor's secure website). In addition, paper copies of the ISRs and student labels will be sent to districts.

## Overview

### EOCEP Format

These tests mostly consist of selected-response items but may include some technology-enhanced and scenario-based items. The EOCEP tests are administered online except for those students whose IEP/504 Plan or ELL Plan requires a paper/pencil test due to the student's disability.



Beginning in fall 2017, the English 1 test will contain separate writing and reading sections. The writing section includes a Text-Dependent Analysis (TDA) item in addition to selected-response writing items. The TDA is composed of a reading passage with a writing prompt relating to that specific text. The prompt requires that students analyze the text and write an essay providing supporting evidence from the passage. Students must take both the writing and reading sections of the English 1 test in the same mode (online or paper/pencil).



### Testing Dates and Windows

The state-approved testing window for spring 2018 is **May 2 to June 8**. Testing for the spring administration cannot begin before May 2. Each District Test Coordinator (DTC) is responsible for identifying the district-level testing window and for notifying the School Test Coordinator (STC) of the testing schedule. DTCs and STCs are responsible for ensuring that the testing schedule (test dates for each subject) is posted on the school's website at least two weeks prior to the opening of the state-approved testing window. The district must administer all operational EOCEP tests—Algebra 1, Biology 1, English 1, and United States History and the Constitution (USHC).

For Algebra 1, Biology 1, English 1-Reading, and USHC, the DTC will select a 15-day testing window within the state-approved testing window. The 15-day district test window for spring must not begin before the 165th instructional day. For the tests listed above, testing should begin early in the district testing window to allow plenty of time for make-up testing and to reschedule testing in the event of a technology service interruption. Both regular testing and make-up testing must be scheduled within the district window. Make-up testing cannot be scheduled outside the district testing window. The first day of testing does not have to be a Monday.

The English 1-Writing section must be administered on dates specified by the South Carolina Department of Education (SCDE). For spring 2018, the writing section dates are **May 2, May 9, May 16, and May 23**. DTCs may choose to administer the writing section on any two, three, or four of these dates. May 23 should be used for make-up testing only. Make-up testing must be completed on these dates. If a student is not tested on the designated dates, the next opportunity to make-up the English 1-Writing section will be during the next scheduled EOCEP administration. If make-up testing is postponed until the next administration, the student will need to take both sections of the English 1 test because the test form will have changed.



## Overview

### Preliminary Score Reports

The preliminary score report for Algebra 1, Biology, and USHC will continue to be posted to eDIRECT within thirty-six hours after an online test is submitted or after a paper/pencil test is checked in by the testing contractor.

For English 1 online testing, the reading section of the English 1 test will be scored within thirty-six hours; however, handscoring the writing TDA essay requires ten days. Consequently, the English 1 score will be posted to eDIRECT ten days after the writing responses are submitted or thirty-six hours after the reading response are submitted, whichever is later.

For English 1 paper/pencil testing, both the writing and reading responses must be placed in the same answer document, but the number of students who test on paper is very small. Therefore, the English 1 scores for paper/pencil tests will be posted to eDIRECT five days after the answer documents are checked in by the contractor.

## Overview

## Test Security

### Legal Requirements

S.C. Code Ann. § 59-1-445 (2004) addresses violations of mandatory test security regulations and procedures, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
  - (a) Give examinees access to test questions prior to testing;
  - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
  - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
  - (d) Make answer keys available to examinees;
  - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
  - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the South Carolina Department of Education. The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.
- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the South Carolina Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

## Test Security

### State Board Regulations

S.C. Code Ann. § 59-1-447 (2004) requires the State Board of Education to establish detailed mandatory test security procedures by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 2. S.C. Code Ann. Regs. 43-100 (2015), are reprinted below.

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
  - A. The statewide tests, as defined in State Board of Education Regulation 43-262, including field tests and pilot tests;
  - B. Examinations for admission to teacher education programs and teacher certification examinations;
  - C. Examinations for admission to programs such as the gifted and talented program;
  - D. High school equivalency tests.
- II. As used in this regulation, “local school board” means the governing board of a public school district, a public charter school, as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of materials for the entire period of time (before, during, or after testing) the materials are in the district and/or the schools within that district. The policy must address security for paper-based, computer-based, and customized assessments. This also applies to district-owned materials that are the same as those used in any state-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, secure paper-based materials must be stored under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent and the administration from each of the special schools and institutions that utilize tests administered by or through the State Board of Education must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the South Carolina Department of Education (SCDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.
- V. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SCDE.

## Test Security

- VI. A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction.
- B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the high school equivalency tests forfeits all opportunities to retake the test(s).
- VIII. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990, 2004). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- IX. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data and, as such, are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
  - A. Failing to administer tests on the test dates specified by the SCDE.
  - B. Failing to maintain an appropriate testing environment, free from undue distractions.
  - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.
  - D. Providing examinees with access to test questions or specific test content prior to testing.
  - E. Providing examinees with access to answer keys prior to or during testing.
  - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the SCDE any test, test question, or specific test content.
  - G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the SCDE any portion of examinee responses to any item or any section of a secured test.
  - H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
  - I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.

## Test Security

- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Failing to provide accommodations and/or customized materials as specified in the student's Individualized Education Program (IEP) or 504 plan. Providing accommodations and/or customized materials not included in the student's IEP or 504 plan.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- X. The SCDE has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XI. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division.
- XII. If a security breach occurs in a district, or charter school, rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district or charter school by the SCDE at the discretion of the State Board of Education.
- XIII. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credential of an educator may be suspended or revoked based on evidence of violation of test security provisions.

## Test Security

### Reporting Test Security Violations

All suspected test security violations as defined in S.C. Code Ann. §59-1-445 (2004) or 2 S.C. Code Ann. Regs. 43-100 (2015) must be reported to the South Carolina Department of Education (SCDE).

The District Test Coordinator (DTC) and the School Test Coordinator (STC) are responsible for conducting a comprehensive investigation of each allegation. The DTC must prepare and submit to the SCDE all required documentation that serves as a summary of the information obtained from all persons interviewed who have knowledge of the incident.

Following an internal SCDE review of the submitted documentation, and considering the gravity of the alleged violation, the SCDE will take one of three actions:

1. the incident will not be reported to the South Carolina Law Enforcement Division (SLED);
2. the incident will be reported to SLED for information; or
3. the incident will be reported to SLED for investigation.

As appropriate, the DTC and/or the Superintendent will receive an e-mail or a letter indicating which of these actions is being pursued by the Office of Assessment.

Reports may serve as a basis for initiating invalidation of test scores or other actions by the Certification Review Committee and/or the State Board of Education.

### Required Documentation

The following documents must be completed and submitted to Christopher Seay in the Office of Assessment.

1. **Test Security Violation Action Form** – DTCs must complete this form with Adobe Reader or Acrobat and submit it via secure fax 803-734-8886 to Christopher Seay or encrypt the completed form and send via e-mail to [cseay@ed.sc.gov](mailto:cseay@ed.sc.gov). Do not send unencrypted TSV forms or documentation via e-mail. A PDF may be downloaded from the Office of Assessment Web page at: <http://ed.sc.gov/tests/assessment-information/test-security/>. Click on the Test Security Violation (TSV) Action Form link.

The Test Security Violation Action Form must include **all** of the requested information (see the sample on page 7 of this manual) including the identification of the person who allegedly committed the violation and his or her certificate number. Indicate the law that is violated, if applicable. See page 1 of the *Test Administration Manual (TAM)* for the appropriate letters (a–f) to use for Legislative Violation(s).

Also indicate the regulation(s) violated, using the exact wording of the violation(s) as stated in 2 S.C. Code Ann. Regs. 43-100 (2016) and provided in the *TAM* on pages 2–4. For example, if a teacher assisted a student on the test, the following should be typed on the Action Form for State Board Regulation Violation(s): “IX.H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing.”

The Description of Violation section of the Action Form should provide a concise summary of the incident. The summary should include the basic elements of “who, what, where, when, and how” the violation occurred. This section does not replace an overall summary written by the DTC (see 2.d. below).

## Test Security

- 2. Supporting Documentation** – This information would include all of the following items:
- a. written statements from all adults involved in the incident,
  - b. summaries of any interviews with students,
  - c. IEP team meeting minutes with an indication of their recommendations, and
  - d. a summary written by the DTC, highlighting all applicable information and indicating actions, if appropriate, taken by the DTC or the district office.

The supporting documentation can be encrypted and sent to Christopher Seay via e-mail to [cseay@ed.sc.gov](mailto:cseay@ed.sc.gov). Supporting documentation may also be sent by secure fax (803-734-8886) or postal mail (South Carolina Department of Education, Office of Assessment, 1429 Senate Street, Suite 209-D, Columbia, SC 29201). If documents are being faxed, a staff member in the Office of Assessment must be notified in advance.

### How to Conduct an Investigation and Document the Information

The following paragraphs outline more specific information about how to conduct an investigation and how to document the information included in the test security violation report.

- A. If a test security violation is observed within a school, the individual(s) observing the incident must notify the School Test Coordinator (STC) or the District Test Coordinator (DTC) as soon as possible. The STC must notify the DTC immediately regarding the violation. The DTC must notify the appropriate Office of Assessment Program Manager (Kirsten Hural, 803-734-5981, [khural@ed.sc.gov](mailto:khural@ed.sc.gov)).
- B. The DTC and the STC are responsible for conducting a comprehensive investigation to reconstruct what occurred to cause the alleged violation. The investigation should capture information including the “who, what, where, when, and how” of the incident.
- C. The STC and/or the DTC should obtain a written statement of events (affidavit) from each adult involved in the situation, including the accused. Affidavits must be signed and dated in ink by the person making the statement.
- D. As appropriate, the STC and DTC may need to interview some or all of the persons involved in each incident. All interviews should be conducted individually to elicit the most reliable information. Open-ended questions should be used during the interview process to obtain the most compelling evidence. In the case of student interviews, the STC should write a summary of the information learned from each student. It is not necessary to have the students provide a written statement.
- E. The DTC must write a summary of events (2.d. above). This summary should be in the form of a letter written to Christopher Seay in the Office of Assessment. If appropriate, the DTC may want to provide additional details regarding the incident such as action taken as a result of the investigation, if the district referred the violation to the South Carolina Law Enforcement Division, or any information that supports or refutes the credibility of any witness.

# Test Security

**2017-18 Test Security Violation (TSV) Action Form**

*DTCs must complete this form and submit to Christopher Seay via email at [cseay@ed.sc.gov](mailto:cseay@ed.sc.gov) or send via fax to 803-734-8886.*

School District:  School:

DTC Name:

Form Completed By (Name):  Telephone:

Date Form Completed:

Testing Program:  Test Administration:

Test Subject:  Grade Level of Test:

Date(s) of Alleged Test Security Violation:

Violation Reported By:

Person(s) Involved in Violation  
(Enter first and last name)

<input type="text"/>	Certification Number
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Legislative Violation(s) (see TAM):

State Board Regulation Violation(s) (see TAM):

For Office Use Only  
Initials/Date:

Continue to Next Page

Description of Violation: (Provide a concise, but thorough, summary.)

## Test Security

### Violations and Students with Disabilities

DTCs and STCs should work closely with special education coordinators and teachers within the schools to ensure that all accommodations are provided for students with disabilities in accordance with each student's Individualized Education Program (IEP) or 504 Plan.

The State Board of Education Regulations 2 S.C. Code Ann. Regs. 43-100 (2016) state that **not providing accommodations** (to include customized test forms) as specified for students with IEPs or 504 Plans or **providing more accommodations** than specified are considered breaches of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as security violations that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

### Actions for IEP Violations That Occur During Online Testing

If it is discovered that a student **who tested online** did not receive an accommodation that is specified in the IEP/504 Plan, the specific action to take **depends on when the error or violation is discovered** and whether or not the student has exited the testing room. The following are possible scenarios and the actions to take. Also refer to the chart on page B-3 for more detailed information.

- **The error is discovered, testing is paused, and the student remains in the testing room.** Contact the EOCEP Program Manager (Kirsten Hural, 803-734-5981, khural@ed.sc.gov) and DRC. The Program Manager may allow DRC to regenerate the Test Session with the accommodations and the student may resume testing immediately. No additional action is necessary.
  - If the test ticket is regenerated, a new ticket with a new login will need to be printed for the student to access the accommodated test form.
  - If the test ticket is regenerated, all previous responses will be deleted and the student will need to begin the test again.
- **The error is discovered, testing is interrupted, and the student has left the testing room.**
  - If **ten or fewer** test items have been completed, contact the EOCEP Program Manager for approval to have DRC regenerate the Test Session with the appropriate accommodations. The student may resume testing either the same day or on a make-up day. This scenario must be reported as a Test Security Violation.
  - If **more than ten** items have been completed, but the student did not finish the test, contact the EOCEP Program Manager. SCDE will determine whether or not to allow the student to retest with an Emergency Form. This scenario must be reported as a Test Security Violation.
  - If the student **has completed and submitted** the test for scoring, the school/district must convene the IEP/504 Plan team to review the test security violation and follow the procedures described below. The SCDE may approve retesting the student with the Emergency Form. This scenario must be reported as a Test Security Violation.



## Test Security

In the event of a test security violation involving testing accommodations for students with disabilities, the DTC must report the test security violation in accordance with the procedures outlined in the previous section.

In addition, the school/district must convene the IEP/504 Plan team to review the test security violation. During the meeting of the IEP/504 Plan team, the team may consider only the testing accommodations as written in the IEP/504 Plan and may not change the accommodations specified in the plans. **The IEP/504 Plan Team may not consider the student's test score in their decision.** If the IEP/504 Plan team determines that the test score is invalid, the SCDE may approve retesting the student with an Emergency Form. The IEP or 504 Plan team must address the test security violation as follows:

- **If a student received a non-standard accommodation** that is not specified in the IEP/504 Plan, the team must **invalidate** the test administration.
- **If a student received a standard accommodation** that is not specified in the IEP/504 Plan, the team must determine if the unauthorized accommodation would cause the test score to be invalid.
- **If a student did not receive a standard or non-standard accommodation** that is specified in the IEP/504 Plan, the team must determine whether the test score would be valid without the specified accommodation and/or non-standard accommodation.

If the IEP/504 Plan team determines that:

- **the test administration is valid**, the online test score should not be invalidated. Paper tests should be returned for scoring. Remember to mark the appropriate accommodation code(s)—i.e., the code(s) for the accommodation(s) actually used—in Test Setup for online testing or on the student's answer document.
- **the test administration is not valid**, the school/district must invalidate the score by contacting the EOCEP Program Manager (Kirsten Hural). If a paper answer document was used, place a Do Not Score label over the barcode and return in a nonscorable box. **The IEP/504 Plan team must not base the decision to invalidate the test administration on their knowledge of the student's score.**

### Test Security Agreement Forms

All school and district personnel who will have access to secure test materials are asked to sign an *Agreement to Maintain Test Security and Confidentiality* form. Three types of forms are available for district/school use. One form is for DTCs and STCs, one is for Test Administrators (TAs), and one is for monitors.

The DTC/STC and TA test security agreement forms are provided in **Appendix A** or they can be downloaded from the test security link: <http://ed.sc.gov/tests/assessment-information/test-security/>. The monitor form is in **Appendix E** or can be downloaded from the test security link. The forms are perforated for easy removal and may be copied. Districts may add their own test security agreements.

Test security forms should be signed and returned to the DTC after each person has participated in EOCEP training. The DTC is responsible for collecting and storing the forms for five years.

## Test Security

### Online Technology



The use of traditional desktop and laptop computers is recommended for online testing; however, some tablet devices are also supported. Refer to the 2016–17 Online Assessment Technology Requirements document for an overview of the minimum technology specification needed to support online testing. Find this chart on the Office of Assessment Web page: <http://ed.sc.gov/tests/assessment-information/additional-resources/2016-17-online-assessment-technical-requirements/>. The *DRC INSIGHT Supported System Requirements* document provides a detailed description of supported devices and operating systems. This document is located on eDIRECT (<https://sc.drccedirect.com>).

Only supported devices and operating systems may be used for online testing. Any districts choosing to administer online tests on supported tablet devices will be responsible for ensuring test security and accountable for any atypical impact on student test scores.



### Security for Online Testing

DTCs, STCs, TAs, and monitors are responsible for ensuring that all test materials and student responses for the online tests are handled in accordance with the security procedures outlined in this manual. **It is highly recommended that a partition and/or folder be placed around each computer screen or privacy filter placed on each screen to eliminate any possibility of students looking at other computer screens. Workstations should be separated by enough space to restrict students' ability to view adjacent workstations.**

Testing devices must be district- or school-owned. Student-owned desktops, laptops, and tablets may not be used for testing. If districts elect to administer state tests on one-to-one devices in which the student has control over the device at all times, districts will be responsible for test security on these devices. Districts must require schools to implement procedures to ensure that students who possess these devices cannot access online assessments improperly. **Test administration procedures must ensure that all student answers are submitted, all tests are fully exited, and all devices are powered off completely as each student completes testing.** Students must have no opportunity to leave the test session with a device in a mode that might allow the student to re-enter the test outside of the testing room. STCs should also ensure that cached responses are cleared at the end of each testing session rather than waiting until the end of the day.

**Online tests may not be viewed by anyone prior to the test session.** Only students being tested are allowed to view the test at the time of testing. TAs and monitors must closely observe students to ensure that they look only at their computer and not another student's screen.

Test Administrators are expected to ensure visible online tests are not left unattended. None of the testing material is to be reproduced. It is prohibited to use secure test items, either verbatim or paraphrased, as instructional tools or for student practice. Students are not to disclose test content to teachers, monitors, other students, or any other school personnel.

**Test tickets are secure** and must not be distributed to students until immediately before logging into a test session. Test tickets are included with the online testing roster. The testing roster should be used, in lieu of a security checklist, to account for test tickets before, during, and after testing.

The English 1-Writing and Reading sections have separate test tickets. STCs and TAs must ensure that students receive the correct ticket for the section being administered.

## Test Security

For students who require a large-print accommodation (online or paper/pencil), secure large-print supplements that contain item descriptions for some graphics may be produced for some subjects. These supplements should be treated as secure materials and signed out and in on the electronic security checklists.

### **Security Checklists—Paper Test Materials**

- **The STC is responsible for inventory control within the school; schools and districts are responsible for missing materials and are required to use electronic security checklists to track the distribution and return of all secure paper test materials.**
- All secure paper test materials have been assigned security numbers; these numbers appear on the security checklist.
- The security checklists are available on eDIRECT in electronic format only and can be downloaded into an Excel spreadsheet. More information on how to download and use electronic security checklists is provided in the section below.
- For each day of testing, the STC and TA must use the security checklist to sign out and sign in secure paper/pencil materials.
- The STC should provide an explanation on the security checklist for any secure test materials that are not received or returned as required. Use the notes section for this explanation.
- Secure test materials must not be exchanged among TAs without checking the materials in and out with the STC and documenting the exchange on the security checklist.
- Entering student names on the security checklist is not required for test materials that are not assigned to a specific student.
- Districts that do not receive any secure paper materials (i.e., test entirely online) do not need to use security checklists.
- DTCs can return electronic security checklists to the SC Project Team via a Secure File Transfer site (SFTP). An instructional document is posted to eDIRECT.

### ***Using Electronic Security Checklists***

Electronic security checklists can be downloaded from eDIRECT (<https://sc.drccdirect.com>) by completing these steps:

1. Select All Applications, Report Delivery and View Reports.
  2. Enter the appropriate search criteria and click on Show Reports.
  3. When the security checklist has been located, select the save button under the Action column. Save the file as an Excel spreadsheet, using the school's School Identification Number (SIDN), School Name, Program, and "Security Checklist" as the file name. For example, "9999999 Middleville High School EOCEP Security Checklist."
- The information on the spreadsheet may be sorted, as needed.
  - The security checklists may be used electronically and returned to DTCs in electronic format or they may be printed and returned via hard copy.

## Test Security

- Log additional materials received using the blank rows at the bottom of the spreadsheet. Information for make-up testing can also be logged using blank rows below additional materials.
- A sample electronic checklist is provided below.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	District: DRC Sample District 9999														
2	School: DRC Sample School 999														
3															
4	Subject Cc	Distributi	Document	Security N	Last Name	First Nam	Middle In	PS#	State ID	Sign-Out (	Sign-Out (	Sign-In (T	Sign-In (S	Pkg'd for	Notes
5	U.S. History and the	Answer Di	94100506												
6	U.S. History and the	Answer Di	94100507												
7	U.S. History and the	Answer Di	94100508												
8	U.S. History and the	Answer Di	94100509												

- Instructions on how to use the security checklists can be found as a separate document on eDIRECT.
- Security checklists, like seating charts, can be returned electronically via e-mail or SFTP site. For instructions on how the DTC can return the security checklists electronically, please see the document titled “SFTP Instructions for DTCs” posted on eDIRECT.

**Note:** Security checklists are not used for online testing except if Large-Print Supplements are used. These supplements should be treated as secure materials and signed out and in on the security checklists. For all other online testers, the only secure paper materials will be test tickets, which are listed on the online testing roster (see section, “Security for Online Testing”) and scratch paper containing student writing.

# SCDE Policies

## Test Administration Policies

The following section includes important information regarding key test administration policies. All instructions in this manual should be followed as appropriate. Failing to follow all directions pertaining to the administration of a test as specified in the test manual for that test is a test security violation.

## Student Participation Guidelines

All public middle school, high school, alternative school, virtual school, or adult education students enrolled in courses in which the academic standards corresponding to the EOCEP subjects are taught, regardless of course name or number, must take the appropriate end-of-course test.

To meet federal accountability requirements, the EOCEP in English/language arts, mathematics, and science must be administered to all students by the third year of high school.

This testing policy includes all students with IEPs or 504 Plans, suspended students, home school students who are registered through the district or local school board, homebound students, and homebased students. Also included are ESL/EL students, charter school students (including virtual charter schools), and students who are incarcerated.

## Special Groups of Students

**Students with Disabilities**—Students with disabilities must participate in EOCEP in accordance with their Individualized Education Program (IEP) or 504 Accommodation Plan. (See **Appendix C** for guidelines on administering the test to students with disabilities.)

**Adult Education Students with Disabilities**—Students with disabilities in adult education centers who are 21 years of age or younger and do not have diplomas may be served under the provisions of IDEA or Section 504. The IEP or 504 Accommodation Plan must state any accommodations to be used. Students who are older than 21 cannot be served under the provisions of IDEA but may be served under Section 504. Students who are older than 21 must prove they are disabled (e.g., provide documentation they were served under an IEP or a 504 Accommodation Plan in high school) prior to taking the test.

**Suspended and Expelled Students (with or without disabilities)**—Students who are suspended must be tested. The district may consider delaying the suspension dates, bringing students into school during suspension for testing purposes only, or testing students in alternative locations. The district is not required to test expelled students who do not have IEPs. When a student with an IEP has been expelled, a new IEP must be written that outlines the services to be provided during the expulsion period and the manner in which the student will be tested.

**Home School Students**—Home school students are defined as those students whose parents or guardians teach their children at home. Students whose home school instruction is approved by the district board of trustees of the district in which the student resides must be tested according to S.C. Code Ann. §59-65-40 (A)(6)(2004): “The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student’s place of instruction, at the parent’s option. The parent is responsible for paying the test administrator if the test is administered at the student’s home.” It is recommended, but not required, that a monitor

## SCDE Policies

accompanies the TA if the parent chooses to have the student tested at home. Parents, guardians, or other relatives may not be present in the room with the student during testing. Home school students will receive individual student results but will not be included in the district or school data.

**Homebound Students**—Homebound students (with or without disabilities) must be tested. These students receive instruction at home or in a hospital because they cannot attend school due to illness, accident, or pregnancy, even with the aid of transportation [2 S.C. Code Ann. Regs. 43-241 (2011)]. The district must administer the required tests to a student who is homebound, except in individual cases in which it is documented that the student is not physically and/or mentally able to take the test. It is the district's decision to choose whether or not to have a monitor present when testing homebound students.

**Homebased Students**—Students who receive homebased instruction must be tested. Homebased students normally receive instruction at a place other than school because the student's IEP team has determined this placement to be the most appropriate, least restrictive environment for the administration of the student's educational program. The district must send a TA to the place of instruction.

**English Learner (EL) Students**—ESOL/EL students enrolled in courses in which the curriculum standards corresponding to EOCEP subjects are taught must take the appropriate tests. See **Appendix D** for more information.

**Foreign Exchange Students**—Foreign exchange students who meet the EOCEP eligibility criteria must participate in EOCEP testing.

**Students with Disabilities Who Have Been Placed by Districts and Public Agencies in Private or Nonpublic Schools**—Students with disabilities who are placed by districts or other public agencies in private or nonpublic schools or state-operated programs must participate in statewide and districtwide assessments and must be tested by the home school district. The home school district is the district that carries the student on enrollment and receives state or federal funding for educating the student.

Students who are placed by other public agencies through the foster home/group home proviso, General Appropriations Act, 2003 S.C. Acts 91 Proviso 1.9, must be tested by the district in which the alternate residence (such as a foster home, group home, orphanage, or state-operated health care facility including a facility for treatment of mental health or chemical dependence) is located.

**VirtualSC Students**—VirtualSC's goal is to provide a statewide supplemental or alternative online program for 7th- to 12th-grade students by ensuring equitable access to rich and varied learning opportunities for South Carolina students.

Students taking virtual school courses that correspond to the EOCEP subjects will take EOCEP tests online during the district's testing window or, if approved by the SCDE, online outside the district testing window. VirtualSC students must test online at a location within the student's would-be **home** district. Scores are applied to the report card for VirtualSC.

To ensure that scores are reported for VirtualSC, select "B-SC Virtual School Program" in the precode menu for Instruction Type. If this information is precoded for students, no further action or coding is required. If this information was not precoded, complete the following:

## SCDE Policies

- First, a Test Session must be created for the student or the student must be entered into an existing Test Session.
- Select VirtualSC in the Testing Codes tab in the Edit Student window of eDIRECT (see the eDIRECT Guide for example). The Reported School code may be left blank.
- For paper/pencil testers, fill in the bubble for VirtualSC on page 2 of the answer document. The Reported School code may be left blank.

**Note:** There are occasionally extraordinary circumstances that may prevent a student from participating in planned/scheduled testing (e.g., a homebound student who, on the basis of a medical record from a physician, is physically and/or mentally unable to participate in instruction or assessment during the testing window, including make-up days). **Homebound Students** is one of the eligible categories for consideration of an alternative testing window request.

### Residential Treatment Facilities

#### ***State Placement of Students***

A state proviso requires that the school district in which a Residential Treatment Facility (RTF) is located provide the necessary education programs and services for RTF students, both with and without disabilities, who were referred or placed in the RTF by the **state**. This requirement includes the administration of statewide tests.

This proviso also describes policies and procedures regarding enrollment, funding, and educational services for students enrolled in Residential Treatment Facilities. A PDF of this proviso is located on the Office of Assessment’s website, under “Additional Resources,” at <https://ed.sc.gov/tests/assessment-information/>.

With respect to students enrolled in the facility school districts, for accountability purposes, the assessment and accountability measures for students residing in RTFs shall be attributed to a specific school only if the child physically attends the school. The performance of students residing in a RTF who receive their educational program on site at the RTF must be reflected on a separate line on the facility school district’s report card and must not be included in the overall performance ratings of the facility school district. A facility school district shall not have the district’s state accreditation rating negatively impacted by deficiencies related to the delivery of an educational program at a RTF.

#### ***School District Placement of Students***

Any time a school district places a student in a group home or RTF, the district that facilitated the student’s placement **remains** responsible for ensuring that the student participates in the statewide assessments. The statewide assessments may be administered by the placing school district or through an arrangement with the district in which the RTF resides, but in either case, answer documents are returned to the placing school district and the scores are reported for accountability in the student’s home district.

## SCDE Policies

### ***Procedures for Assessing RTF Students***

The district is responsible for providing any required test administrations. Districts must ensure that certified professionals administer the tests and that these individuals are properly trained for the specific test administration. Testing must be conducted during the published schedule for the specific test or DTCs must provide a written request for an alternative schedule. There are three acceptable alternatives for ensuring that students in RTFs are appropriately assessed. Districts may:

1. send a trained administrator to the student's location to administer the required tests;
2. train an individual who is part of the student's instructional program to administer the tests; or
3. provide transportation for the student to and from a school for test administration.

Districts are responsible for obtaining all required test materials for the student to be tested, and for the packaging, distribution, and receipt of all test materials in a safe and secure manner. The online test may be administered on a district-owned laptop computer that has both the TSM and the INSIGHT test engine installed. If the EOCEP is administered at the RTF facility, the test materials may be delivered, in person, to the person who will be administering the test, or test materials may be mailed by FedEx as long as a signed receipt is obtained. If the district has chosen alternative #3 above, the student may be tested online at a district school.

### ***Testing Out-of-State Students***

All students need to be tested even if they are schooled out-of-state. The district is responsible for providing any required test administrations. Test materials may not be shipped outside of the United States. **Districts must notify the Office of Assessment, in writing, that out-of-state testing will occur and provide the following information: district, school, name of test, student's name, student's grade, name of professional who will administer the test, the dates of test administration, and the location of the testing.**

Districts may:

1. send a trained administrator to the student's location to administer the required tests;
2. train an individual who is part of the student's instructional program to administer the tests;
3. provide transportation, meals, and other essentials for the student to and from the school for test administration within South Carolina; or
4. report the student on the "Students Not Tested Report" if the district fails to test the student.

Districts are responsible for obtaining all required test materials for students who are to be tested out of state and for the packaging, distribution, and receipt of all test materials in a safe and secure manner. **Districts must ensure that certified professionals administer the tests and that such individuals are properly trained for the specific test administration.** Testing must be conducted during the published schedule for the specific test or DTCs must provide a written request for an alternative schedule.

# SCDE Policies

## Testing Dates

As stated in the State Board Regulations, all schools must administer tests during the testing window and on designated writing session dates as specified by the SCDE. Failure to administer tests on the dates specified by the SCDE is considered a test security violation that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate. This regulation also applies to the administration of any make-up tests. This regulation does not apply to students with IEPs requiring a scheduling accommodation.

## Parent Notification

Preparing students and parents for the EOCEP is important.

- DTCs and STCs should make sure that students and their parents or guardians are notified **in advance** about the testing schedule. All parents should be told the dates and times each subject will be administered.
- Schools must post the testing schedule on their Web sites.
- DTCs and STCs should determine **in advance** the procedures to follow for students who are tardy on the day of testing. Parents should be notified of the importance of getting their children to school on time.
- Parents should be notified **in advance** of any special conditions that will apply to the testing of their children.
- Parents and students should be notified **in advance** that during testing students may not be in possession of any electronic devices that can be used for communicating, timing, creating images, or storing images. These devices will be collected by the TA and returned after testing is complete.
- Parents should be notified **in advance** that doctors' appointments and other out-of-school functions should not be scheduled during testing hours.



## Testing Hours, Breaks, and Student Activities During Testing

### ***Test Durations***

The EOCEP tests are not timed. Students should be given as much time as they need to complete each test. EOCEP tests **must begin and end on the same day** unless the student has an IEP/504 Plan specifying administration of a single test over several days. **Failure to provide sufficient time for students to complete the test is a test security violation.**

Shown below are the statewide 75<sup>th</sup> percentiles for test duration for all operational EOCEP tests administered during the 2016–17 school year. DTCs/STCs should use this information to schedule testing blocks accordingly. Two-hour blocks may not be sufficient for some subjects or groups of students. **Testing sessions late in the day must be avoided.**

- 75% of testers completed the USHC EOCEP test in 1.22 hours.
- 75% of testers completed the Biology EOCEP test in 1.57 hours.

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- 75% of testers completed the Algebra EOCEP test in 1.90 hours.
- Test duration data is not yet available for the English 1 Reading and Writing sections.
- Some students may take a much longer time to complete a test than other students. Districts and/or schools should provide TAs with guidelines specifying acceptable independent activities to engage students while waiting for other students to finish a test. Students should not be allowed to talk or to engage with content related to the subject being tested. For example, they should not be allowed to read a biology textbook during the Biology EOCEP test. Appropriate activities may include reading a novel, magazine, or newspaper, completing word or number games, working crossword puzzles, or doing schoolwork unrelated to the tested subject. Students are not allowed to use electronic devices for these activities.
- After they are finished with the test, students are not allowed to use any electronic device that was used for testing. The TA must ensure that the testing device is fully powered off and put away.
- The length of time the school can allow a student to continue working on a test is dependent upon the student, the testing situation, and the information available to the TA. As long as the student actively works on items (e.g., entering responses on the paper answer document or into the online test, writing, and working out problems), the TA must allow the student to continue with the test. If necessary, and if space and staff are available, students who need to continue working on the test after others are finished may be moved to another location to complete the examination.
- If a student has not completed the test by the time most others are finished and clearly is not attempting to finish, the school may use discretion to end the testing session.
- If students have not completed the test by their lunch period, students may be permitted to have a “silent lunch” or have a monitor present for the lunch period. Test security must be maintained throughout the lunch period.

**NEW!**

### ***Student and School Responsibilities for Maintaining Test Security***

With the transition to computer-based testing, test administration and maintaining test security becomes a more complex and ever-changing process. The South Carolina state law and the SCDE regulations provided at the beginning of the *TAM* apply to computer as well as paper test administrations. Additional policies and procedures are required to address the complexities and the range of technology issues that accompany computer testing. These policies and procedures are detailed in this and other sections of the *TAM*. These procedures establish that it is the responsibility of test users (all school and district personnel who participate in the test administration including the test takers) to protect the security of test materials at all times. In this context, test materials are not limited to paper test booklets, printed test tickets, etc.; test materials also include the hardware and software systems that are required to implement a computer-administered test. Test administrators should make reasonable efforts to ensure the integrity of test scores by eliminating opportunities for students to attain scores by fraudulent or deceptive means.

Many forms of student behavior may jeopardize the security of test materials such as the use of prohibited aids, arranging for someone to take the test in the test taker’s place, communicating specific content of the test to other test takers in advance, recording audio or video of the test or the test administration, posting test content to any type of social media, taking pictures or screenshots,

## SCDE Policies

SnapChatting a test item, etc. Many schools are now using one-to-one electronic devices for student test administration which enables different types of access, use, or exposure of secure and copyrighted test materials.

It is imperative that schools discuss test security with their students prior to the test. The students must be told the following.

- The test taker is obligated to respect the confidentiality and/or copyrights of South Carolina test materials.
- All test materials are the property of the SCDE or the contractor, and theft of test materials, or compromising the security or confidentiality of test materials, through any means, such as copying, videoing, and sharing content in any way is unacceptable.
- No one may reproduce, copy, record, distribute, broadcast or share and part of the material presented to them during a test session.
- No one may disseminate, in any form, material that is similar in nature to the test.
- Students, as well as test administrators, have the responsibility to protect test security by refusing to share any details of the test content to others.
- Students should be warned against improper test-taking behavior, such as cheating or producing any type of recording or documentation of the test items, and made cognizant of the consequences of misconduct.

Failure to honor these responsibilities may compromise the validity of the test score interpretation for the test taker and for others. Consequences for the theft of items or test materials could include receiving a zero on the test, not receiving a test score, suspension or expulsion from school, criminal investigation and possible criminal charges, and other civil or legal sanctions. Test takers should be informed that analyses of score patterns may be conducted to detect breaches of security, cheating, or other improper behavior.

### ***Student Cheating***

For the administration of the South Carolina statewide tests, student cheating is defined as obtaining information, through various dishonest or prohibited methods, with the intention of improving a final score that would be received on the test. Some classic and more recent cheating methods are:



- Crib notes
- Copying responses from someone's test who is seated nearby
- Prior knowledge of test (getting an advanced look at questions)
- Signals
- Whispers
- Labels on water bottles (or any other bottle) containing content
- Texting someone during the test

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- Google-ing for the answer
- Organized groups of students working together to memorize questions and collaborate to recreate the exam

In general, steps should be taken in each classroom to minimize the possibility of breaches in test security such as the ones listed above, and to detect any breaches that may occur during the test administration.

Schools must have established policies and procedures regarding student cheating. All test administrators should be aware of these procedures and apply them accordingly when student cheating is suspected during a statewide test administration. The school and/or district is expected to investigate and document suspected student cheating incidents. **If the student cheating involves the use of any electronic device, such as a cell phone, a computer, laptop, or a one-to-one electronic device, or involves theft of test materials, the DTC must report the results of the investigation to the Office of Assessment following the established test security procedures.**

If cheating is confirmed for a paper tester, the STC may choose to apply a “Do Not Score” label on the answer document before it is returned to the contractor. If cheating is confirmed for an online tester, the STC may contact the testing contractor and the Office of Assessment to invalidate the test.

If cheating is confirmed after the test was scored, and an invalid score was reported, contact the SCDE. The STC should attach a note to the student’s score report indicating the violation and stating that specific scores may not be representative of the student’s achievement.

### Policy on Use of Calculators for the EOCEP

To avoid test security risks, the SCDE recommends that online testers use the calculator tools that are built into the online test engine. Students should be given ample opportunity to become familiar with these tools during classroom work throughout the year. The Online Tools Training (OTT) is publicly available at the following link: <https://wbte.drccedirect.com/SC/portals/sc>. Use a Google Chrome browser to access the OTT.

School- or student-owned calculators may be used during the Algebra 1 and Biology 1 tests. Test takers may use four-function, scientific, or graphing calculators that meet the requirements outlined in this policy. For Algebra 1, a graphing calculator is recommended to match the functionality of the tools available for online test takers. A graphing calculator is not needed on the Biology 1 test.

Use of handheld calculators must follow the requirements outlined in this policy.

#### Features that disqualify ANY calculator:

- calculators with a built-in computer algebra system (CAS)
- handheld, tablet, or laptop computers, including PDAs
- calculators with wireless capability, such as Bluetooth or infrared port
- calculators that can access the Internet
- calculators that have a digital audio/video player
- calculators that have a camera or scanning capability

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- electronic writing pads or pen-input devices
- calculators built into cell phones or any other electronic communication device
- calculators with a typewriter keypad (letters in QWERTY format)
- calculators that “talk” or otherwise make noise, such as AudioCalc

### Prohibited Calculators:

- Texas Instruments: all model numbers that begin with TI-89, TI-92, TI-Nspire CX CAS, TI-Nspire CAS with Touchpad, and Voyager models
- Hewlett-Packard: HP 48GII and all model numbers that begin with HP 40G, HP 49G, or HP 50, HP Prime
- Casio: Algebra fx 2.0, ClassPad 300, ClassPad 330, and all models that begin with CFX-9970G, ClassPad fx-CP400

### Examples of graphing calculators that currently comply with SCDE policy:

- Texas Instruments: TI-83 series (all), TI-84 series (all), TI-Nspire, TI-Nspire CX, TI-Nspire with Touchpad
- Hewlett-Packard: None
- Casio: FX-9750GII, FX-9860GII (S), fx-CG10 PRIZM

### The following steps must be performed before testing with any handheld calculator:

#### 1. Check the Operating System:

Calculators used on EOCEP must have an **up-to-date**, manufacturer’s operating system installed. Before testing, an STC or TA must check each calculator to ensure that an acceptable operating system is installed. This check must also be performed for each student-owned calculator. The calculators shown below are commonly used on EOCEP assessments and currently comply with SCDE policy. For these models, the OS version number must be greater than or equal to the following:

- Texas Instruments TI-83: 1.19
- TI-84 Plus: 2.55
- TI-84 Plus CE: 5.2
- TI-Nspire: 3.9
- TI-Nspire CX: 4.4
- Casio FX-9750GII: 2.09
- FX-9860GII (S): 2.09
- fx-CG10 PRIZM: 2.02

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### 2. Clear the calculator memory, data, applications, and programs.

An STC or TA must clear all calculators before and after testing. Four function and scientific calculators must also be cleared. **Cleared means that all the memory, data, applications, and programs have been deleted from RAM and Archive.** (The “Finance” App on TI calculators is part of the operating system and cannot be deleted.) Directions for clearing calculators can be found on the manufacturer’s websites. It is the STC’s responsibility to locate and distribute clearing directions for school-owned calculators.

### ***Student-Owned Calculators and Test Security***

Students who wish to use their own calculator during the test must be told to back up any data, applications, or programs they wish to save. Students must turn in their calculator at least one day before the test to allow the STC or TA to verify that an up-to-date manufacturer’s operating system is installed and to clear the calculator. **Cleared means that all the memory, data, applications, and programs have been deleted from RAM and Archive.** (The “Finance” App on TI calculators is part of the operating system and cannot be deleted.) The school must then maintain possession of the calculator until after testing when it must be cleared again before it is returned to the student. If a student is unwilling to have his or her calculator cleared, then the student may not use that calculator during any testing.

### **Policy on Use of Electronic Devices**

During testing, students may not be in possession of any **electronic or other device** that can be used for communicating, timing, creating images, or storing images. These devices include, but are not limited to, cell phones, media players, tablets, smart watches, electronic readers, headphones, stop watches, electronic translators, hand-held devices, or any electronic imaging or photographic devices. The district and school should have procedures in place for the collection of such devices during testing (e.g., requesting that students place all devices in their backpacks and put the backpacks in the front of the room as they enter). All electronic devices must be collected before students begin testing and returned only after all students in the test session have completed testing. The Administration Directions include instructions about electronic devices and are read to the students by the TA. The TA must also ensure that any electronic testing devices are completely powered off once a student has completed testing. The testing device must remain powered off until all students have been dismissed from the testing session.

This restriction does not apply to devices documented for use during testing in a student’s IEP or 504 Plan and/or required for a customized administration (e.g., headphones for an online oral administration). Also, as noted on page 10 of this manual, supported tablet devices may be used for online testing if appropriate security procedures are followed. If such devices are used during an online testing session, they may be used only for the purpose of taking the test.

# SCDE Policies

## Testing Environment

Planning for and providing an appropriate test setting is essential to ensure standardized testing conditions for all students. Schools must adhere to the following standards to ensure that all students have an equal opportunity to perform their best on the EOCEP.

- Tests should be administered in a familiar classroom setting to reduce student test anxiety and simplify test security.
- Students should be tested in classrooms that have good lighting and are well ventilated with a reasonable temperature.
- Adequate space (three feet or more) between students is necessary to increase test security and to reduce distractions. For online testing, the placement of partitions around computer screens or the use of privacy filters on screens is highly recommended.
- Classrooms and computer labs should be quiet and free from interruptions or distractions of any type. **Appendix A** includes a “Do Not Disturb” sign for classroom use; it may be removed from this manual and taped to the outside of the classroom door.
- **TAs and monitors must not work or communicate on a computer, tablet, phone, or similar device during a test administration. Any electronic devices must be silenced during testing. TAs and monitors should be actively proctoring students throughout the test session.**
- Classrooms, computer labs, and halls must be inspected prior to testing to ensure that all subject-related materials have been covered or removed from walls, bulletin boards, doors, desks, floors, ceilings, or windows. Word walls, maps, globes, charts, and subject-related mobiles must be taken down or covered during testing.
- If a school chooses to administer the test in a large-group setting, the following monitor guidelines must be followed:
  - When the number exceeds thirty-five students in a room, a monitor must be added.
  - A monitor should be added for each additional thirty-five students.

## **District/School Guidelines for Disruptions**

Schools should have policies and procedures in effect for classroom disturbances that interrupt testing. Such disruptions could include unruly students, students who sleep during the test, students who refuse to take the test, and students arriving late to school or leaving early because of appointments. TAs should know what to do in each of these situations.

## **Fire Drills, Bomb Threats, Power Failure, Storms, Death**

If a **fire drill or bomb threat** occurs during testing, TAs should collect test booklets, answer documents, online testing rosters, online test tickets, and other secure materials as the students leave the room. The TA can keep the materials secure by keeping possession of the materials and taking them outdoors or by locking them in a secure location within the classroom or computer lab.

For online testing, the TA should also lock the door to the testing room to ensure student workstations are not compromised.

## SCDE Policies

When a **power failure** occurs, notify the Office of Assessment of the school(s) affected by the disruption. If the power failure occurs early in the day, wait a reasonable amount of time to determine if testing can begin or resume on that day. If power is off for several hours, reschedule the test administered that day to one of the make-up days. The remaining tests should be administered as scheduled.

In the case of the death of a student, a teacher, or a school administrator, call the Office of Assessment to discuss possible testing date changes.

### Student Injury

Students who suffer injuries may be scheduled for make-up testing if the condition warrants this delay. If a student cannot enter responses into the online system or on the paper answer document because of an injury, such as a broken arm, testing may be delayed until the make-up days and the student may be offered any of the options listed as a standard accommodation. These accommodations include changing the setting, timing, scheduling, or presentation, or using one of the alternative response options. For example, some students find it easier to use a computer to type responses when they have a broken finger, broken wrist, or broken arm. Other alternatives include having the student indicate the answer choices nonverbally (pointing) or dictating responses to a qualified individual. In each case, the TA and STC should follow the guidelines set forth in **Appendix C**, on pages C-4 through C-6.

### Student Illness

If a student is nauseated, vomits, bleeds, or displays other severe distress symptoms, the following guidelines offer appropriate actions for the TA and the STC to implement, as needed.

- The TA should excuse the sick student from the testing room. The determination to remove a student depends on the severity and the timing of the sickness.
- The TA should not leave the room. If possible, send a monitor to accompany the student to the restroom, nurse's office, or other sick room.
- Students can take a supervised break until the sick student is situated and the student's desk and the classroom have been cleaned.
- If a student cannot be tested during the testing window, contact the Office of Assessment to discuss possible alternative test dates.

## SCDE Policies



### **Online Testing Procedures for Student Illness**

If a student becomes ill during testing and does not complete the test, the TA should close that student's test. To do so, go to the computer used by the student and use the following steps:

1. Select **Pause**.
2. Select **Exit** on the **Pause** screen.
3. The question "Are you sure you want to Exit and Close the test?" will be asked. Select **Yes, Exit**.

This will exit the student from the test and allow him or her to log in at a later time the same day, using the same login information. If the student's test is ended by selecting **Review/End Test**, or if the student needs to finish testing on another day, refer to page B-3 for more information. The STC should add the sick student's name to the make-up roster.



### **Paper/Pencil Testing Procedures for Student Illness**

- The TA can retrieve the student's test booklet and answer document for further use if these documents were not damaged. Return the partially completed test booklet and answer document to the STC and sign in these documents on the *School Security Checklist*. The STC should add the sick student's name to the make-up roster.
- Damaged test booklets or answer documents should be destroyed or disposed of in a secure manner (e.g., shredding, burning). Record this action on the security checklist. **Do not return damaged documents to the contractor.**
- If a new test booklet or answer document is needed for make-up testing, obtain and sign out the appropriate-subject documents from school overage and on the *School Security Checklist*. Student responses must be transferred from a damaged answer document to a new answer document in a supervised, secure setting.

### **Transfer Procedure for English 1**

If a student must transfer schools after completing either Writing or Reading, review the following procedures to ensure the student receives a score after completing the rest of the English 1 test.

**Note:** A student must test both sections of the English 1 test via the same test mode (online or paper/pencil), even if a student transfers to another school/district in the middle of English 1 testing. Instances of a student testing English 1 via two different test modes will be handled on a case-by-case basis by the SCDE and DRC, as is done for SC READY. Students must attempt BOTH Writing and Reading to receive a score for English 1.

#### Online Testing Transfer

1. The impacted district(s) contacts the SCDE to inform them of the student transfer and provides the SCDE with the student name and the SIDN where the student scores should be reported.
2. The SCDE contacts DRC and gives them authorization to deliver the student test ticket information to the new school and also provides DRC with the reported SIDN for the student in question.

## SCDE Policies

3. DRC will securely post the student test ticket information via eDIRECT for the (new) DTC to access. DRC will also update the student record within eDIRECT to reflect the reported school SIDN.
4. Preliminary scores for this student will be available for the tested (origin) and reported school SIDN, per usual.

### Paper/Pencil Testing Transfer

- If the score results need to be reported back to the school where the student transferred from: the partially completed answer document and a completed header sheet must be delivered to the new school via secure, traceable delivery method at the district's expense. The test booklet may also be transferred to the new school, if necessary. The new school will return the completed answer document and header sheet to DRC for processing after the student has completed testing.
- If the score results need to be reported to the new school where the student is transferring to: the partially completed answer document must be delivered to the new school via secure, traceable delivery method at the district's expense. The test booklet may also be transferred to the new school, if necessary. The new school will complete their own header sheet and return the completed answer document (along with the header sheet) to DRC for processing after the student has completed testing.

### Test Administration Manual (TAM)

The *TAM* provides policies and procedures for all test administration personnel to read and implement.

- The *TAM* is **not** a secure document. The *TAM* includes both online and paper/pencil testing information.
- *TAMs* should be distributed to STCs and TAs as soon as possible after receipt.
- STCs and TAs must read the *TAM* prior to the pre-test training session and the testing window.
- **TAs must keep a copy of the *TAM* so that they can read the test administration directions to the students.** These directions begin on page 69 of the for online testing and on page 81 for paper testing, beginning with the instructions for coding answer documents.
- TAs must read the test administration directions exactly as written.
- Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test is a test security violation.

### Materials Receipt & Return (MRR) Supplement (Formerly DTC Supplement)

- The *MRR Supplement* is distributed via eDIRECT and provides additional information about returning paper test materials.

### eDIRECT User Guide

- The *eDIRECT User Guide* provides instructions for eDIRECT, the online interface for the administrative functions of DRC INSIGHT, the online test engine.

# SCDE Policies

## Secure Materials

Secure test materials include:

- any test session ticket or testing roster printed through the online testing system, Large-Print Supplement, or any other documentation containing student usernames and passwords for online testing. Secure materials, including student usernames and passwords, should not be transmitted by e-mail or nonsecure fax;
- all test booklets and answer documents;
- all customized materials including braille, sign language, large-print, and loose-leaf test booklets, oral administration scripts (OASs), signed administration scripts, large-print supplements, *Braille Test Administrator's Notes (TA Notes)*, and Braille OASs; and
- any papers or materials with student writing or responses (e.g., brailled or typed responses, scratch paper for tests).

## Storage Policies

Secure materials must be kept in secure, locked storage when not in use. If possible, the secure location should not have outside or inside windows. Also, secure test materials must not be stored in the same room as a copy or fax machine or any other frequently accessed equipment.

**Do not leave secure materials unattended at any time.** If a TA must leave the room before testing begins, all secure materials should be placed in a secure, locked cabinet, closet, drawer, etc., or all secure materials should be taken with the person. If a TA must leave the classroom for a brief amount of time and there are NO students in the room, materials are secure if the door to the room is locked.

## Access to Secure Materials

**Access to secure materials is restricted to testing sessions, make-up testing sessions, and supervised sessions for completing or editing demographic codes on student answer documents.** TAs must not receive test materials until the day of the test (including online Test Session Tickets). See **Appendix C** (C-10 to C-12) for rules regarding TA access to oral and signed administration materials before testing.

No further instruction or review with students should be conducted after the TA has received secure materials.

## Test Items

**EOCEP test items are secure.** It is not permissible for any school or district personnel to open test booklets or view online test forms for the purpose of reading test items. Monitors, TAs, STCs, and other school and district personnel (including principals, assistant principals, and guidance counselors) **are not permitted to read test items before testing, during testing, or after testing** except as directed in the administration materials for oral or signed administrations.

## SCDE Policies

**NOTE!**

Teachers must not discuss test items with students or pronounce words for students, even if students ask questions about content on the tests. TAs should take extra care when reviewing subject content or answering questions during the testing period. All conversations regarding test content are prohibited even after the conclusion of testing. **Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing is a test security violation.**

### Coding of Demographic Information onto Answer Documents

Sessions supervised by the STC for coding student demographic information onto answer documents may be held the week before testing. Access to the answer documents is restricted to the labeling and hand-coding of student demographic information.

### Preparing Students for Online Testing

All students who will be testing any subjects online should complete the Online Tools Training (OTT) and tutorial **prior to** the first day of online testing. OTTs and tutorials will be available by March.

### TA Preparation for Oral/Signed Administrations



TAs may not review the online version of the test. Schools should have students who will be using online oral/signed administration accommodations complete the HVA or VSL versions of the Online Tools Training (OTT) prior to the operational window to ensure that this accommodation is operating correctly and that students have an opportunity to become familiar with its use.

To prepare for an oral or signed administration of a paper/pencil test, the TA may review the *Oral Administration Script* (Form A or Braille) or *Signed Administration Script* up to two days prior to the administration of the subject-area test. Review sessions must be coordinated by the STC and held at the school with no students present. Review sessions must comply with all test security procedures. For additional information regarding these reviews, refer to pages C-10 and C-12.

### Supplementary Material

For students who test paper/pencil, the **graph paper** shipped to the school must be distributed for student use during Algebra 1 testing. Graph paper is no longer shipped to districts for online testers because a graphing tool is available in the online system. If additional graph paper is needed or if paper copies are desired for online testing, a printable graph paper PDF can be found on the eDIRECT Web site (<https://sc.drccdirect.com>).

### Dictionaries and Thesauruses

- Students are not allowed to use a dictionary or thesaurus on the EOCEP tests. **Note:** EL students may use a word-for-word bilingual dictionary during all EOCEP tests (see Appendix D for details).

## SCDE Policies

### Colored Overlays, Highlighters, and Colored Pencils

- **All students** may use colored overlays, colored pencils, and highlighters for all paper/pencil EOCEP tests. Students may use highlighters to highlight text in test booklets.
- All students may use black lead or colored pencils to underline text, take notes, or do scratch work within the test booklets. Answers must be marked in the answer document with a No. 2 pencil.
- A colored background option and a highlighter tool are available in the online testing system.

### Seating Charts

TAs are required to create a seating chart for each testing session showing the testing locations of all students in the classroom. To assist TAs with this task, a seating chart PowerPoint is provided on eDIRECT (<https://sc.drcedirect.com>). The PowerPoint includes templates for several configurations, as well as instructions for creating a seating chart with a different configuration. Alternatively, TAs may create their own seating charts using another format. Each seating chart should contain the following identifying information: district, school, test date, subject (specifying which section for English 1), and TA name (first initial, last name). Each student's location within the classroom or computer lab should be labeled, using the student's first initial and last name. TAs can utilize the students' test form assignments on the Online Testing Roster for determining seating chart assignments. All seating charts will be returned to the contractor—via hard copy with nonscorable materials or electronically via e-mail or SFTP site. For instructions on how the DTC can return the seating charts electronically, please see the document posted to eDIRECT titled, "SFTP Instructions for DTCs."

### Administration Directions

**TAs must read the administration directions for each test;** these directions begin on page 69 of the *TAM*. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test is a test security violation.

Administration directions for paper/pencil testing begin on page 81 with the instructions for coding answer documents.

### Proctoring the Tests

Administering the test is a critical aspect of the assessment process. The atmosphere the TA creates in performing his/her duties and the TA's manner may inspire students and put them at ease while participating in the test.

- TAs should make certain they have read all of this manual and are well prepared to administer the test.
- TAs should not deviate from the directions for conducting the test. TAs may clarify test directions; TAs may not assist with actual test items. It is essential that all TAs follow the established administration procedures in order to ensure fair and accurate test results.

## SCDE Policies

- TAs and monitors should quietly move around the classroom, walking up and down the aisles to check that students are following the directions for selecting answers in the online test or marking answers on the paper answer document. TAs and monitors may not read or grade papers during test administration.
- TAs and monitors must not engage in any unnecessary conversation or engage in any other distracting activity such as talking or texting on a cell phone. TAs must not work on a computer, tablet, or similar electronic device, and all electronic devices must be silenced during testing.
- TAs and monitors should be alert and on the lookout for any prohibited student behaviors, such as copying from other students, student talking, or students browsing the Internet on the testing device. Any observations of apparent cheating, including student use of a cell phone, should be reported to the STC and DTC immediately. Do not wait until the test is over.
- Monitors may not be left in charge of a classroom in which students are testing or in which test materials are not in secure storage.



### **Proctoring For Online Testing**

- Monitors in classrooms are highly recommended to assist TAs with the monitoring of online test administrations.
- TAs should set up the seating for online testing to provide maximum privacy for each student. The ability for other students to view classmates' screens will depend upon the size and type of monitor, the proximity of students to each other, and other variables such as whether students are seated together at long tables. TAs must carefully consider the classroom environment and determine what additional measures, such as privacy screens, partitions, spacing between students, etc., may be required to restrict the view of nearby test takers. It is the responsibility of the STC and TA to ensure that privacy screens, partitions, spacing, and other measures are implemented as needed.
- Some school networks have software installed that allows the TA's computer to display what is on a student's monitor. While appropriate for an instructional setting, viewing the test or test items is a test security violation.
- The TA must fill out a seating chart for each online test session, indicating the first initial and last name of each student and the appropriate location within the classroom configuration. Students must be arranged in the room based on online test form assignments. The test form assignments can be found on the online testing roster. Students with the same form number should not be seated next to one another. See the SC eDIRECT User Guide for details on how to download the roster information into an excel spreadsheet. A PowerPoint seating chart template is available on eDIRECT. Seating charts must be returned to the contractor at the end of testing. If the seating charts are returned to the DTC or contractor by e-mail, they should not include any additional personally identifying information.
- Student access to and use of computers prior to the beginning of the test should be monitored in order that students do not activate software or other resources that could interfere with the security and integrity of the test.

## SCDE Policies



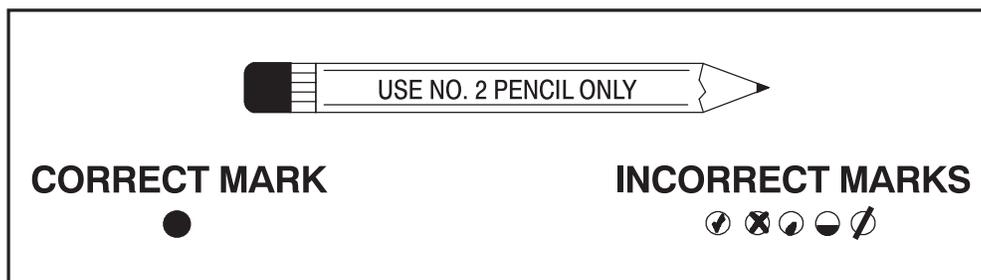
- TAs must ensure that each student receives the correct test ticket. Test tickets must not be distributed to students until immediately before logging into an actual test session (refer to the Online Administration Directions). If the TA is proctoring students whom he/she does not know, then the TA should ask for some type of identification before releasing the ticket to the student.
- Once testing has begun, TAs and monitors are expected to be actively engaged in the monitoring of the entire class of students. Do not let an issue with one student distract the proctoring of the entire class. Have extra computers available if problems occur with a computer. Have an IT person/resource available to assist TAs with such issues.
- Student test tickets should be collected after students have logged in and begun testing. If the test tickets have been printed on paper that is distributed to students for scratch work, they may be collected when students finish testing. The TA must collect student test tickets and supplemental materials before students leave the testing room. These materials and the online testing roster must be stored in a secure location.
- Monitors may not be “left in charge” of a test administration or left in a classroom with test materials.
- There are separate test tickets for the English 1-Writing and Reading sections. TAs must ensure that students receive the correct ticket for the section being administered.
- The following types of reference materials should not be used during any test administration: teacher-made word lists, spelling lists or books, wall lists, and other alternative types of reference books. Computerized dictionaries and thesauruses are not allowed during testing.
- DTCs have the authority to unlock test tickets in certain situations (see **Appendix B**):
  - when testing is interrupted due to student illness or a power/internet outage and must be made up at a later date.
  - when a student test becomes locked accidentally, and the student will resume testing the **same day**.
  - when a student has an IEP or 504 Plan that specifies testing over multiple days as an accommodation (see Appendix C). The SCDE must be notified if a student requires testing over multiple days on the English 1-Writing section.
- STCs do not have the authority to unlock test tickets, and DTCs must not give unlock permission (in eDIRECT) to STCs.



### **For Paper/Pencil Testing**

- TAs should ensure that each student receives the correct test booklet and answer document, especially those students with disabilities who require an oral administration or other accommodations.
- TAs and monitors should make sure that students are marking answers on the correct page of the answer document and following the directions for appropriately darkening bubbles. The diagram below shows an example of correctly and incorrectly marked bubbles.

## SCDE Policies



- If a problem is detected, such as a student drawing a single line through a bubble, it is permissible to alert the student. It is also permissible to give general reminders to the class. For example, the TA could say “remember to completely darken the bubble for your answer” or “make sure you erase completely.” When students are responding to the text-dependent analysis item during English 1-Writing, it is permissible for TAs to remind students to ensure they are writing their responses on the correct pages of the answer document.
- The following types of reference materials should not be used during any test administration: teacher-made word lists, spelling lists or books, wall lists, and other alternative types of reference books. Computerized dictionaries and thesauruses are not allowed during testing.
- TAs and monitors should make sure students stop at the end of the English 1-Writing section. TAs may remind students not to proceed to Reading in the answer document. When Reading is administered the following day, TAs and monitors should make sure students do not go back to work on their Writing responses.

# Test Materials

## Materials Sent to the Schools



### For Paper/Pencil Testing

- School/Class Header Sheets—use one for each banded class set. There must be a separate School/Class Header sheet for each subject.
- Test booklets—one for each student testing within a subject plus overage.
- Answer documents—one for each student plus overage.
- Paper bands
- “Do Not Score” labels
- For Algebra 1 administrations only—graph paper
- Precode labels



### For Online Testing

Graph paper is no longer sent to schools for online testing. A graph paper PDF may be downloaded from the eDIRECT Web site (<https://sc.drcedirect.com>). Downloaded graph paper may be photocopied.

## Materials Supplied by the Schools



### For Online Testing

- **Blank or lined scratch paper** may be provided to students for any of the four test subjects. Students must only use scratch paper distributed by the TA. The TA is responsible for ensuring that **all** scratch paper, whether used or not, is collected after the student completes testing. Scratch paper with student writing is a secure material, but TAs should pay particular attention to the distribution and collection of scratch paper for the English 1-Writing section. It is recommended that schools develop a process for keeping track of the distribution and collection of scratch paper for the English 1-Writing section.



# Test Materials



## For Paper/Pencil Testing

NEW!

- **Sharpened No. 2 pencils with erasers:** Only No. 2 pencils are dark enough to ensure accurate scoring. Students must NOT use pens or highlighters on any portion of the EOCEP answer document. Students may use their own No. 2 pencils.
- Students may be given blank or lined scratch paper for the English 1-Writing section. Students must only use scratch paper distributed by the TA. The TA is responsible for ensuring that all scratch paper, whether used or not, is collected after the student completes testing. Any scratch paper with student writing must be securely destroyed at the completion of testing.
- **Cover sheets (optional):** Blank paper or index cards (lined or unlined) may be distributed to assist students in keeping their place in the test booklets or answer documents or to cover their responses.
- **Calculators—Algebra 1 and Biology 1 administrations only:** Students may use their own calculators or calculators provided by the school during the test if they follow the calculator use policy on page 20 of this manual.
- **IEP Supplemental Materials:** Schools must provide any supplemental materials required by students with disabilities as specified in the student’s IEP or 504 Plan or by EL students. It is a violation of test security legislation and State Board regulations to allow students to use supplemental materials not specified in their IEP/504 Plans or **not** to provide materials that are specified in the student’s IEP/504 Plan.

**Any supplementary materials that contain student writing must be securely destroyed at the completion of testing. It is not required that this material be returned to the testing contractor.**

## School Test Coordinator's Section

### DTC Requirements

- DTCs **must** participate in the pretest workshop presented by the SCDE and the contractor. This workshop will be conducted via WebEx in March. A recorded version of the workshop will also be available on eDIRECT.
- **It is the responsibility of the DTC to ensure that adequate training is given to all persons who will be administering or monitoring the EOCEP.** DTCs must have policies and procedures in place to ensure that STCs provide adequate training for all persons who are involved in test administration. The district and the DTC will be held accountable for the training given to these persons.
- DTCs **must** conduct training sessions for all STCs; Special Education Coordinators and ESOL/EL Coordinators should be included in the training sessions so that they are aware of test security laws and regulations in addition to the EOCEP administration policies and procedures applying to all students. DTCs may use the STC/TA Training Tool to assist in these trainings.
- DTCs and/or STCs **must** hold training sessions for all TAs and monitors who are employed or volunteer to assist with EOCEP administration. This includes retired teachers, additional TAs hired for testing, and substitute teachers. Training sessions should cover all information presented in the pretest workshops, especially procedures for 504, IEP, and ESOL/EL students. DTCs may provide TA training in conjunction with the training for the STCs. The STC/TA Training Tool may be used to assist in these trainings.
- DTCs **must** confirm that each school has received its order of TAMs. This ensures that STCs and TAs have the opportunity to become knowledgeable about all policies and procedures in this manual prior to the testing window. Monitors may be given **Appendix E**, which is written especially for them; **Appendix E** is perforated and may be separated from the TAM and copied, as needed.
- DTCs **must** read and understand all pages of the TAM. DTCs are responsible for knowing and implementing all policies in the TAM. DTCs are also expected to follow the additional procedures set forth in the *MRR Supplement*.
- DTCs must read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form. This form is included in **Appendix A**. DTCs must collect and retain signed agreement forms from the STCs. DTCs must retain these documents for 5 years.
-  • DTCs must be familiar with the system requirements, installation information, and supported hardware found in the *DRC INSIGHT Technology User's Guide*.
- DTCs **must** approve qualified STCs. STCs **must** be certified employees of the district and knowledgeable about all of the policies and procedures in this manual, especially the following topics: test security, coding of answer documents, the administration directions, policies and procedures for assessing EL students and students with disabilities, the testing schedule, and the receipt and return procedures.
-  • DTCs must provide the applicable eDIRECT Test Setup permissions to STCs and TAs. See the *eDIRECT User Guide* for more information regarding Test Setup.

## School Test Coordinator's Section

### STC Requirements

- **STCs must be certified employees of the district.** It is the responsibility of the DTC to approve qualified STCs.
- It is the responsibility of the STC to read and understand all of the policies and procedures in the *TAM*.
- STCs must read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form after attending the training provided by the DTC. This form is included in **Appendix A** and may be copied. STCs must return the signed form to the DTC.
- STCs or DTCs must hold comprehensive training sessions for all TAs and monitors who are employed or volunteer to assist with EOCEP administration. This includes retired teachers, additional TAs hired for testing, and substitute teachers. The STC/TA Training Tool may be used for this training.
- It is highly recommended that STCs develop agendas and PowerPoint presentations for their pretest training sessions. STCs should also produce and retain sign-in sheets for each training session.
- The STC is responsible for posting the school's testing schedule (subjects, dates, and times) to the school website.
- If the school is a ship-to site, the STC should review the procedures provided in the *Materials Receipt and Return Supplement (MRR)*.





## School Test Coordinator's Section— Online Testing

### Before Test Administration

#### Step 1 – Prepare Parents and Students

- Notify students and parents of the EOCEP testing schedule. All parents should be told in advance the dates and times each subject will be administered in their schools. **Ensure that the dates and times that each subject will be administered are posted on the school's website at least two weeks prior to the opening of the state-approved testing window.**
- Schools should emphasize to parents the importance of getting their children to school on time. Ask parents to avoid making doctor appointments and scheduling other out-of-school functions during testing hours.
- Identify students who need customized administrations and make appropriate arrangements for accommodations as documented in the students' IEP, 504, or ESOL Plans.
- Inform parents and students of the Policy on Use of Calculators.
- Inform parents of students with disabilities of any special conditions that will apply to the testing of their children.
- Tell parents that students may not possess any electronic or other device that can be used for communication, timing, creating images, or storing images (such as cell phones) in the classroom during the testing period. Parents and students should be aware that these devices will be collected by the TA. **Parents must also be told that during testing students are prohibited from using the testing device to create, store, or transmit by any means any documents or images.**

#### Step 2 – Train TAs and Monitors

- Each STC must read and follow all instructions provided in the *TAM*. STCs must attend a pretest workshop given by the DTC. STCs must sign an *Agreement to Maintain Test Security and Confidentiality* form.
- The STC is responsible for providing each TA and monitor with a *TAM* prior to the testing window. Instruct each TA and monitor to read the *TAM*.
- STCs must select and train TAs and monitors prior to the testing period. Make sure that all TAs and monitors understand the policies and procedures provided in the *TAM* and any additional school/district policies.
- Trained TAs must sign secure test materials out and in. Monitors may not sign out materials or be responsible for test materials unless a trained TA is present.
- TAs and monitors must read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form found in **Appendix A** (for TAs) and **Appendix E** (for monitors). After training, the STC is responsible for collecting the signed forms from all TAs and monitors and giving the signed forms to the DTC.
- TAs must be thoroughly informed about test security, the logistics of the test, the directions for completing/verifying the student demographic information in Test Setup, the script for administration, and the procedures for returning test materials to the STC.



## School Test Coordinator's Section – Online Testing

- The Technology Coordinator, the DTC, and the STC should meet to review the district's plan for administration of the online assessments. They must also jointly review and discuss the district's testing schedule and locations.

A plan for efficient communication about the online administration should be established before the scheduled testing days. District policies and procedures for online testing should include processes for STCs, TAs, and monitors to communicate with the Technology Coordinator and the DTC during the test administration window. Policies and procedures should be shared during the training of STCs, TAs, and monitors.

**For information on system requirements, Testing Site Manager (TSM), software installation, and supported hardware, reference the *DRC INSIGHT™ Technology User Guide*. This manual can be found on eDIRECT under General Information – Documents.**

### Step 3 – Prepare for the Test

- Refer to the *eDIRECT User Guide* for detailed information on eDIRECT Test Setup.
- Work with the Technology Coordinator and DTC to ensure the testing software and TSM are installed correctly on student workstations.
- Ensure that test security procedures for one-to-one computing devices are in place and that TAs and monitors understand how to implement them.
- The STC is responsible for reviewing the Tutorial and the Online Tools Training (OTT) prior to testing. The STC must also arrange for TA training sessions and ensure that students have an opportunity to use both the Tutorial and OTT prior to testing. More information about the Tutorial and OTT can be found in the eDIRECT User Guide.
- Access and review the information in Test Setup to ensure that all students are assigned to test sessions, as applicable.
- If any student needs to be assigned an online oral administration (HVA) or online signed administration (VSL) accommodation, update the student's accommodations, in eDIRECT Test Setup, prior to the student testing.

**Note:** The student will automatically receive the correct form or accommodation if the accommodation is assigned in Test Setup prior to the student beginning the test. If the student has already started the test without the appropriate accommodation, please contact your DTC.

- Update the Reported SIDN for any student whose scores are to be reported to a school other than where the student will test.
- Print student test tickets and testing rosters from Test Setup. Using colored paper may help with differentiating subjects or test sessions.

**Suggestion:** Print subjects or test sessions on colored paper to differentiate more easily.

- Ensure that each TA has created a seating chart for each testing session and that measures have been taken to provide maximum privacy for each student in the testing room. Seating chart PowerPoint templates are available on eDIRECT.
- Check that sufficient quantities of optional supplemental materials, such as graph paper and blank scratch paper, have been provided.



## School Test Coordinator's Section— Online Testing

- Make sure headphones are available for all students using the online oral administration (HVA) and online PSE signed administration accommodation (VSL).
- STCs should ensure the subject-related materials displayed on walls, halls, desks, or windows are covered or removed prior to testing.

### During Test Administration

#### Step 1 – Maintain Test Security

- Schools must use the online testing roster to track and monitor the distribution and receipt of student test tickets. The security checklist must be used to track and monitor the distribution and receipt of the Large-Print Supplement. **For each day of testing, the STC and TA must initial the appropriate columns signifying that the student has received and returned his or her test ticket.**
- Make sure TAs also receive all supplemental materials needed for the subject-area test, including graph paper and blank scratch paper for the Algebra 1 test, and blank scratch paper for all EOCEP tests. Lined scratch paper may be provided for the English 1-Writing section.
- STCs are responsible for ensuring the secure tracking of the distribution and collection of scratch paper during the English 1-Writing section. For all four test subjects, scratch paper with student writing must be considered a secure material.
- STCs are responsible for ensuring that test security is maintained during each day of administration.
- Report any breach of security to the DTC. **Follow the guidelines for reporting test security violations in this manual on pages 5–9.**
- Monitor classrooms to check for adherence with the test security guidelines.
- Do not allow administration directions to be read over the public announcement system.

**NEW!**  
STC—Online

#### Step 2 – Assist TAs During Testing

- At the school's discretion, you may remove disruptive students from the group to complete testing elsewhere or test them in a make-up session.
- Schedule students who leave testing for any reason (e.g., illness or personal emergency) for make-up testing. Be sure to record the student's name on your list of students who need make-up testing.
- If a student is suspected of cheating, take appropriate action to stop the behavior. Immediately notify the DTC. These cases will be handled at the school or district level, depending on district procedures.
- If the testing room or building must be evacuated during testing, test tickets must be collected from students as they leave the testing room (provided doing so does not compromise your safety or that of the students).



## School Test Coordinator's Section – Online Testing

### Step 3 – Supervise Materials Return

- For each day of testing, collect all test materials from TAs, including testing rosters, student test tickets, Large-Print Supplements, and seating charts. Collect all calculators, graph paper, and scratch paper. Also collect any headphones used for oral administration or signed administration.
- Make sure that TAs return and sign in all student test tickets on the online testing roster.
- Work with the TA and the Technology Coordinator to confirm that all responses have been cleared from each TSM used by the school and/or district. It is recommended that each TSM be checked each day during the testing window and also at the end of the testing window. Refer to the *DRC INSIGHT Technology User Guide* for more information. This guide can be found on eDIRECT under General Information – Documents.

### Guidelines for Make-up Testing

#### Step 1 – Identify Students

- If a student is absent on the originally scheduled test date, a make-up date must be scheduled.
- Ensure that the TA signs in the student test tickets for any students who became ill or were not present during the regular testing window.
- Use the *Student Make-up Rosters*, submitted by the TAs, to identify and schedule students for make-up testing. Ensure that all students who had to leave during testing for any reason (e.g., illness or personal emergency) are scheduled for make-up testing.

#### Step 2 – Schedule Students for Testing

- Students must make up missed tests during the district's testing window. Make-up tests for the English 1-Writing section may only be scheduled on the writing dates designated by the SCDE. Schools must test early enough in the district's testing window to allow at least one week for a designated make-up window.
- The administration of one test per day is recommended. However, students may take two make-up tests in one day if absolutely necessary. If two tests are administered on the same day, the student **must complete both tests on the same day**.

#### Step 3 – Administration Procedures

- If a student needs to have a partially completed test ticket unlocked, the DTC or STC may need to receive SCDE permission to do so. Refer to the chart on page B-3 for more information.
- TAs must have all materials needed to administer the make-up test for each particular subject.
- TAs must distribute each student's original test ticket and supplementary materials.
- Depending on the subject-area test being administered, TAs must follow the appropriate administration directions on pages 69 through 80. Read the administration directions aloud from the beginning, even if students have partially completed the test.



## School Test Coordinator's Section— Online Testing

- Students must **not** work on parts of the test previously completed.
- Immediately after completing the make-up testing session, TAs must return the *Student Make-up Roster* and all test materials to the STC.

### After Test Administration

#### Step 1 – Collect Materials and Security Checklists

- Ensure that the TA has returned all test materials, including testing rosters, student test tickets, Large-Print Supplements, seating charts, graph paper and scratch paper with student writing, and the *TAM*. The STC should make arrangements to reuse, store, or discard paper that has **no student writing**.
- Securely destroy all student test tickets, testing rosters, and any paper with student writing.
- If security checklists were used electronically, return them to your DTC via e-mail attachment. If security checklists were used in hard copy format, bind them together and return them in boxes with nonscorable materials.
- Return electronic seating charts to your DTC via e-mail attachment.
- Return any Large-Print Supplements in a nonscorable box.

#### Step 2 – Package Materials for Return

- Schools testing 100% online may not have any materials to return. However, it is important to know the date to return materials to the DTC.
- Follow the packaging instructions on pages 50–54 of this manual if there are materials to be returned.
- Keep all materials in locked storage until they are returned to the DTC. Return all nonscorable materials after testing as directed by the DTC.

#### Step 3 – Confirm TSM Responses are Cleared

- Work with the TA and the Technology Coordinator to confirm that all responses have been cleared from each TSM used by the school and/or district. It is recommended that each TSM be checked each day during the testing window and also at the end of the testing window. Refer to the *DRC INSIGHT Technology User Guide* for more information. This guide can be found on eDIRECT under General Information – Documents.

### Comments

The SCDE values feedback and reviews all comments. The EOCEP program has been enhanced based on feedback and suggestions. If you have feedback, please provide this to your DTC.



## School Test Coordinator's Section – Paper/Pencil Testing

### Before Test Administration

#### Step 1 – Prepare Parents and Students

- Notify students and parents of the EOCEP testing schedule. All parents should be told in advance the dates and times each subject will be administered in their schools. Ensure that the dates and times that each subject will be administered are posted on the school's website at least two weeks prior to the opening of the state-approved testing window.
- The testing schedule should be posted on the school's Web site well in advance of the district test window.
- Schools should emphasize to parents the importance of getting their children to school on time. Ask parents to avoid making doctor appointments and scheduling other out-of-school functions during testing hours.
- Inform parents and students of the Policy on Use of Calculators.
- Inform parents of students with disabilities of any special conditions that will apply to the testing of their children.
- Tell parents that students may not possess any electronic or other device that can be used for communication, timing, creating images, or storing images (such as cell phones) in the classroom during the testing period. Parents and students should be aware that these devices will be collected by the TA before testing begins.

#### Step 2 – Train TAs and Monitors

- Each STC must read and follow all instructions provided in the *TAM*. STCs must attend a pretest workshop given by the DTC. STCs must sign an *Agreement to Maintain Test Security and Confidentiality* form.
- The STC is responsible for providing each TA and monitor with a *TAM* prior to the testing window. Instruct each TA and monitor to read the *TAM*.
- The STC must select and train TAs and monitors before the testing period. Make sure that all TAs and monitors understand the policies and procedures provided in the *TAM* and additional school/district testing policies.
- Trained TAs must sign secure test materials out and in. Monitors may not sign out materials or be responsible for test materials unless a trained TA is present.
- TAs and monitors must read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form found in **Appendix A** (for TAs) and **Appendix E** (for monitors). After training, the STC is responsible for collecting the signed forms from all TAs and monitors and giving the signed forms to the DTC.
- TAs must be thoroughly informed about test security, the logistics of the test, the script for administration, and the procedures for returning test materials to the STC.



## School Test Coordinator's Section— Paper/Pencil Testing

### Step 3 – Take Inventory

- The STC is responsible for inventory control; schools and districts are responsible for missing materials.
- Retain the original shipping boxes for return of test materials to the vendor. Also retain the plastic bags in which braille materials were received.
- Check the materials specified on the packing lists against materials received. Materials for each subject are printed in subject-specific colors.
- Compare ranges of security numbers on the range sheets, which are visible through the shrinkwrap, with those listed on the security checklists and packing lists.
- If there is a discrepancy in the number of materials received, record this information on the *School Security Checklist* and inform the DTC.
- Check the quantities of materials received to ensure that there are sufficient materials for the students scheduled to take the tests, particularly students with disabilities who may use a customized test booklet and/or supplemental materials.
- No school or district overage is provided for customized materials. Notify the DTC of any additional customized materials needed.
- Notify the DTC if any secure materials are damaged, missing, or if the school needs additional materials. Work with the DTC to determine whether to use test materials with rips, folds, creases, poor print quality, or other types of irregularities.
- Record all missing materials in the notes section of the *School Security Checklist* and inform the DTC.

### Step 4 – Prepare for the Test

#### **Secure Materials**

- Secure test materials must be stored in a location that is secure at all times of the day. Ideally, the room/area should not have outside or inside windows. Test booklets and other secure materials must not be located in the same space as a scanner, copier, or fax machine.
- The STC may open shrinkwrapped packages of test booklets/answer documents for all subject areas up to two weeks before the first day of testing to prepare the test materials for distribution. Open only what is needed for testing. Return all test materials to locked storage until the day of testing.
- Review of test administration directions in *Oral Administration Scripts* and *Signed Administration Scripts* by TAs who will be responsible for oral or signed administrations is restricted to supervised sessions held within 48 hours before the administration of each test.
- Secure test materials may **not** be distributed to TAs until the day of testing.
- Under no circumstances should students have access to any portion of the test materials until the day and time when test administration begins.



## School Test Coordinator's Section – Paper/Pencil Testing

### Step 5 – Label Answer Documents

- Make sure that all answer documents have the appropriate student information via one of the following: pre-printed answer document, pre-printed student (precode) label, or hand-coding.
- Districts that ordered materials via online enrollment will receive precode (pre-ID) labels for students on the precode update file. These labels are provided for paper/pencil testers only.
- An example of a precode label can be found in **Appendix A** (page A-2) of this manual.
- All answer documents that are not pre-printed or do not have a pre-printed student label may be hand-coded before they are given to students. See Step 6 – Complete Answer Document Coding for further detail.
- Blank answer documents are provided in your school and district coverage.

### ***Do Not Score Labels***

- A “Do Not Score” label must be applied to any used or miscoded answer documents that the contractor should not score. If a “Do Not Score” label is applied to an answer document, the contractor will not score any responses in that document. “Do Not Score” labels are white for the EOCEP assessment. An example of a “Do Not Score” label can be found in **Appendix A** (page A-2) of this manual.

### ***Precode Labels***

- Precode labels are provided for each new paper/pencil tester who appears on the Update File.
- Precode labels are white, and each sheet contains labels for up to 10 answer documents.
- Information submitted through precode does not need to be hand-coded if a precode label is applied to an answer document.
- Hand-coding of the student's name on the front page of an answer document that has a precode label affixed is optional. However, it provides a secondary method for identifying an answer document as belonging to a particular student.

### Step 6 – Complete Answer Document Coding

#### ***Precoded Answer Documents***

- An answer document is considered “precoded” if the student demographic information is pre-printed on the document or a precode label has been applied to the document.
- EOCEP answer documents contain demographic fields on pages 1 and 2.
- All of the fields on page 2 of each answer document (and some of the fields on page 1 of the English 1 answer document) could have been submitted through precode.
- The fields for Test Date and TA initials must be hand-coded during test administration.
- Teachers/Test Administrators (TAs) must hand-code information in the shaded box in the lower right-hand corner of page 1 (and the lower half of page 2 for English 1). See page C-18 of this manual for further details.



## School Test Coordinator's Section— Paper/Pencil Testing

- If a student's information was submitted on the precode file, but the student did not receive a pre-printed label, use a blank answer document and follow the instructions for coding non-precoded answer documents.
- If a student changed his/her name after the precode file was submitted, use a blank answer document and follow the instructions for coding non-precoded answer documents.

### ***Non-precoded Answer Documents***

- Districts and schools receive blank overage answer documents in their shipment. If teachers complete the coding on the answer documents, they should complete the name, date of birth, gender, ethnicity, and all other appropriate fields.
- If students are to complete the hand-coding on the answer document, **read the directions to students beginning on page 81.**
- The student name on the front and demographic information on the back (or on pages 1 and 2 for English 1) must be completed on all answer documents that are not pre-printed or do not have a precode label affixed.

### **Front of the Answer Document**

A separate answer document is used for Form A and Form C.



The following fields are located on the front of the answer documents, unless otherwise noted:

- **Student Name**—Use student's legal name. DO NOT use nicknames or middle names for first names.
- **Test Date**—Hand-code the month that the test was taken. Write and hand-code the day. **Note:** For English 1, these fields can be found on page 3 for Writing and on page 7 for Reading.
- **Form A**—For students testing with a regular Form A test: There is no form bubble to fill out on the Form A answer document. Be sure the students have the corresponding Form A answer document.  
OR
- **Form C**—For students testing with a braille or sign language test: There is no form bubble to fill out on the Form C answer document. Be sure that students testing with a Form C test booklet have the corresponding Form C answer document.
- **TA**—The TA (Test Administrator) field must be completed to document the initials of the person administering the test to the student. DO NOT code the TA field before the test date. Print the TA's first initial (FI), middle initial (MI), and last initial (LI). Darken the corresponding bubbles. **Note:** For English 1, these fields can be found on page 3 for Writing and on page 7 for Reading.
- **Current Course**—Hand-code the course that the student is taking.
- **Grade**—Hand-code the student's grade.
- **IEP/504 Standard Accommodations**—Hand-code each standard accommodation the student used during testing. Descriptions of all accommodations appear in **Appendix C—Testing Students with Documented Disabilities**. **Note:** For English 1, these fields can be found on page 2.



## School Test Coordinator's Section— Paper/Pencil Testing

- **Make-up**—If the student is testing during the make-up testing window, bubble the “Make-up” field. **Note:** For English 1, these fields can be found on page 2.
- **IEP Special Request Code (if applicable)**—Bubble the “Special Request Code” field for any special requests for accommodations that have been approved by the SCDE. See **Appendix C** for further information. **Note:** For English 1, these fields can be found on page 2.
- **Customized Materials**—Bubble any customized materials that the student used.
- **ESOL Accommodations**—Darken the bubble(s) for each accommodation the student used during testing. Descriptions of all accommodations appear in **Appendix D—Administration of the EOCEP to ESOL/EL Students**. **Note:** For English 1, this field can be found on page 2.

### Page 2 of the Answer Document

If the answer document is not pre-printed or a precode label is NOT used, **all applicable demographic fields** must be hand-coded. The following demographic fields are located on page 2 of the answer document, unless otherwise noted. Please refer to **Appendix D** for more information about ESL codes.

- **Hispanic or Latino**—Mark “Yes” if the student is of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture of origin—regardless of race.
- **Race**—Mark all races that apply by hand-coding the appropriate bubble(s).
- **Gender**—Bubble the student’s gender.
- **504 (504 Accommodations Plan)**—If the box is left blank, the student will be identified as “No.”
- **Migrant (Migrant Status)**—If the box is left blank, the student will be identified as “No.”
- **VirtualSC**—If the box is left blank, the student will be identified as “No.”
- **ESL**—See **Appendix D** for a detailed explanation of each category.
- **Special Education**—If applicable, bubble one or more of the listed codes, as indicated by the student’s IEP.
- **Birth Date**—Hand-code the month, day, and year the student was born.
- **PowerSchool Number**—Write and hand-code the student’s ID number. If a student has a 5-digit ID, begin hand-coding on the left of the grid, leaving leftover boxes blank.
- **Student State ID**—Write and hand-code the student’s state ID number.
- **Gifted and Talented**—If applicable, bubble the appropriate code. If left blank, the student will be identified as “No.”



## School Test Coordinator's Section— Paper/Pencil Testing

### During Test Administration

#### Step 1 – Maintain Test Security and Distribute Materials

- Schools must use the *Security Checklist* to track and monitor the distribution and receipt of all secure test materials. **For each day of testing, the STC and TA must sign out and sign in the materials in the appropriate columns on the *Security Checklist*.** See page 11 for additional information.
- Read page 11 for information regarding the *School Security Checklist*. The checklists are available in electronic version only on eDIRECT (<https://sc.drccedirect.com>) and can be downloaded into an Excel spreadsheet. These checklists will be available by April 18.
- Make sure that TAs also receive all supplemental materials needed for the subject-area test, including graph paper for the Algebra 1 test and blank or lined scratch paper for the English 1-Writing section.
- STCs are responsible for ensuring the secure tracking of the distribution and collection of scratch paper during the English 1-Writing section. For all four test subjects, scratch paper with student writing must be considered a secure material.
- Ensure that appropriate materials are distributed for each student using testing accommodations.
- STCs are responsible for ensuring that test security is maintained during each day of administration.
- **Report any breach of test security to the DTC. Follow the guidelines for reporting test security violations in this manual on pages 5–9.**
- Monitor classrooms to check for adherence with the test security guidelines.
- Do not allow administration directions to be read over the public announcement system.

#### Step 2 – Assist TAs During Testing

- If a student gets sick on the test materials, identify the security number of the answer document and test booklet and report the incident to the DTC. Dispose of the test booklet in a secure manner. Indicate the security number of the destroyed booklet on the *School Security Checklist*.
- If a student cannot write because of an injury (e.g., sprain, broken bone), you may delay testing for this student until make-up testing or allow the student to use any of the response options listed as standard accommodations in **Appendix C** of this manual.
- At the school's discretion, you may remove disruptive students from the group to complete testing elsewhere or test them in a make-up session.
- Schedule students who leave testing for any reason (e.g., illness or personal emergency) for make-up testing. Be sure to record the student's name on your list of students who need make-up testing and write the student's name on all test materials used by the student.
- If a student is suspected of cheating, take appropriate action to stop the behavior. Immediately notify the DTC. These cases will be handled at the school or district level, depending on district procedures.



## School Test Coordinator's Section – Paper/Pencil Testing

- If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (provided doing so does not compromise your safety or that of the students).

### Step 3 – Supervise Materials Return

- Collect all test materials from TAs, including test booklets, answer documents (used, unused, or do not score), and the TAM. Collect all calculators (for resetting), graph paper, and scratch paper. Ensure that any scratch paper with student writing is securely destroyed.
- Make sure that TAs return and sign in all secure test materials on the security checklist. If secure materials were signed out to a TA but not returned, document this in the Notes section.
- **Verify a School/Class Header Sheet was completed for each banded class set. There must be a separate School/Class Header Sheet for each subject. Check to make sure that subjects are not mixed in a class set.**
- Verify that all answer documents have a precode label or are hand-coded with student demographic information.
- Verify that the answer documents are not damaged. If an answer document is in any way damaged, authorized school personnel **must** transfer the student's demographic data and responses to a blank answer document and return the new answer document with the scorable materials. The transfer **must** be completed by two school personnel and be carefully checked for accuracy. Place a "Do Not Score" label on the damaged answer document across the barcoded area, and return it with the school's **nonscorable** materials.

### Guidelines for Make-up Testing

#### Step 1 – Identify Students

- If a student is absent on the originally scheduled test date, a make-up date must be scheduled.
- Ensure that the TA signs in the test booklets and answer documents for students who became ill or were not present for testing.
- Keep the test materials in a secure location until a make-up day is scheduled.
- Use the *Student Make-up Roster*, submitted by the TAs, to identify and schedule students for make-up testing (both paper/pencil and online testing). Ensure that all students who had to leave during testing for any reason (e.g., illness or personal emergency) are scheduled for make-up testing. The *Student Make-up Roster* is in **Appendix A** of this manual.



## School Test Coordinator's Section – Paper/Pencil Testing

### Step 2 – Schedule Students for Testing

- Students must make up missed tests during the district's make-up testing window. Schools must test early enough in the district's testing window to allow at least one week for a designated make-up window. Make-up tests for the English 1-Writing section may only be scheduled on the writing dates designated by the SCDE.
- The administration of one test per day is recommended. However, students may take two make-up tests in one day if absolutely necessary. If two tests are administered on the same day, the student **must complete both tests on the same day**.

### Step 3 – Administration Procedures

- Sign make-up materials out and in on the security checklist.
- TAs must have all materials needed to administer the make-up test for each particular subject.
- TAs must distribute each student's original testing materials. Make sure that each student's name and required demographic codes are completed correctly on the answer document. Use overage materials, if needed.
- Depending on the subject test being administered, TAs must follow the appropriate administration directions on pages 81 through 102. Read the administration directions aloud from the beginning, even if students have partially completed the test.
- Students must **not** work on parts of the test previously completed.
- Make sure the "Make-up" bubble is hand-coded on the students' answer documents.
- Immediately after completing the make-up testing session, TAs must return the *Student Make-up Roster* and all completed make-up test materials to the STC.

## After Test Administration – Materials Return

### Step 1 – Verify Answer Document Coding

- **Make sure that all answer documents are pre-printed, have a precode label affixed, or contain hand-coded student demographic information.**
- Place a "Do Not Score" label on any **used answer document** that should **not** be scored.
- Do not open any unused shrinkwrapped materials.
- Be sure that the accommodation and IEP codes have been completed as applicable.
- Answer document coding of student demographic information must be completed in a **supervised** setting.



## School Test Coordinator's Section – Paper/Pencil Testing

### Step 2 – Complete School/Class Header Sheets

Each TA must complete a School/Class Header Sheet and place it on top of his or her subject-specific answer documents. Roster reports will be returned to the district and to the teacher whose name is listed on the School/Class Header Sheet. **If you want to receive roster reports separated by teacher, a School/Class Header Sheet must be filled out for each teacher.**

Large-group administration is not recommended. However, some schools may elect to test in such a setting. If so, the TA must separate the answer documents by the teacher's name listed at the top of each answer document. A School/Class Header Sheet must be filled out for each teacher's name and must be placed inside the paper band, above the appropriate answer documents for each class set, for the school to receive the roster reports listed by teacher. The section number on the header must be hand-coded with at least one digit. **Use leading zeros for section numbers that are less than four digits.** Headers returned without at least one digit hand-coded will not be processed. See **Appendix A** for a sample School/Class Header Sheet.

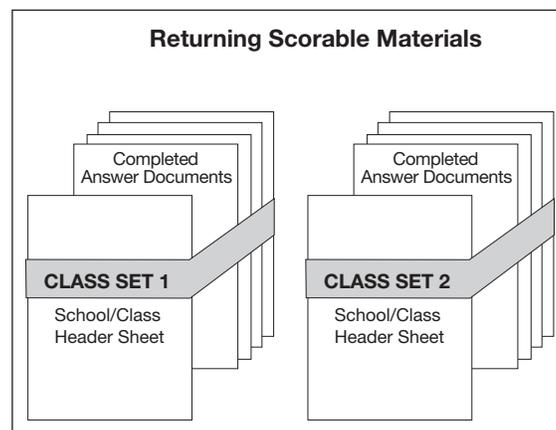
### Step 3 – Sign Security Checklists

- Use the *Security Checklist* to indicate the materials that have been packaged for return. If security checklists were used electronically, return them to your DTC via e-mail attachment. If security checklists were used in hard copy format, bind them together and return them in boxes with nonscorable materials.

### Step 4 – Package Materials for Return

#### **Scorable Materials**

- Know the date by which to return the test materials to the DTC. If you are planning to return materials directly to DRC, refer to the ***Materials Receipt & Return Supplement (MRR)*** available in eDIRECT. Keep all secure test materials in locked storage until they are returned.
- Make sure scorable answer documents are placed under the appropriate and correctly coded School/Class Header Sheet as shown below.





## School Test Coordinator's Section— Paper/Pencil Testing

- Place all scorable test materials in plastic return bags provided by DRC, seal the bags tightly, and place them in scorable boxes. Refer to the Return Packaging Instructions on pages 53 and 54.
- Affix a green pre-printed return address label marked “Scorable” to each box. If you need additional return address labels for scorable materials, contact your DTC.
- Return the scorable materials promptly to your DTC. If you are planning to return materials directly to DRC, refer to the ***Materials Receipt & Return Supplement (MRR)*** available on eDIRECT.

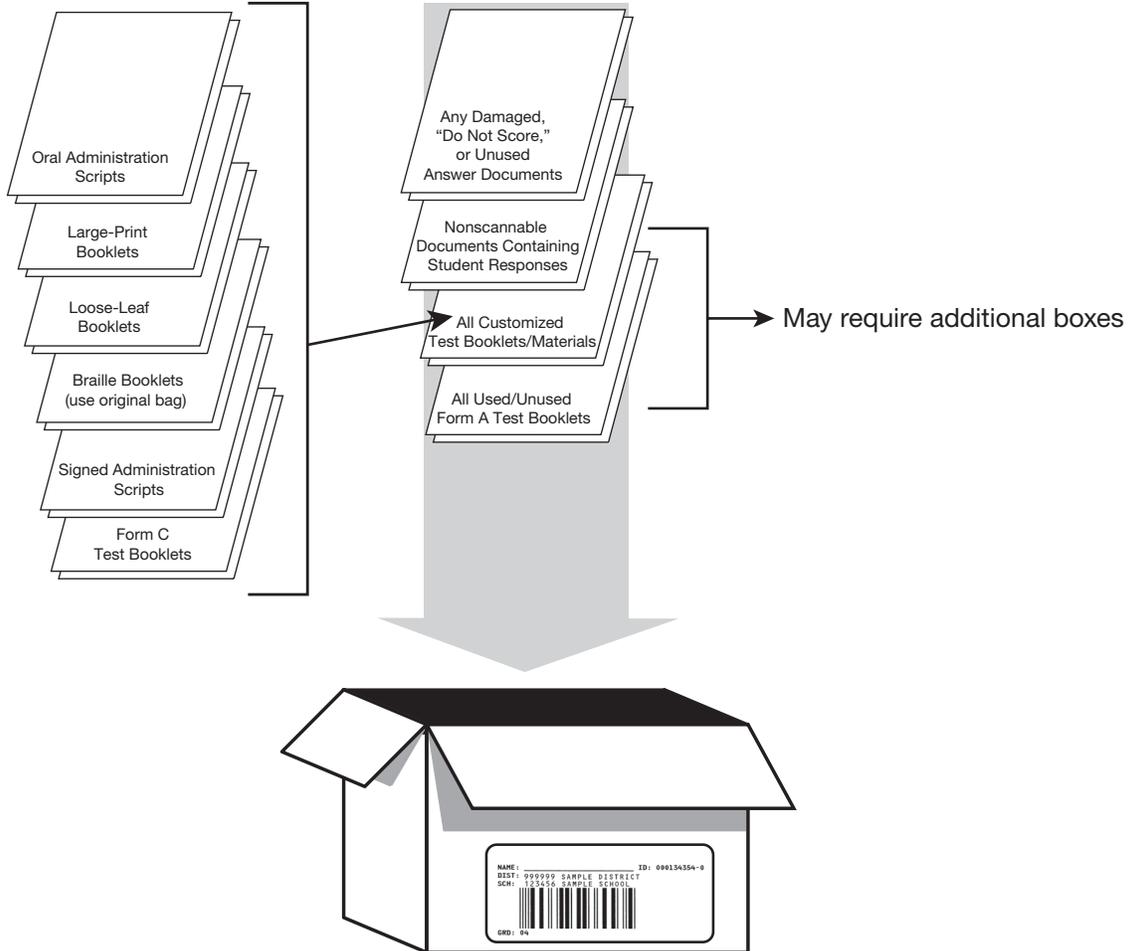
### ***Nonscorable Materials***

- Place the following materials in the nonscorable boxes as shown in the diagram on page 52 (plastic bags are not needed for nonscorable materials):
  - any damaged, “Do Not Score,” or unused answer documents;
  - non-scannable documents containing student responses (if a student did not mark answers on the answer document, transfer the student’s answers to a scorable answer document and return the document with the student’s responses along with the nonscorable materials);
  - all customized test booklets and scripts; and
  - all used and unused test booklets (putting them in numerical or alphabetical order is not necessary).
- Do not include scorable answer documents in nonscorable boxes.
- Refer to the Return Packaging Instructions on pages 53 and 54.
- Affix a white pre-printed return address label marked “Nonscorable” to each box. If you need additional return address labels for nonscorable materials, contact the DTC.
- Keep all secure test materials in locked storage until they are returned to the DTC. Return all nonscorable materials after testing as directed by the DTC. If you are planning to return materials directly to DRC, refer to the ***Materials Receipt & Return Supplement (MRR)*** available on eDIRECT.



## School Test Coordinator's Section— Paper/Pencil Testing

### Returning Nonscorable Materials



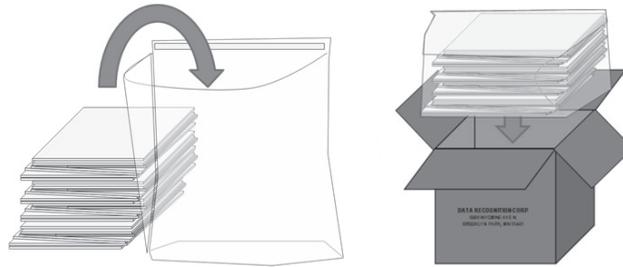
**Do not put any  
scorable materials in  
the nonscorable boxes!**



## School Test Coordinator's Section— Paper/Pencil Testing

### RETURN PACKAGING INSTRUCTIONS CHECKLIST

- Place all SCORABLE test materials in plastic return bags provided by DRC, seal the bags tightly, and place them in the SCORABLE boxes.



- Place all NONSCORABLE test materials in the NONSCORABLE boxes. (Plastic bags are not needed for NONSCORABLE materials.)



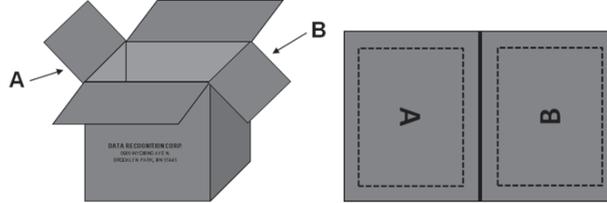
- Fill any empty space in the boxes with crumpled paper or bubble wrap ensuring that testing material does not shift during transit. Make sure you fill voids to the top of the box.





## School Test Coordinator's Section— Paper/Pencil Testing

- Fold the outer flaps (with old shipping labels) in exposing the A&B flaps.



- Affix the appropriate colored DRC label on Flap A of return box.



- Affix the carrier label on Flap B of return box (if applicable).



- Tape boxes securely by using three (3) pieces of packing tape on BOTH the top and bottom. Overlap the tape, and make sure it wraps around the sides at least 2 inches.





## School Test Coordinator's Section— Paper/Pencil Testing

**Do not return** the following materials to the DTC:

- *TAMs*; retain several copies of the manuals after testing for reference purposes.
- Graph paper with or without student writing.
- Unused School/Class Header Sheets. Destroy after the current administration.
- Unused shipping labels. Destroy after the current administration.
- Unused “Do Not Score” labels. Destroy after the current administration.

The STC should make arrangements for these materials to be used in the classroom, stored, or discarded. For further assistance or for questions regarding the return of materials, contact the DTC.

### **Comments**

The SCDE values feedback and reviews all comments. The EOCEP program has been enhanced based on participants' suggestions. If you have feedback, please provide this to your DTC.

## Test Administrator's Section

### Test Administrator Requirements

- Each TA must read and understand all sections of the *TAM*. It is especially important that TAs are knowledgeable about the test security laws and regulations, the directions for completion of the students' answer documents, the administration directions, and all policies and procedures outlined on pages 13–32 of this manual.
- TAs must attend a training session to be eligible to administer the EOCEP. It is the overall responsibility of the DTC to ensure that STCs provide adequate training for all TAs.
- After training, the TA must sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form.
- It is the DTC's responsibility to approve qualified TAs. TAs, however, must meet one of the following criteria:
  1. an employee of the district who is certified;
  2. an employee of the district who is a critical-needs teacher and has a letter of eligibility, an interim certificate, or a critical-needs certificate;
  3. a substitute teacher who is certified and employed by the district on an "as needed" basis;
  4. someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement, change of career, etc., and has been approved by the DTC as a qualified TA; or
  5. someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified TA.
- Even if a test is administered in a location other than the school, the TA must meet the specified eligibility criteria and must be approved by the DTC.
- During testing, a **trained** TA must be present at all times in the classroom.
- TAs cannot administer tests to close relatives, such as their own children, grandchildren, nieces, nephews, or close cousins.

### Test Administrator Training

- All TAs and monitors who will have access to EOCEP secure test materials must sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form found in **Appendix A** (for TAs) and **Appendix E** (for monitors). These forms may be photocopied, if needed. This step should be completed after the training session for EOCEP administration.
- Schools should have policies and procedures in effect for students who are tardy, sick, or cause disturbances in the classroom. TAs should know what these policies and procedures are before testing begins. TAs should know how to handle disruptions such as unruly students, students arriving to school late, parents wanting to pick up children during the test period, etc.
- **Know the procedures to follow if a student cannot write due to an injury (e.g., sprain, broken bone). Testing for this student could be delayed until the make-up days. The student may follow any of the options listed as an accommodation on pages C-4 through C-6.**



## Test Administrator's Section – Online Testing

### Before Test Administration

#### Step 1 – Prepare for Testing

- **Before the testing window begins, make sure students become familiar with the online testing system by using the Online Tools Training (OTT) and Tutorial.**
- TAs should set up the classroom desks, tables, etc., for online testing to provide maximum privacy for each student. The ability for other students to view classmates' screens will depend upon the size and type of monitor, the proximity of students to each other, and other variables such as whether students are seated together at long tables. TAs must carefully consider the classroom environment and determine what additional measures, such as privacy screens, spacing between students, etc., may be required to restrict the view of nearby test takers. It is the responsibility of the STC and TA to ensure that privacy screens, spacing, and other measures are implemented as needed.
- Some school networks have software installed that allows the TA's computer to display what is on a student's monitor. While appropriate for an instructional setting, viewing the test or test items is a test security violation.
- The TA must fill out a seating chart for each online test session, indicating the first initial and last name of each student and the appropriate location within the classroom configuration. Students must be arranged in the room based on online test form assignments. The test form assignments can be found on the online testing roster. Students with the same form number should not be seated next to one another. See the SC eDIRECT User Guide for details on how to download the roster information into an excel spreadsheet. A PowerPoint seating chart template is available on eDIRECT. If seating charts are to be returned by e-mail, do not include any personally identifying information.



### **Testing Using Tablet Devices**

Those students planning to test with supported tablet devices should be given the opportunity to access the Online Tools Training (OTT) with those devices prior to testing.

#### **iPad**

To log into a test, the iPad must be either placed into Guided Access or set up with Autonomous Single App Mode (ASAM). DTCs should work with Technology Coordinators to choose the method that works best for the district. The method should be communicated to Test Administrators prior to testing.

Using Guided Access – This feature “locks down” the iPad and prevents students from leaving the test to access the Internet or other features of the iPad. In order for you to turn Guided Access off at the completion of the test, you will need a 4-digit passcode that was determined when Guided Access was set up by your Technology Coordinator. It is **highly recommended** that you obtain this passcode from your Technology Coordinator before testing begins. Once you have the passcode, it is **essential** to test security that you keep this number in a secure place and never enter it within a student's sight.



## Test Administrator's Section – Online Testing

Using Autonomous Single App Mode (ASAM) – If the iPads were configured to enable ASAM for INSIGHT, no other action is needed during test administration. The iPad will enter ASAM when DRC INSIGHT is launched, and students will not be able to access other applications while logged into a test within DRC INSIGHT. When a student exits a test, they are released from ASAM and may return to using other applications.

### **Other Considerations for Tablet Devices**

- Ensure device is fully charged or plugged in before beginning testing.
- DRC INSIGHT will be displayed in landscape mode only.
- Teach students to use only the tip of one finger to touch the screen. A hand resting on the edge of a screen will disable the ability to make selections with the other hand.
- Use of certain gestures like pinching to zoom in/out are supported.
- Swiping is not supported.
- If a student is idle for too long, the screen will dim or turn off (“sleep”). Each device has its own “sleep” setting, typically 1–5 minutes of inactivity. The testing system is designed to exit a student out of a test after 20 minutes of inactivity. After 19 minutes of inactivity, a one-minute timer will pop up asking if the student would like to continue. This timer may not be seen, however, if the screen has already gone to “sleep.” If the screen has gone to “sleep,” the student can touch any key to re-activate it or press their home key (and if applicable, may need to type in the device password).  
**Note: Longer periods of student inactivity tend to occur when students are composing a rough draft of their English 1-Writing TDA essay.**

### **During Test Administration**

#### **Step 1 – Getting Ready**

- Student access to and use of computers prior to the beginning of the test should be monitored in order that students do not activate software or other resources that could interfere with the security and integrity of the test.
- Schools must use the online testing roster to track and monitor the distribution and receipt of all secure test tickets. The English 1 test has two different sets of tickets for the Reading and Writing sections. Before testing, check to ensure you have the correct tickets for the section being administered.
- Ask students to put away all books, papers, class materials, and personal belongings.
- Students may not have access to cell phones or other similar devices during testing. Collect all electronic and other devices (including cell phones) for return at the end of the testing session. Students may be asked to place all of their belongings, including electronic devices, at the front of the room.
- Make sure that any students with chronic illnesses or special medical needs have received any necessary medication or treatment before testing begins.
- Inform students to notify you if they are not feeling well.





## Test Administrator's Section – Online Testing

- Monitors may not be “left in charge” of a test administration or left in a classroom with test materials. When test materials are out of secure storage, a trained TA must be present at all times.
- Make sure you have the following test materials available for the appropriate tests: student test tickets (verify that student test tickets indicate accommodations when applicable), graph paper (Algebra 1), and scratch paper (all subjects). **Note:** Paper copies of graph paper are not provided. These are available via eDIRECT and can be printed out and photocopied. The distribution and collection of scratch paper used for the English 1-Writing section must be securely tracked.



### Step 2 – Follow Administration Directions and Monitor Log-In

- Follow the administration directions on pages 69–80 of this manual or in the customized administration materials provided for the appropriate subject and test form being administered.
- Do not distribute the test tickets until prompted to do so by the administration directions. Ensure that each student receives the correct test ticket. If the TA is proctoring students whom he/she does not know, then the TA should ask for some type of identification before releasing the ticket to the student. Collect the test tickets after students have successfully logged on. Districts that print test tickets onto paper that is also used for scratch paper may collect the test tickets later in the administration as long as they securely track the distribution and collection of these tickets. Tickets must not be in a student’s possession after the student has exited the test.
- Each student should hear all of the administration directions for each test. Do not allow administration directions to be read over a public address system. TAs may reread or sign directions from the *TAM* or script as requested by students. **Note:** For students testing with an oral administration accommodation, the online system will begin reading or signing the instructions to students following log-in.
- At the school’s discretion, you may remove disruptive students from the group to complete testing elsewhere or test them in a make-up session.
- Allow students to ask questions about directions and procedures; you may not answer questions about test items. TAs should take extra care when reviewing subject content or answering questions on the day of the test. **Do not discuss any test questions with students before, during, or after testing.**
- Do not pronounce words in test questions or read any parts of the test questions aloud or to yourself.
- Record the names of students who missed testing on the *Student Make-up Roster* in **Appendix A**. Directions for completion are listed on the form.
- Once testing has begun, TAs and monitors are expected to be actively engaged in the monitoring of the entire class of students. Do not let an issue with one student distract the proctoring of the entire class. Have extra computers available if problems occur with a computer. Have an IT person/resource available to assist TAs with such issues.
- Monitors in classrooms are highly recommended to assist TAs with the monitoring of online test administrations.





## Test Administrator's Section – Online Testing

- As part of the administration directions, students are instructed to log in to the online testing system. To reduce burden on the school's network, instruct students to log in using a staggered log-in process, instead of instructing all students to log in at the same time.
- If a student is having trouble logging on to the online testing system, ensure the student is:
  - using the correct test ticket for the subject being tested.
  - typing the username and password exactly as it appears on the test ticket. Usernames and passwords are not case sensitive.

### Step 3 – Handle Disruptions During Testing

- If a disruption occurs during testing—for example, a student becomes ill or a fire alarm sounds—please handle the situation appropriately, always maintaining the security of the online test tickets and other test materials.
- If a student is suspected of cheating, take appropriate action to stop the behavior by following district policy. Immediately notify the STC. These cases will be handled at the school or district level, depending on your district's procedures.
- Any student who must leave during testing for any reason (e.g., illness, personal emergency) must be scheduled for make-up testing. Be sure to add the student's name to your *Student Make-up Roster*.
- If you must evacuate the testing room or the building, all test tickets and test materials should be collected before students leave the testing room (as long as doing so does not compromise your safety or that of the students).

### Guidelines for Make-up Testing

The STC will notify TAs of students who need make-up testing. TAs are responsible for make-up testing sessions. If asked to administer make-up tests, use the procedures on page 40.

### After Test Administration

- The TA must collect the student test tickets, graph paper (Algebra 1), and scratch paper (all tests) by the end of each testing session. These materials and the online testing roster must be stored in a secure location. Special care must be taken to track the collection of all scratch paper distributed for the English 1-Writing section. All scratch paper with student writing must be handled as secure material.
- Once testing is complete, test materials should be returned to the STC.
- Work with the STC and the Technology Coordinator to confirm that all responses have been cleared from each TSM used by the school and/or district. It is recommended that each TSM be checked each day during the testing window and also at the end of the testing window.
- Should you need further assistance, or if you have questions regarding testing, please contact your STC.



## **Test Administrator's Section – Online Testing**

### **Comments**

The SCDE values feedback and reviews all comments. The EOCEP program has been enhanced based on feedback and suggestions. If you have feedback, please provide this to your DTC.



## Test Administrator's Section – Paper/Pencil Testing

### Before Test Administration

#### Step 1 – Prepare for Testing

- The classroom must not have any materials displayed on the walls, desks, doors, or windows that may cue students during testing. This includes maps, globes, graphs, calendars, word lists, or any material used in classroom instruction. Any subject-related materials must be taken down or covered during testing.
- The classroom must be conducive to testing. Students should have plenty of space to work, good lighting, and comfortable seating. Large-group administration is not recommended. However, if a school chooses to administer the test in such a setting, the following guidelines are suggested:
  - When the number exceeds thirty-five students in a room, adding a monitor is recommended.
  - An additional monitor is recommended for each additional thirty-five students.
- Know which students use accommodations with testing and plan how these students will be tested. Obtain any devices or materials that students with IEPs or 504 Plans will need for testing.

#### Step 2 – Day of Testing

- On each day of testing, sign out the secure materials needed for that day from the STC. Do not leave secure materials unattended at any time. Schools must use the security checklist to track and monitor the distribution and receipt of all secure test materials. **For each day of testing, the STC and TA must sign out and sign in the materials in the appropriate columns on the security checklist.** See page 11 for additional information.
- When secure materials are in the room, the TA may not conduct any instruction or review of the tested subject.
- If a TA must leave the room before testing begins, the secure test materials should be placed in a secure, locked cabinet, closet, drawer, etc., or all secure test materials should be taken with the person. If no students are in the room, the teacher's door may be locked to secure the test materials.
- Check answer documents to ensure that they:
  1. are pre-identified by student name through pre-printing, labeling, or hand-coding,
  2. contain no systematic errors in the precode information, and
  3. are not damaged (e.g., rips, folds, creases, poor print quality).
- **Contact the STC if you have any answer documents that are not pre-identified, contain systematic errors in the preprinted information, or if a student reports missing pages or pages out of order in the test booklet or answer document.**



## Test Administrator's Section – Paper/Pencil Testing

### During Test Administration

#### Step 1 – Getting Ready

- Ask students to put away all books, papers, class materials, and personal belongings.
- Students may not have access to cell phones or other similar devices during testing. Collect all electronic devices for return at the end of the testing session. Students may be asked to place all of their belongings, including electronic devices, at the front of the room.
- Make sure that any students with chronic illnesses or special medical needs have received any necessary medication or treatment before testing begins.
- Inform students to notify you if they are not feeling well.
- Monitors may not be “left in charge” of a test administration or left in a classroom with test materials. When test materials are out of secure storage, a trained TA must be present at all times.
- Make sure you have the following test materials available for the appropriate tests: test booklets, answer documents, sharpened No. 2 pencils, graph paper, cover sheets, scratch paper, and calculators, if needed.
- **Do not pronounce words in test questions or read any parts of the test questions aloud or to yourself. You may answer students’ questions about the test directions.**
- Do not allow students to use highlighters, pens, crayons, markers, or colored pencils to mark responses on their answer documents.
- Students may use highlighters to highlight text in the test booklets. Students may also use colored or No. 2 pencils to underline text in the test booklets. Inform students in advance that these items may be used in the test booklets.
- Do not use correction fluid, paper clips, tape, staples, or glue on the answer documents. Do not attach removable “sticky” notes to the answer documents.
- Make sure students with disabilities have the appropriate test materials and supplemental materials as specified on their IEP or 504 Plan.

#### Step 2 – Complete Answer Document Coding

- Follow the directions for completion of the answer document beginning on page 81 of this manual.



## Test Administrator's Section— Paper/Pencil Testing

### Step 3 – Follow Administration Directions

- Follow the administration directions on pages 81–102 of this manual or in the customized administration materials provided for the appropriate subject and test form being administered. Distribute test materials when instructed to do so. Ensure that each student receives the correct answer document and test booklet for each day of testing.
- **Each student should hear all of the administration directions for each test.** Do not allow administration directions to be read over a public address system. Each subject has specific directions provided that must be read, in their entirety, by the TA. TAs may reread directions from the *TAM* or script as requested by students.
- Allow students to ask questions about directions and procedures; you may not answer questions about test items. TAs should take extra care when reviewing subject content or answering questions on the day of the test. **Do not discuss any test questions with students before, during, or after testing.**
- Record the names of students who missed testing on the *Student Make-up Roster* in **Appendix A**. Directions for completion are listed on the form.

### Step 4 – Handling Disruptions During Testing

- If a disruption occurs during testing—for example, a student becomes ill or a fire alarm sounds—please handle the situation appropriately, **always maintaining the security of the test materials.**
- If a student is suspected of cheating, take appropriate action to stop the behavior by following district policy. **Immediately** notify the STC. These cases will be handled at the school or district level, depending on your district's procedures.
- Any student who must leave during testing for any reason (e.g., illness, personal emergency) must be scheduled for make-up testing. Be sure to add the student's name to your *Student Make-up Roster* and label all test materials the student was using with the student's name.
- If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (as long as doing so does not compromise your safety or that of the students).

### Make-up Testing

The STC will notify TAs of students who need make-up testing. TAs are responsible for make-up testing sessions. If asked to administer make-up tests, use the procedures on pages 48 and 49.



## Test Administrator's Section – Paper/Pencil Testing

### After Test Administration

#### Step 1 – Complete the School/Class Header Sheets

Each TA must complete a School/Class Header Sheet and place it on top of the scorable answer documents. Roster reports will be returned to the district and to the teacher whose name is listed on the School/Class Header Sheet.

In order to receive roster reports separated by teacher, a School/Class Header Sheet must be filled out **for each teacher and class**. Large-group administration is not recommended. However, some schools may elect to administer the test in a large-group setting, and in such cases, the TA must separate the answer documents by the teacher's name listed at the top of each answer document. A School/Class Header Sheet must be filled out for **each** teacher and must be placed inside the paper band for **each** class set in order for the school to receive the roster reports listed by teacher.

The following information must be included on all School/Class Header Sheets:

- School Name and District Name
- **Student Information System (SIS) Code—Hand-code the complete SIS Code.** (See pages 67 and 68 for complete directions.)
- Teacher's Name—Print the last name and initials of the students' teacher in the boxes, starting at the left. Then hand-code the corresponding bubble for each letter. Precoded information will be used if the last name or first/middle initial fields are not hand-coded.
- Tested School SIDN
- Reported School SIDN (if different from the Tested School)—**The Reported School must be a valid SIDN.**

**Note:** The teacher's name, tested/reported SIDN, and SIS Code submitted on a paper School/Class Header Sheet will override any precode data submitted for a student. These three fields will be reported as noted on the School/Class Header Sheet for both the Preliminary Score Report (36 hours) and the final reports. These three fields cannot be changed from what was received on the School/Class Header Sheet.



## Test Administrator's Section— Paper/Pencil Testing

### ***Coding Tested and Reported School ID on School/Class Header Sheets***

The values you provide will affect delivery of online rosters and final reports:

- Online rosters are always posted to the tested and reported schools.
- The final reports are always provided to the reported schools only.

Legend:

- CCCC is the first four digits of the school ID where the student is taking the course.
- DDDD is the first four digits of the school ID where the student is enrolled.
- TTT is the last three digits of the school's tested school ID (i.e., where the student is tested).
- RRR is the last three digits of the school's reported school ID (i.e., where the student is enrolled).

Students	Tested School Coding on School/Class Headers	Reported School Coding on School/Class Headers	Comment
Course is taken in the student's enrolled school	CCCCTTT	Leave blank	When left blank, the reported school ID value defaults to tested school ID value.
Course is taken within the same district and in a school different from where the student is enrolled	CCCCTTT	CCCCRRR	Because the course is being taken in a school within the district, the tested and reported school ID begin with the same four digits (CCCC).
In-state public school students who are testing outside their own districts and virtual school students	CCCCTTT	DDDDRRR	All seven digits will be different between tested school and reported school.
Students in residential treatment facilities and other alternative residences	CCCC444	DDDDRRR	Districts must provide the correct reported school ID. CCCC and DDDD are not necessarily identical. Leaving the reported school blank is incorrect and the SCDE will follow up with your district about this incorrect value.
Out-of-state students	CCCC555	Leave blank	When left blank, the reported school ID value defaults to tested school ID value.
Private school students	CCCC777	Leave blank	When left blank, the reported school ID value defaults to tested school ID value.
Home school students	CCCC000	Leave blank	When left blank, the reported school ID value defaults to tested school ID value.



## Test Administrator's Section – Paper/Pencil Testing

- If blank School/Class Header Sheets are used, the Tested School SIDN (and Reported School SIDN if applicable) will need to be hand-coded.
- Total Answer Documents Returned for Scoring Under This Header Sheet—Print and hand-code the total number of scorable answer documents being returned for the group after the regular test session.
- Verified by—Sign and print your name.

**Definition of Student Information System Code (Note:** The following information was taken from the Activity Coding System for the Student Information System manual. If you have any questions when filling out this code, please contact your district SIS administrator.) Please note that Algebra I – 4111, English 1 – 3011, Mathematics for the Technologies 2 – 3142, and Applied Biology 2 – 3227 have been discontinued.

Instructional Activity Code				District Defined		Academic Tag	Unit Tag	Section Number			
1	2	3	4	5	6	7	8	9	10	11	12

Instructional Activity Codes (positions 1–4; 4-digit Student Information System Code)

Course	Course Code (These are the standard codes; however, some districts may have other codes.)
Algebra 1	4114
Intermediate Algebra	4117
English 1	3024
U.S. History and the Constitution	3320
Advanced Placement U.S. History	3372
International Baccalaureate U.S. History	336D
Biology 1	3221
Dual Enrollment American History 1877 to Present	3322



## Test Administrator's Section – Paper/Pencil Testing

**District Defined Codes (positions 5–6) – Fill this in only if the district has designated a code for this field. If the district does not use these positions, enter “00.”**

Academic Tag (position 7; one of five GPR weightings)

- A Advanced Placement
- C College [Prep]
- E Dual credit
- H Honors
- I International Baccalaureate
- 0 used for students whose IEP team has determined that a traditional course is not appropriate

Unit Tag – Carnegie Unit Credit (position 8)

- D two units
- H half unit
- Q quarter unit
- T three units
- W one whole unit (typically used for EOCEP)
- 0 used for students whose IEP team has determined that a traditional course is not appropriate

**Section Number (positions 9–12, numbers or letters are acceptable; section = class) – This alphanumeric code is used to identify classes. Use leading zeros for section numbers that are less than 4 characters. Headers returned without at least one character hand-coded will not be processed without district resolution.**

**Note:** By hand-coding all four characters of the section (class) number, class-level reporting will be more consistent within/for districts.

### Step 2 – Return Test Materials to the STC

- Record the names of students who missed testing on the *Student Make-up Roster*. Separate completed answer documents from those for students who need a make-up test.
- Make a class set by placing the School/Class Header Sheet on top of the scorable answer documents for each individual subject and class. Place a paper band around each class set.
- Return all materials to the STC.
- Sign in secure materials on the *School Security Checklist*.

### Step 3 – Resolve Questions

Should you need further assistance, or if you have questions regarding testing, please contact your STC.



## Online Administration Directions for All Subjects

### General Information

To ensure accurate achievement results, it is essential that all TAs follow the same procedures when administering the test.

This section provides specific directions or a script to be read to students for each online test. Follow the script provided in this section for administering each test. **Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the boxes. All special directions are printed inside a dotted box to read aloud, if applicable. TAs may repeat directions from TAMs and scripts to students, if needed.

Read the directions to the students exactly as they are written, using a natural tone and manner. If a mistake is made in reading a direction, stop and reread the directions. Never deviate from the directions as written. Deviating in any way from the printed directions is a test security violation.

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

### General Information for Using Tablet Devices

If you are administering the test using an iPad:

#### 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.



**Guided Access Started Confirmation**



## Online Administration Directions for All Subjects

### **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.**

### **Using Autonomous Single App Mode (ASAM)**

If the iPads were configured to enable ASAM for INSIGHT, no other action is needed during test administration. The iPad will enter ASAM when INSIGHT is launched, and students will not be able to access other applications while logged into a test within INSIGHT. When a student exits a test, they are released from ASAM and may return to using other applications.

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

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

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On each student’s device, select the “DRC INSIGHT Online Assessments” icon to load the welcome page prior to the start of the test session.

**SAY:**

**Today you will be taking the (say test subject) End-of-Course Examination Program test. There are (say number: Algebra – 58; Biology – 66; English 1-Writing – 15; English 1-Reading – 50; USHC – 62) questions on this test.**

Pause.



## Online Administration Directions for All Subjects

**SAY:**

This is a secure 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, smart watches, or any other electronic or photographic devices. At this time, I will collect these devices for return at the end of the testing session. You may not use any device, including the device you are using for testing, to copy, save, send electronically, or post to the Internet, any test content.

You may not communicate with other students during the test, and you may not discuss specific test content after testing. You may not take copies of any test content or answers with you when you leave this room. I can answer questions about the test directions, but I cannot discuss any test questions or answers with you before, during, or after the test. If you have questions about the directions while you are working, please raise your hand.

**Collect all electronic and other devices for return at the end of the test session**, 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 HVA or signed administration with VSL).

Students may instead be asked to place **all** of their belongings, including electronic devices, at the front of the room.

### **For Algebra 1, Biology 1, English 1-Reading Section, and US History and the Constitution:**

**SAY:**

If you need a sheet of scratch paper, raise your hand and I will give you one. Write your name at the top of the scratch paper. If you need additional scratch paper during the test, raise your hand. Be sure your name is at the top of all sheets of scratch paper. I will collect all scratch paper at the end of the test session.

Pause to distribute the scratch paper.



## Online Administration Directions for All Subjects

### For Algebra 1:

**SAY:**

You may use a calculator during the test. You may use the calculator tools in the online test, a calculator provided by the school, or your own calculator. There is a basic calculator, scientific calculator, and a graphing tool available in the online test. If you choose to use your own calculator, prior to testing, your school should have verified that you have an up-to-date manufacturer's operating system installed. The memory must also be cleared before and after testing. If you do not have a calculator and would like to use one, raise your hand and I will give you one.

If you have chosen to provide graph paper, you may hand it out at this time. If you choose to have students write their names on the graph paper, you may instruct them to do so at this time.

If any students are using their own calculators, make sure that all requirements described in the Calculator Use Policy (pages 20–22) have been followed.

### For Biology 1:

**SAY:**

You may use a calculator during the test. You may use the calculator tools in the online test, a calculator provided by the school, or your own calculator. There is a basic calculator and scientific calculator available in the online test. If you choose to use your own calculator, prior to testing, your school should have verified that you have an up-to-date manufacturer's operating system installed. The memory must also be cleared before and after testing. If you do not have a calculator and would like to use one, raise your hand and I will give you one.

If any students are using their own calculators, make sure that all requirements described in the Calculator Use Policy (pages 20–22) have been followed.

**SAY:**

It is important that you do your best in answering the 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.



## Online Administration Directions for All Subjects

**SAY:**

I will now give each of you a Test Ticket. You may not share your login information with anyone else. Make sure your name is printed on the test ticket. Now check to make sure the correct test title is printed on the ticket. Your ticket should say (say test subject: English 1-Reading, English 1-Writing, Algebra 1, Biology 1, USHC). Raise your hand if you have received the wrong test ticket. I will collect the Test Tickets after you have begun testing.

Distribute the appropriate Test Ticket to each student. Each student's Test Ticket provides the student's username and password needed to begin testing. Test Tickets are secure. After they have been distributed to students, testing must begin immediately. Online Tools Training (OTT) may not be conducted at this time. If your school has a procedure in which test tickets are printed onto paper that is also used as scratch paper, you may collect the test tickets as each student completes testing.

Please note: If your testing devices are configured for both South Carolina assessments and WIDA, instruct students to select the South Carolina program option.

**SAY:**

At the top of your screen you should see "Welcome to the South Carolina Assessments." In the center of the screen, there are three white boxes for the End-of-Course Examination Program. The middle one says spring. Under the box for Spring, select Test Sign In.



Assist students as needed.



## Online Administration Directions for All Subjects

**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.”

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Test Ticket information is unique to each student and each session. Separate test tickets are provided for each of the following tests: Algebra 1, Biology 1, English 1-Writing, English 1-Reading, and US History and the Constitution. Assist students as needed; TAs may have to help students type in this information. Usernames and passwords are not case sensitive.

If students are unable 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 the burden on your school’s network.

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

Students testing with the Human Voice Audio (HVA) administration or PSE signed administration (VSL-PSE) should be instructed to put on their headphones at this time. The human voice will begin reading information starting with the following screen.



## Online Administration Directions for All Subjects

**SAY:**

This is the Welcome screen. Please 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.

Welcome Sample Student!  
Before you begin testing, please confirm your profile information is correct:

Test Name: Sample School  
Test Session: Sample  
School Name: eDirect Sample School

Your PowerSchool Number is: 00000000000  
Accommodation(s):

If the above information is correct, please select **Continue**.  
If any of the above information is not correct, please raise your hand and notify your Teacher/Test Administrator.

Options Continue Exit

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Pause. 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, notify the STC.

**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 (say test subject).

The following tests have been scheduled for Training 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.

- English 1 Writing

Options Exit

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

**SAY:**

Please 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.



## Online Administration Directions for All Subjects

**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 the test. In addition to these tools, Algebra and Biology tests will have a Calculator , and Algebra tests will have a Graphing Tool  to assist you during the test.
- Select the Help  button to find more information.

Pause.

**SAY:**

Now, select the Next button.

Pause.



## Online Administration Directions for All Subjects

### For English 1-Writing Section:

**SAY:**

The first questions on the English 1-Writing test are selected-response. The last question in the writing section is a Text-Dependent Analysis (TDA) question. The TDA is a task which requires you first to read and analyze a passage(s). Then you are required to write an essay using evidence from the passage(s) to support your response.

For the TDA essay:

- Be sure to read the passage(s) and TDA prompt carefully.
- Use the Writer’s Checklist to help you plan, write, and proofread your essay.
- 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 type your essay in the space provided.
- Be sure to address all parts of the task.

The passage(s) may be longer than one page in length. To read an entire passage, you may need to scroll down. Look for a scroll bar on the right-side of the passage.

Now, select the Next button.

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 you are writing your essay.

Now, select the Next button.

**SAY:**

You may not use a dictionary or thesaurus during English 1-Writing.

(PAUSE)



## Online Administration Directions for All Subjects

### For English 1-Writing Section (continued):

**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 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.

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.



This is the end of the directions. Students should now be ready to begin the test.

**SAY:**

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 are done testing (e.g., that you will allow them to read quietly at their seats or to leave the room if provisions have been made).



## Online Administration Directions for All Subjects

**SAY:**

When you are ready, select **Begin the Test**. When you have successfully started the test, I will come around to collect your Test Ticket.

**SAY:**

When you have finished, raise your hand and I will come check that you have properly exited the test and that your testing device is completely powered off. Testing devices must remain powered off until you are excused at the end of the testing session.

For English 1-Writing section: You may 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. Distribute additional scratch paper, as needed. Make sure students type their final response for the TDA question in the response box.

Once all students begin testing, be sure you have collected all student Test Tickets. As each student finishes the test, collect all supplemental materials (graph paper and scratch paper) and verify that all testing devices are completely powered off. All testing devices must remain off for the entire testing session. If your school has a policy in which test tickets are printed on paper that is also used as scratch paper, you may collect the test tickets as each student finishes the test.

Allow those 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.

Return all test materials to the STC immediately after testing.



## Online Administration Directions for All Subjects



### Algebra 1 Online Calculator Shortcuts

These keyboard shortcuts will be available to students within INSIGHT under the References tool for the Algebra 1 exam. They may also be copied and reproduced as necessary. The copies of these keyboard shortcuts are considered part of the secure testing materials and must be securely destroyed at the end of testing.

#### Online Calculator Shortcuts

Function	Keyboard Shortcut
Clear	Alt+Delete
Subtraction	-
Open Parenthesis	(
Closed Parenthesis	)
Multiply	*
Divide	/
Square	@
Add	+
Numeric Entry	0-9
Delete Prior Character	Backspace or Delete
Apply Specific Power	^
Negative	' (Apostrophe)
Rotate Utensil +1 Degree	Ctrl+Plus (' + ') Ctrl+Minus (' - ')



## Paper/Pencil Administration Directions for Completing Answer Document Demographics

### General Information

To ensure accurate achievement results, it is essential that all TAs follow the same procedures when administering the test.

This section provides specific directions or a script to be read to students for each paper/pencil test. Follow the script provided in this section for administering each test. **Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the boxes. All special directions are printed inside a dotted box to read aloud, if applicable. TAs may repeat directions from TAMs and scripts to students, if needed.

Read the directions to the students exactly as they are written, using a natural tone and manner. If a mistake is made in reading a direction, stop and reread the directions. Never deviate from the directions as written. Deviating in any way from the printed directions is a test security violation.

Write the district name, school name, and teacher name on the board or some place where students can refer to this information when filling out the answer document. Be sure students understand the directions and how to mark their answers. Be careful not to inadvertently give hints or clues that indicate an answer.

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The following script should be read aloud for all subjects.

**Note for signed administration:** The TA should sign these directions to students.

**Note for oral administration:** The TA should read these directions to students.



## Paper/Pencil Administration Directions for Completing Answer Document Demographics

**SAY:**

Today you will be answering questions for the South Carolina End-of-Course Examination Program. It is important that you do your best in answering the questions.

This is a secure 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, smart phones, cell phones, mp-3 players, e-readers, smart watches, or any other electronic or photographic devices. At this time, I will collect these devices for return at the end of the testing session. You may not use any device to copy, save, send electronically, or post to the Internet, any test content.

You may not communicate with other students during the test, and you may not discuss specific test content after testing. You may not take copies of any test content or answers with you when you leave this room. I can answer questions about the test directions, but I cannot discuss any test questions or answers with you before, during, or after the test. If you have questions about the directions while you are working, please raise your hand.

**Collect all electronic and other devices for return at the end of the testing session**, unless the student's IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration. Students may instead be asked to place all of their belongings, including electronic devices, at the front of the room.

**SAY:**

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:**

I am going to give each of you a test booklet. When you get your test booklet, leave it unopened on your desk. Do not exchange test booklets with any students.

Distribute a test booklet to each student.

**Note for English 1:** Since a consolidated test booklet and a consolidated answer document are being used for both the Writing and Reading sections of the English 1 test, it is not necessary to complete all of the test directions for demographic coding if one section of the test has already been completed. If one section of the test is already completed, test administrators only need to instruct the students to code demographic information for the following fields:

- Test Date, and
- TA Initials.



## Paper/Pencil Administration Directions for Completing Answer Document Demographics

**Note for braille or other accommodated response option administrations:** The TA should complete the following information for the students as needed.

**SAY:**

Print your name in the upper right corner of the test booklet where it says “Student Name.”

PAUSE. Check to make sure students have printed their names on the booklets.

**SAY:**

You may use only Number 2 pencils on the answer document. If you need another pencil during the test, please raise your hand and I will give you one.

**Note:** Highlighters, colored pencils, or Number 2 pencils may be used to highlight or underline text, take notes, or do scratch work ONLY in the test booklet.

Hand out Number 2 pencils as necessary and distribute answer documents.

**SAY:**

Look on the front of your answer document. Find the place where your name is printed. If you have the wrong answer document or if your name is not on your answer document, please raise your hand.

Hold up a blank answer document and point to the appropriate place.

**SAY:**

Find the place where it says “District Name,” “School Name,” and “Teacher Name.”

(PAUSE)

**SAY:**

If this box is blank, print our district and school names, and then print my name (or print the name of your regular teacher) in the “Teacher Name” area as I have written here. (Point to the location where you have written the information.)

PAUSE while students fill in the information.



## Paper/Pencil Administration Directions for Completing Answer Document Demographics

STUDENTS WITH BLANK ANSWER DOCUMENTS MUST COMPLETE THE NAME FIELD. IT IS RECOMMENDED THAT ALL STUDENTS COMPLETE THIS FIELD.

**SAY:** Next, you will fill out the spaces for your name. Find the section labeled “Last Name,” “First Name,” and “M.”

PAUSE. Hold up a document and point to the appropriate place, if necessary.

**SAY:** In the section labeled “Last Name,” 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 “First Name,” print each letter of your first name. Do not print a nickname or shortened first name. In the box labeled “M,” 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.

**SAY:** Find the box labeled “Test Date” on page (say 1 for Algebra 1, Biology 1, and USHC; say 3 for English 1-Writing and say 7 for English 1-Reading). In the “Month” column, darken the bubble for (say the current month). Beneath the box labeled “Day,” write in (say today’s date) and darken the bubbles below that correspond to today’s date.

PAUSE while students fill in the information.

FOR STUDENTS USING A BRAILLE OR SIGN LANGUAGE TEST BOOKLET:

**SAY:** Confirm the answer document says “Form C” at the top.  
Raise your hand if you do not have a Form C answer document.

PAUSE while students or the TA, as needed, verify the form answer document.



## Paper/Pencil Administration Directions for Completing Answer Document Demographics

**SAY:**

In the section labeled “TA,” print MY first initial, middle initial, and last initial. Then darken the appropriate bubble under each letter. I have written my initials on the board for you. This box is found on page (say 1 for Algebra 1, Biology 1, and USHC; say 3 for English 1-Writing; say 7 for English 1-Reading).

PAUSE while students fill in the information.

**SAY:**

Now find the box labeled “Grade” on page 1 and darken the bubble for your current grade.

PAUSE while students fill in the information.

**SAY:**

Find the box for your current course and darken the bubble that corresponds to the course in which you are currently enrolled.

PAUSE while students fill in the information.

**SAY:**

Next, find the box labeled “Birth Date” located on the other side of the answer document. In the “Month” column, darken the bubble for the month you were born. Then darken the bubbles for the day you were born and the last two numbers of the year you were born.

PAUSE while students fill in the information.

**SAY:**

Raise your hand if you have questions or need additional time to complete the information.

Wait until all students have finished.

**SAY:**

If you have any questions before we begin, raise your hand and I will help you.

PAUSE to answer any questions.



## Paper/Pencil Administration Directions Algebra 1

Begin reading this script **after** reading the directions that begin on page 81 for completing the demographic information on the student answer documents.

*(Note: The graph paper instructions do not apply to all customized formats.)*

**Note for oral/signed administration:** Read or sign these directions to students prior to using the oral (or signed) administration script to make sure that students receive all necessary information prior to testing.

**Note for braille or other accommodated response option administrations:** Because students may vary in their response mode, adjust the wording for response directions as needed.

**SAY:** I will now give one sheet of graph paper to each of you.

Distribute one sheet of graph paper to each student. If you choose to have students write their names on their graph paper, you may instruct them to do so at this time.

READ THIS SECTION IF STUDENTS WILL BE USING CALCULATORS:

**SAY:** You may use a calculator during this test. If you have your own calculator, prior to testing, your school should have verified that you have an up-to-date manufacturer's operating system installed. The memory must also be cleared before and after testing. If you need a calculator, raise your hand and I will give you one.

If any students are using their own calculators, make sure that all requirements described in the Calculator Use Policy (pages 20–22) have been followed.

**SAY:** Turn your answer document over to side two. Find the place for answering the test questions.

When you have finished taking the test, you may go back and check your work. Then complete the "Stop Time" box.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

PAUSE to answer any questions.

**SAY:** This test is not timed. Please do your best work.

(PAUSE)



## Paper/Pencil Administration Directions Algebra 1

**SAY:**

When you have finished, close your test booklet, raise your hand, and I will collect your test materials.

Explain what students should do after their test materials are collected (e.g., read quietly at their seats; leave the room, if provisions have been made). No electronic devices may be used until all students have completed testing and the testing session has concluded.

**SAY:**

Open your test booklets to page 1 and follow along as I read the directions out loud.

(PAUSE)

Write on the board that there are 50 multiple-choice questions on the Algebra test.

**SAY:**

There are 50 questions on this test. Read each question carefully. Select the best answer for each test question. Then, mark your answer on your answer document using only a Number 2 pencil. Completely darken the bubble for your response. If you change an answer, completely erase the first answer you marked.

You may use the graph paper and a calculator in answering the questions, but you do not have to. You should do all scratch work in your test booklet, but you may use the graph paper if you need extra room to work on the problems.

**Notes:**

- (1) Figures are drawn as accurately as possible except when it is stated that a figure is not drawn to scale. All figures lie in a plane unless otherwise noted.
- (2) All numbers used are real numbers. All algebraic expressions represent real numbers unless otherwise stated.

(PAUSE)

**SAY:**

Does anyone have any questions?

PAUSE to answer any questions.

**Note for braille or other accommodated response option administrations:** The STC or TA will verify this information is complete in eDIRECT.



## Paper/Pencil Administration Directions Algebra 1

**SAY:**

Find the box on your answer document labeled “Start Time.” Darken the bubbles closest to the current time. It is now \_\_\_\_ (say the current time).

PAUSE while students write in the Start Time.

**Note for oral/signed administration:** If you are using an oral (or signed) administration script, please begin reading or signing the script now.

**SAY:**

You may begin working now.

Circulate among the students to make certain that they are marking their answers in the correct section on their answer documents.

### BREAK

If you decide to give the students a short break during testing, read the following directions.

**SAY:**

Please stop. Put down your pencil and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.

During the break, you may allow students to go to the restroom, provided that NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes):

**SAY:**

Please sit down. Let’s finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work and then complete the “Stop Time” box.

As each student finishes the test, collect the student’s test materials, including all supplemental materials. Make sure that the student hand-coded the “Stop Time” on the answer document.

Allow those 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.

Make sure that all test materials are returned to the STC immediately after testing.

**NOTE: ANSWER DOCUMENTS LEFT INSIDE TEST BOOKLETS WILL NOT BE SCORED.**



## **Paper/Pencil Administration Directions Algebra 1**

Return all testing materials to the STC and sign them in on the *School Security Checklist*. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed *Student Make-up Roster* including any students who require make-up testing. The STC will schedule and notify these students for make-up testing.



## Paper/Pencil Administration Directions Biology 1

Begin reading this script **after** reading the directions that begin on page 81 for completing the demographic information on the student answer documents.

**Note for oral/signed administration:** Read or sign these directions to students prior to using the oral (or signed) administration script to make sure that students receive all necessary information prior to testing.

**Note for braille or other accommodated response option administrations:** Because students may vary in their response mode, adjust the wording for response directions as needed.

READ THIS SECTION IF STUDENTS WILL BE USING CALCULATORS:

**SAY:**

You may use a calculator during this test. If you have your own calculator, prior to testing, your school should have verified that you have an up-to-date manufacturer's operating system installed. The memory must also be cleared before and after testing. If you need a calculator, raise your hand and I will give you one.

If any students are using their own calculators, make sure that all requirements described in the Calculator Use Policy (pages 20–22) have been followed.

**SAY:**

Turn your answer document over to side two. Find the place for answering the test questions.

When you have finished taking the test, you may go back and check your work. Then complete the "Stop Time" box.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

PAUSE to answer any questions.

**SAY:**

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

(PAUSE)

**SAY:**

When you have finished, close your test booklet, raise your hand, and I will collect your test materials.

Explain what students should do after their test materials are collected (e.g., read quietly at their seats; leave the room, if provisions have been made). No electronic devices may be used until all students have completed testing and the testing session has concluded.



## Paper/Pencil Administration Directions Biology 1

**SAY:**

Open your test booklets to page 1 and follow along as I read the directions out loud.

(PAUSE)

Write on the board that there are 60 multiple-choice questions on the Biology test.

**SAY:**

There are 60 multiple-choice questions on this test. Select the best answer for each test question. Read each question carefully, and mark your answer on your answer document using only a Number 2 pencil. Completely darken the bubble for your response. If you change an answer, be sure to erase completely the first answer you marked. You should do any scratch work in your test booklet.

(PAUSE)

**SAY:**

Does anyone have any questions?

PAUSE to answer any questions.

**Note for braille or other accommodated response option administrations:** The STC or TA will verify this information is complete in eDIRECT.

**SAY:**

Find the box on your answer document labeled “Start Time.” Darken the bubbles closest to the current time. It is now \_\_\_\_\_ (*say the current time*).

PAUSE while students write in the Start Time.

**Note for oral/signed administration:** If you are using an oral (or signed) administration script, please begin reading or signing the script now.

**SAY:**

You may begin working now.

Circulate among the students to make certain they are marking their answers in the correct section on their answer documents.



## Paper/Pencil Administration Directions Biology 1

### BREAK

If you decide to give the students a short break during testing, read the following directions.



**Please stop. Put down your pencil and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.**

During the break, you may allow students to go to the restroom, provided that NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes):



**Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work and then complete the "Stop Time" box.**

As each student finishes the test, collect the student's test materials, including all supplemental materials. Make sure that the student hand-coded the "Stop Time" on the answer document.

Allow those 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.

Make sure that all test materials are returned to the STC immediately after testing.

**NOTE: ANSWER DOCUMENTS LEFT INSIDE TEST BOOKLETS WILL NOT BE SCORED.**

Return all testing materials to the STC and sign them in on the *School Security Checklist*. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed *Student Make-up Roster* including any students who require make-up testing. The STC will schedule and notify these students for make-up testing.



## Paper/Pencil Administration Directions English 1-Writing Section

Begin reading this script **after** reading the directions that begin on page 81 for completing the demographic information on the student answer documents.

**Note for oral/signed administration:** Read or sign these directions to students prior to using the oral (or signed) administration script to make sure that students receive all necessary information prior to testing.

**Note for braille or other accommodated response option administrations:** Because students may vary in their response mode, adjust the wording for response directions as needed.

**SAY:**

Open your answer document to page 3. Find the place for answering the test questions.

When you have finished taking the test, you may review your work. Then complete the “Stop Time” box.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

PAUSE to answer any questions.

**SAY:**

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

(PAUSE)

**SAY:**

When you have finished, close your test booklet, raise your hand, and I will collect your test materials.

Explain what students should do after their test materials are collected (e.g., read quietly at their seats; leave the room, if provisions have been made).

**SAY:**

Open your test booklets to page 1 and follow along as I read the directions out loud.

(PAUSE)



## Paper/Pencil Administration Directions English 1-Writing Section

Write on the board that there are 9 questions on the English 1-Writing Section test.

**SAY:**

The first section of the English 1-Writing test contains 9 selected-response questions. Read each question carefully. Select the best possible answer for each question. Then, mark your answer on your answer document using a No. 2 pencil only. Completely darken the bubble for your response. If you change your answer, be sure to completely erase the first answer you marked.

You may not use a dictionary or thesaurus on this test.

(PAUSE)

**SAY:**

The last question in the writing section is a Text-Dependent Analysis (TDA) question. The TDA is a task which requires you first to read and analyze a passage(s). Then you are required to write an essay using evidence from the passage(s) to support your response.

For the TDA essay:

- Be sure to read the passage(s) and TDA prompt carefully.
- Use the Writer’s Checklist to help you plan, write, and proofread your essay.
- 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 4 and 5 in your answer document.
- Be sure to address all parts of the task.

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 you are writing your essay.

(PAUSE)

**SAY:**

You will write your final response to the TDA question in your answer document on the lined pages marked “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)



## Paper/Pencil Administration Directions English 1-Writing Section

**SAY:**

I will now give you scratch paper 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.

**SAY:**

When you get to the end of the English 1-Writing section, you will see a large stop sign. You may go back and check your answers for any of the English 1-Writing questions. Do NOT go on to the English 1-Reading section.

(PAUSE)

**SAY:**

Does anyone have any questions?

PAUSE to answer any questions.

**Note for braille or other accommodated response option administrations:** The TA should complete the following information for the students as needed.

**SAY:**

Find the box on page 3 of your answer document labeled “Start Time.” Darken the bubbles closest to the current time. It is now \_\_\_\_\_ (say the current time).

PAUSE while students write in the Start Time.

**Note for oral/signed administration:** If using an oral (or signed) administration script, please begin reading or signing the script now.

**SAY:**

You may begin working now.

Circulate among the students to make certain they are marking their answers and recording their final response for the TDA question in the correct section on their answer documents. Make sure they are working on the English 1-Writing section only and are NOT moving on to the English 1-Reading section in their test booklets. To assist with monitoring, “Writing” sidebars are printed on the English 1-Writing pages, and “Reading” sidebars are printed on the English 1-Reading pages.



## Paper/Pencil Administration Directions English 1-Writing Section

### BREAK

If you decide to give the students a short break during testing, read the following directions.



**Please stop. Put down your pencil and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.**

During the break, you may allow students to go to the restroom, provided that NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes):



**Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work and then complete the "Stop Time" box.**

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



**Did you write your final response for the TDA question in your answer document?**

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

As each student finishes the test, collect the student's test materials, including all supplemental materials. Make sure that the student hand-coded the "Stop Time" on the answer document.

Allow those 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.

Make sure that all test materials are returned to the STC immediately after testing.

**NOTE: ANSWER DOCUMENTS LEFT INSIDE TEST BOOKLETS WILL NOT BE SCORED.**

Return all testing materials to the STC and sign them in on the *School Security Checklist*. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed *Student Make-up Roster* including any students who require make-up testing. The STC will schedule and notify these students for make-up testing.



## Paper/Pencil Administration Directions English 1-Reading Section

Begin reading this script **after** reading the directions that begin on page 81 for completing the demographic information on the student answer documents.

**Note for oral/signed administration:** Read or sign these directions to students prior to using the oral (or signed) administration script to make sure that students receive all necessary information prior to testing.

**Note for braille or other accommodated response option administrations:** Because students may vary in their response mode, adjust the wording for response directions as needed.

**SAY:**

Open your answer document to page 7.

Find the place for answering the test questions.

When you have finished taking the test, you may review your work. Then complete the “Stop Time” box.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

PAUSE to answer any questions.

**SAY:**

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

(PAUSE)

**SAY:**

When you have finished, close your test booklet, raise your hand, and I will collect your test materials.

Explain what students should do after their test materials are collected (e.g., read quietly at their seats; leave the room, if provisions have been made).

**SAY:**

Open your test booklets to page 16 and follow along as I read the directions out loud.

(PAUSE)



## Paper/Pencil Administration Directions English 1-Reading Section

Write on the board that there are 50 questions on the English 1-Reading Section test.

**SAY:**

There are 50 selected-response items on the English 1-Reading Section. Read each question carefully. Select the best answer for each question. Then, mark your answer on your answer document using a Number 2 pencil only. Completely darken the bubble for your response. If you change your answer, be sure to erase completely the first answer you marked.

You may not use a dictionary or thesaurus on this test.

(PAUSE)

**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 English 1-Reading questions. Do NOT go back to English 1-Writing.

(PAUSE)

**SAY:**

Does anyone have any questions?

PAUSE to answer any questions.

**Note for braille or other accommodated response option administrations:** The STC or TA will verify this information is complete in eDIRECT.

**SAY:**

Find the box on page 7 of your answer document labeled "Start Time." Darken the bubbles closest to the current time. It is now \_\_\_\_\_ (say the current time).

PAUSE while students write in the Start Time.

**Note for oral/signed administration:** If using an oral (or signed) administration script, please begin reading or signing the script now.

**SAY:**

You may begin working now.

Circulate among the students to make certain they are marking their answers in the correct section on their answer documents. Make sure they are working on the English 1-Reading section only and are NOT going back to the English 1-Writing section in their test booklets. To assist with monitoring, "Writing" and "Reading" sidebars are printed on the test booklet pages.



## Paper/Pencil Administration Directions English 1-Reading Section

### BREAK

If you decide to give the students a short break during testing, read the following directions.



**Please stop. Put down your pencil and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.**

During the break, you may allow students to go to the restroom, provided that NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes):



**Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work and then complete the "Stop Time" box.**

As each student finishes the test, collect the student's test materials, including all supplemental materials. Make sure that the student hand-coded the "Stop Time" on the answer document.

Allow those 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.

Make sure that all test materials are returned to the STC immediately after testing.

**NOTE: ANSWER DOCUMENTS LEFT INSIDE TEST BOOKLETS WILL NOT BE SCORED.**

Return all testing materials to the STC and sign them in on the *School Security Checklist*. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed *Student Make-up Roster* including any students who require make-up testing. The STC will schedule and notify these students for make-up testing.



## Paper/Pencil Administration Directions United States History and the Constitution

Begin reading this script **after** reading the directions that begin on page 81 for completing the demographic information on the student answer documents.

**Note for oral/signed administration:** Read or sign these directions to students prior to using the oral (or signed) administration script to make sure that students receive all necessary information prior to testing.

**Note for braille or other accommodated response option administrations:** Because students may vary in their response mode, adjust the wording for response directions as needed.

**SAY:**

Turn your answer document over to side two. Find the place for answering the test questions.

When you have finished taking the test, you may review your work. Then complete the “Stop Time” box.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

PAUSE to answer any questions.

**SAY:**

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

(PAUSE)

**SAY:**

When you have finished, close your test booklet, raise your hand, and I will collect your test materials.

Explain what students should do after their test materials are collected (e.g., read quietly at their seats; leave the room, if provisions have been made).

**SAY:**

Open your test booklets to page 1 and follow along as I read the directions out loud.

(PAUSE)



## Paper/Pencil Administration Directions United States History and the Constitution

Write on the board that there are 56 multiple-choice questions on the United States History and the Constitution test.

**SAY:**

There are 56 multiple-choice questions on this test. Select the best answer for each test question. Read each question carefully and mark your answer on your answer document using only a Number 2 pencil. Completely darken the bubble for your response. If you change your answer, be sure to erase completely the first answer you marked.

(PAUSE)

**SAY:**

Does anyone have any questions?

PAUSE to answer any questions.

**Note for braille or other accommodated response option administrations:** The STC or TA will verify this information is complete in eDIRECT.

**SAY:**

Find the box on your answer document labeled “Start Time.” Darken the bubbles closest to the current time. It is now \_\_\_\_\_ (say the current time).

PAUSE while students write in the Start Time.

**Note for oral/signed administrations:** If using an oral (or signed) administration script, please begin reading or signing the script now.

**SAY:**

You may begin working now.

Circulate among the students to make certain they are marking their answers in the correct section on their answer documents.



## Paper/Pencil Administration Directions United States History and the Constitution

### BREAK

If you decide to give the students a short break during testing, read the following directions.



**Please stop. Put down your pencil and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.**

During the break, you may allow students to go to the restroom, provided that NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes):



**Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work and then complete the "Stop Time" box.**

As each student finishes the test, collect the student's test materials, including all supplemental materials. Make sure that the student hand-coded the "Stop Time" on the answer document.

Allow those 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.

Make sure that all test materials are returned to the STC immediately after testing.

**NOTE: ANSWER DOCUMENTS LEFT INSIDE TEST BOOKLETS WILL NOT BE SCORED.**

Return all testing materials to the STC and sign them in on the *School Security Checklist*. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed *Student Make-up Roster* including any students who require make-up testing. The STC will schedule and notify these students for make-up testing.

## Appendix A Labels and Forms

In this appendix, you will find the following:

- **Do Not Score Label** (sample)
- **Precode Label** (sample)
- **School/Class Header Sheet** (sample)
- **Answer Documents** (sample)
- **Agreement to Maintain Test Security and Confidentiality**  
(for District Test Coordinators and School Test Coordinators)
- **Agreement to Maintain Test Security and Confidentiality**  
(for Test Administrators)
- **Student Make-up Roster**
- **EOCEP “Do Not Disturb” Sign**

## Appendix A Labels and Forms

### Do Not Score Label

Spring 2018 EOCEP	
<b>DO NOT SCORE</b>	
	
D520810NOTSCORE	
100000	12/14/15 2:05 PM

### Precode Label

<b>EOCEP SPRING 2018</b>		<b>ALG</b>
STUDENT: ARD, ADAM T		GRADE: 10
STATE ID: 1234567890	DOB: 11/11/1997	GENDER: M
DISTRICT: 123456 Middleville		
SCHOOL: 123456789 Middleville High		
PS#: 11111	TEACHER: Jones, T	
		
P520810 20000001 1		
100024	12/14/15 2:06 PM	











# Appendix A Labels and Forms

## English 1 – Writing Section

Test Date	
Month	Day
<input type="radio"/> May	
<input type="radio"/> June	
	(0) 0
	(1) 1
	(2) 2
	(3) 3
	(4)
	(5)
	(6)
	(7)
	(8)
	(9)

TA Initials	
<b>FI</b>	<b>First Initial</b>
	(A) (B) (C) (D) (E) (F) (G) (H) (I)
	(J) (K) (L) (M) (N) (O) (P) (Q) (R)
	(S) (T) (U) (V) (W) (X) (Y) (Z)
<b>MI</b>	<b>Middle Initial</b>
	(A) (B) (C) (D) (E) (F) (G) (H) (I)
	(J) (K) (L) (M) (N) (O) (P) (Q) (R)
	(S) (T) (U) (V) (W) (X) (Y) (Z)
<b>LI</b>	<b>Last Initial</b>
	(A) (B) (C) (D) (E) (F) (G) (H) (I)
	(J) (K) (L) (M) (N) (O) (P) (Q) (R)
	(S) (T) (U) (V) (W) (X) (Y) (Z)

Start Time		Stop Time	
Hour	Min.	Hour	Min.
(6) (12)	(00)	(6) (12)	(00)
(7) (1)	(15)	(7) (1)	(15)
(8) (2)	(30)	(8) (2)	(30)
(9) (3)	(45)	(9) (3)	(45)
(10) (4)		(10) (4)	
(11) (5)		(11) (5)	

Answers (Use only No. 2 lead.)	
1. (A) (B) (C) (D)	5. (A) (B) (C) (D)
2. (A) (B) (C) (D)	6. (A) (B) (C) (D)
3. (A) (B) (C) (D)	7. (A) (B) (C) (D)
4. (A) (B) (C) (D) (E)	8. (A) (B) (C) (D)
	9. (A) (B) (C) (D)

### 10. TDA Question

Be sure to write your final response on pages 4 and 5 of the answer document.

520810-10002000034

3

SERIAL#





**Appendix A  
Labels and Forms**

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520810-10002000067      6      SERIAL#

# Appendix A Labels and Forms

## English 1—Reading Section

Test Date	
Month	Day
<input type="radio"/> May	
<input type="radio"/> June	
	0 0
	1 1
	2 2
	3 3
	4
	5
	6
	7
	8
	9

TA Initials	
<b>FI</b>	<b>First Initial</b>
	(A) (B) (C) (D) (E) (F) (G) (H) (I)
	(J) (K) (L) (M) (N) (O) (P) (Q) (R)
	(S) (T) (U) (V) (W) (X) (Y) (Z)
<b>MI</b>	<b>Middle Initial</b>
	(A) (B) (C) (D) (E) (F) (G) (H) (I)
	(J) (K) (L) (M) (N) (O) (P) (Q) (R)
	(S) (T) (U) (V) (W) (X) (Y) (Z)
<b>LI</b>	<b>Last Initial</b>
	(A) (B) (C) (D) (E) (F) (G) (H) (I)
	(J) (K) (L) (M) (N) (O) (P) (Q) (R)
	(S) (T) (U) (V) (W) (X) (Y) (Z)

Start Time		Stop Time	
Hour	Min.	Hour	Min.
6 (12)	(00)	6 (12)	(00)
7 (1)	(15)	7 (1)	(15)
8 (2)	(30)	8 (2)	(30)
9 (3)	(45)	9 (3)	(45)
10 (4)		10 (4)	
11 (5)		11 (5)	

Answers (Use only No. 2 lead.)					
1. (A) (B) (C) (D)	12. (A) (B) (C) (D)	19. (A) (B) (C) (D)	29. (A) (B) (C) (D)	39. (A) (B) (C) (D)	49. (A) (B) (C) (D)
2. (A) (B) (C) (D)	13. (A) (B) (C) (D)	20. (A) (B) (C) (D)	30. (A) (B) (C) (D)	40. (A) (B) (C) (D)	50.
3. (A) (B) (C) (D)	14. (A) (B) (C) (D)	21. (A) (B) (C) (D)	31. (A) (B) (C) (D)	41. (A) (B) (C) (D)	Part A
4. (A) (B) (C) (D)	15. (A) (B) (C) (D)	22. (A) (B) (C) (D)	32. (A) (B) (C) (D)	42. (A) (B) (C) (D)	(A) (B) (C) (D)
5. (A) (B) (C) (D)	16. (A) (B) (C) (D)	23. (A) (B) (C) (D)	33. (A) (B) (C) (D)	43. (A) (B) (C) (D)	Part B
6. (A) (B) (C) (D)	17. (A) (B) (C) (D)	24. (A) (B) (C) (D)	34. (A) (B) (C) (D)	44. (A) (B) (C) (D)	(A) (B) (C) (D)
7. (A) (B) (C) (D)	18.	25. (A) (B) (C) (D)	35. (A) (B) (C) (D)	45. (A) (B) (C) (D)	
8. (A) (B) (C) (D)	Part A	26. (A) (B) (C) (D)	36. (A) (B) (C) (D)	46. (A) (B) (C) (D)	
9. (A) (B) (C) (D)	(A) (B) (C) (D)	27. (A) (B) (C) (D)	37. (A) (B) (C) (D)	47. (A) (B) (C) (D)	
10. (A) (B) (C) (D)	Part B	28. (A) (B) (C) (D)	38. (A) (B) (C) (D)	48. (A) (B) (C) (D)	
11. (A) (B) (C) (D)	(A) (B) (C) (D)				

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SERIAL#



STATE OF SOUTH CAROLINA  


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 DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN

*STATE SUPERINTENDENT OF EDUCATION*

**End of Course Examination Program (EOCEP)**  
**Agreement to Maintain Test Security and Confidentiality**  
**for District Test Coordinators and School Test Coordinators**

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the South Carolina Department of Education (SCDE) must take every step to assure the security and confidentiality of the state test materials. District Test Coordinators (DTCs) and School Test Coordinators (STCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices.

The test administration manual (TAM) for each assessment program provides detailed test security information and administration guidelines. Test administration manuals and/or other appropriate instructions must be distributed to testing personnel *at least two weeks prior* to the testing window so that STCs, Test Administrators (TAs), and monitors will have the opportunity to read the TAM and become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

DTCs must review test security policies and procedures with the STCs and require them to read all appropriate materials and documents provided to them. DTCs and/or STCs must review test security policies and procedures with all TAs, monitors, and any other personnel in the school who will be handling test materials. STCs must require TAs and monitors to *read all sections* of the TAM and all appropriate materials and documents provided to them.

As a DTC or STC, I acknowledge that I will have access to tests that are a part of the South Carolina statewide End-of-Course Examination Program (EOCEP).

As a DTC, I acknowledge that I have distributed TAMs to the STCs two weeks prior to the testing window and have required each STC to read all sections of the TAM.

As a DTC, I acknowledge that I have provided a comprehensive training for all STCs that included a discussion of test security policies/procedures and test administration procedures as outlined in the TAM.

As a STC, I acknowledge that I have distributed TAMs to the Test Administrators (TAs) and the monitors prior to the testing window and have required each person involved with testing to read all sections of the TAM.

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 PHONE: 803-734-8500 • FAX 803-734-3389 • ED.SC.GOV

*EOCEP Spring 2018—Test Administration Manual*

As a STC, I acknowledge that I have provided a comprehensive training for all individuals involved in administering or monitoring the test and/or handling test materials. I further acknowledge that the training provided to the individuals included a discussion of test security policies and test administration procedures as outlined in the TAM.

I acknowledge that it is my responsibility, as a DTC or STC, to follow all of the state laws and regulations regarding testing ethics and test security.

I acknowledge that I have read the test security laws, regulations, procedures, and other appropriate information provided to me regarding test security and my testing responsibilities.

I acknowledge that it is my responsibility, as a DTC or STC, to follow all of the testing procedures as outlined in the test administration manual and other documents that may be provided to me by the SCDE.

I understand the tests are secure, confidential, and proprietary documents owned by the SCDE.

I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the tests to anyone.

I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

I will not coach, help, or assist examinees in any way during testing; nor will I alter or interfere with examinees' responses in any way.

I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the SCDE any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.

I will return all secure test materials (including, but not limited to, test booklets, answer documents, oral scripts, CD ROMs, signed administration scripts or videos) to the DTC or to the contractor, by the required dates.

I will not participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the test security laws or this affidavit.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

---

*Signature*

---

Date

---

Print Name

---

District and School



STATE OF SOUTH CAROLINA  


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 DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN

*STATE SUPERINTENDENT OF EDUCATION*

**End of Course Examination Program (EOCEP)**  
**Agreement to Maintain Test Security and Confidentiality**  
**for Test Administrators**

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the South Carolina Department of Education (SCDE) must take every step to assure the security and confidentiality of the state test materials. District Test Coordinators (DTCs) and School Test Coordinators (STCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices. STCs must review test security policies and procedures with all TAs, monitors, and any other personnel in the school who will be handling test materials.

The test administration manual (TAM) for each assessment program provides detailed test security information and administration guidelines. Test administration manuals and/or other appropriate instructions must be distributed to testing personnel two weeks prior to the testing window so that test administrators have the opportunity to read the TAM and become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

I acknowledge that I will have access to tests that are a part of the South Carolina statewide End-of-Course Examination Program (EOCEP).

I acknowledge that I have the responsibility to *read all sections* of the TAM prior to the testing window.

I acknowledge that I have read the test security laws, regulations, and procedures and other appropriate information provided to me regarding test security and my testing responsibilities.

I acknowledge that I have received training regarding the administration of a statewide assessment. I further acknowledge that the training included a discussion of test security policies and test administration procedures as outlined in the TAM.

I acknowledge that it is my responsibility, as a test administrator, to follow all of the state laws and regulations regarding testing ethics and test security.

I acknowledge that it is my responsibility to follow all of the testing procedures as outlined in the test administration manual and other documents that may be provided to me by the SCDE.

I understand the tests are secure, confidential, and proprietary documents owned by the SCDE.

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 PHONE: 803-734-8500 • FAX 803-734-3389 • ED.SC.GOV

I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the tests to anyone.

I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

I will not coach examinees during testing or alter or interfere with examinees' responses in any way.

I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the SCDE any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.

I will return all secure test materials (including, but not limited to, test booklets, answer documents, oral scripts, CD ROMs, signed administration scripts or videos) to the STC or to the DTC, as appropriate.

I will not participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the test security laws or this affidavit.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

---

*Signature*

---

Date

---

Print Name

---

District and School Name

## STUDENT MAKE-UP ROSTER

District Name \_\_\_\_\_ Test Administrator \_\_\_\_\_

School Name \_\_\_\_\_

**Students who partially or totally missed an EOCEP test must be scheduled for make-up.**

**Directions to the Teacher/Test Administrator:**

1. If an online tester needs to have a partially completed test ticket unlocked, the DTC or STC may need to receive SCDE permission to do so. Refer to the chart on page B-3 for more information. For paper testers, list the test booklet/answer document security number(s) of each student who needs to make up any EOCEP tests.
2. For all students, indicate which subject for which make-up testing is needed. For English 1, also indicate “Reading” or “Writing.”

**Directions to the Make-up Teacher/Test Administrator:**

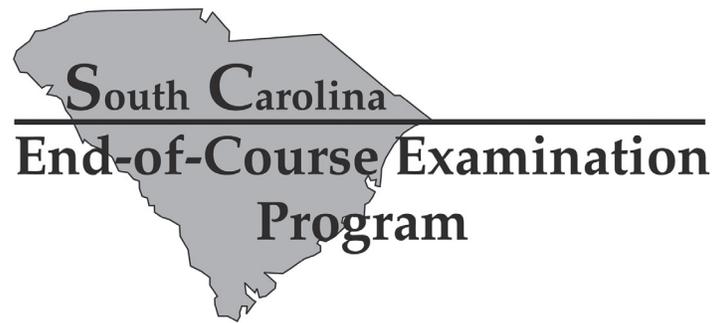
1. If a student attended the make-up testing, write “Yes” in the appropriate “Attended Make-up?” column. If the student did not attend make-up testing, write “No” in the “Attended Make-up?” column.
2. At the completion of testing each day, return ALL materials to the School Test Coordinator.

Student's Name	Test Booklet(s)/ Answer Document(s) Security Number(s)	Online Yes or No	Subject/Section Needs Make-up	Attended Make-up? Yes or No
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

**Appendix A**  
**Labels and Forms**

**EOCEP Do Not Disturb Sign**

There is a “Do Not Disturb” sign on the reverse side of this page.  
Please instruct the TA to post this sign on all doors of the testing room.  
You may make as many copies of this sign as you need.



**DO NOT DISTURB**

*End-of-Course Examination Program*

**Testing is taking  
place in this room.**



## Appendix B

### eDIRECT for Online Testing

### eDIRECT User Guide

Instructions for all eDIRECT activities will now be found in a separate, comprehensive *eDIRECT User Guide*. The Guide will be available in electronic format posted to the eDIRECT documents page. To access the guide, visit <https://sc.drccdirect.com> and log into your account. Once logged in, select All Applications, General Information, and Documents.

If you have trouble logging in or finding the guide, please contact your DTC or the SC Project Team at [scproject@datarecognitioncorp.com](mailto:scproject@datarecognitioncorp.com) or 800-451-7834.

### Pause Functionality

During the test administration, if a student needs to leave the computer lab/classroom for a short break (e.g., restroom break, office visit) the student should select the **Pause** button. A countdown, beginning with 20 minutes, appears on the screen notifying the student of the time left before the system automatically exits the test.

If the test is not resumed within 20 minutes, the student has to log back in to finish the test. If re-entry is the same day the student originally logged in to the test, the student must log in again using the Student Test Ticket information to regain access to the test. On a subsequent day, the system requires the Student Test Ticket be unlocked prior to the student logging back in to the assessment. See the chart on page B-3 for information on how to proceed.

**Note:** When a student logs back in after a test has timed out, all answer choices, sticky notes, or flags will be saved.

### Inactivity

After 20 minutes of inactivity, the software will automatically exit the test. The student will then have to log back in to finish the test. If it is still the same day the student originally logged in to the test, the software will only require the original student log in for the student to regain access to the test. On a subsequent day, the system requires the Student Test Ticket be unlocked prior to the student logging back in to the assessment. See the chart on page B-3 for information on how to proceed.

**Note:** When a student logs back in after a test has timed out, all answer choices, sticky notes, or flags will be saved.

### Loss of Internet Connectivity

Student responses are sent to DRC servers frequently, including after each question is answered. If a student's computer loses Internet connectivity during testing and is not connected to a TSM, a message appears to notify the student. The student is unable to continue testing until Internet connectivity is restored.

It is NOT recommended that a student who has lost connectivity log in to another computer to complete testing. If there is a brief connectivity problem, the student should remain at his or her current computer until the connectivity issue is resolved.



## Appendix B eDIRECT for Online Testing

If the connectivity issue cannot be resolved on the day of testing, contact the South Carolina Project Team.

### **Unlocking Student Tests**

The table on the following page describes actions to take in response to various scenarios that require a student's Test Ticket to be unlocked before the student can complete the assessment.

Testing should be scheduled so that students can complete their tests in one day, unless the student has an IEP/504 Plan specifying administration of a single test over several days. Please make every effort to avoid unlock requests that are due to unfinished testing.

DTCs have the authority to unlock test tickets in certain situations:

- when testing is interrupted due to student illness or a power/internet outage and must be made up at a later date.
- when a student test becomes locked accidentally, and the student will resume testing the **same day**.
- when a student has an IEP, 504 Plan, or ESOL accommodation plan with a scheduling accommodation that specified testing over multiple days.

STCs do not have the authority to unlock test tickets, and DTCs must not give unlock permission (in eDIRECT) to STCs.

### **Procedure When Student Fails to Submit**

Follow this process for students who have completed an online test, but did not submit it (i.e., the test ticket status remains 'In Progress' or 'Locked'):

- The DTC may unlock the test ticket, if necessary. Then, the STC may have the student log back in to the test and 'End Test/Submit' it, ensuring the student does not return to any test questions when doing so.
- If the student is unavailable to submit the test, the DTC may 'Force Submit' the online test, using the new functionality available via eDIRECT. This button will be available on the student's Test Session tab. Refer to the eDIRECT manual for additional information.

IMPORTANT!

Appendix B

NEW!



## Appendix B eDIRECT for Online Testing

### EOCEP Actions for Online Testing Scenarios

Scenario	DTC Action	SCDE Action
<p><b><u>Student Does Not Finish (Not Enough Time)</u></b></p> <p>Student begins testing, but does not have time to finish the same day. Student needs to complete testing, but test ticket has been locked for security purposes.</p> <p>This may be a test security violation if testing was begun too late.</p>	<p>The DTC must notify the SCDE (Kirsten Hural) via e-mail. The DTC must include the date that the student plans to complete testing.</p> <p>Upon receiving instruction from the SCDE, the DTC may unlock the student's test on the morning of the date the student is scheduled to complete testing.</p> <p>The DTC must notify the STC/TA that the student may not go back to any questions he/she had previously answered.</p>	<p>The SCDE will determine whether or not the student can continue testing and will respond in writing to the DTC.</p> <p>The SCDE will determine whether or not a test security violation has occurred.</p>
<p><b><u>Student Does Not Finish (Student Illness or Power/Internet Outage)</u></b></p> <p>Student begins testing, but does not finish the same day due to student illness or power/internet outage. Student needs to complete testing, but test ticket has been locked for security purposes.</p>	<p>The DTC may unlock the student's test when the student is scheduled to complete testing. The DTC must notify the STC/TA that the student may not go back to any questions he/she had previously answered.</p>	<p><i>No action required.</i></p>
<p><b><u>'Review/End' – Finish Same Day</u></b></p> <p>Student begins testing, but accidentally presses the 'Review/End' button instead of the 'Pause' button. Student needs to complete testing—<b>the same day.</b></p>	<p>The DTC may unlock the student's test. The DTC may not give the STC permission (in eDIRECT) to unlock the test.</p>	<p><i>No action required.</i></p>
<p><b><u>'Review/End' – Finish Different Day</u></b></p> <p>Student begins testing, but accidentally presses the 'Review/End' button instead of the 'Pause' button. Student needs to complete testing—<b>on a day other than when the student started testing.</b></p>	<p>The DTC must notify the SCDE (Kirsten Hural) and the SC Project Team via e-mail. The DTC must include the date that the student plans to complete testing.</p> <p>Upon approval from the SCDE, the DTC may unlock the student's test.</p> <p>The DTC may not give the STC permission (in eDIRECT) to unlock the test.</p>	<p>The SCDE will determine whether or not the student can continue testing.</p> <p>If testing can continue, the SCDE will also notify the DTC that the student should not go back to any questions he/she had previously answered.</p>
<p><b><u>Missing Accommodations</u></b></p> <p>Student begins testing and answers one or more questions. The student or TA then realizes that the student does not have an appropriate accommodation—oral administration or signed administration—and the student stops testing. The student needs to be assigned the necessary accommodation and complete testing. <b>The student should remain in the testing room if possible.</b></p> <p><b><u>Student Logs in with incorrect English test ticket</u></b></p> <p>Student logs in and begins testing with the Reading test ticket when the Writing test is being administered (or vice versa).</p>	<p>The DTC must notify the SCDE (Kirsten Hural) and the SC Project Team via e-mail.</p>	<p>The SCDE will determine whether the student can continue testing with the operational form for that administration, once given the appropriate accommodation, or whether the student should use the emergency form. The SCDE will respond in writing to the DTC and the SC Project Team. See Page 8, Actions for IEP Violations That Occur During Online Testing. The SCDE will work with the SC Project Team to issue a new test ticket, if needed.</p>
<p><b><u>Student Logs in with incorrect English test ticket</u></b></p> <p>Student logs in and begins testing with the Reading test ticket when the Writing test is being administered (or vice versa).</p>	<p>The DTC must notify the SCDE (Kirsten Hural) and the SC Project Team via e-mail.</p>	<p>The SCDE will determine whether the student(s) can continue testing the section they have started, or if they should pause/exit and login to test the other English 1 section.</p>



## **Appendix B**

### **eDIRECT for Online Testing**

# Appendix C

## Testing Students with Documented Disabilities

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# Appendix C

## Testing Students with Documented Disabilities

### A. General Information

#### 1. Definition of a Student with Disabilities

A student with a documented disability is one who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals with Disabilities Education Act (IDEA 97) and South Carolina State Board of Education Regulation 43-243.1 or one who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

#### 2. Student Participation

All students, including those with a current Individualized Education Program (IEP) or 504 Accommodation Plan must participate in EOCEP English 1, Algebra 1, and Biology 1 assessments by the end of their third year in high school. The student's IEP team determines whether the student will participate in the assessment in the same manner as other students, with accommodations, or in the alternate assessment, if the student meets alternate assessment eligibility criteria.

Students with an IEP/504 Plan who are enrolled in United States History and the Constitution (USHC) must participate in the USHC EOCEP. The student's IEP/504 team determines if the student will participate in the assessment in the same manner as other students or with accommodations.

#### 3. IEP and 504 Accommodation Plan Requirements

The IEP or 504 Accommodation Plan team determines **how**, not if, a student with disabilities participates in the EOCEP assessments. Decisions about accommodations and alternate assessment must be made on an individual student basis, not on the basis of the category of disability or instructional placement.

*“Accommodations are adaptations to test format or administration (such as changes in the way the test is presented, the setting for the test, or the way in which the student responds) that maintain the same construct and produce results that are comparable to those obtained by students that do not use accommodations.”* (Standards for Educational and Psychological Testing, by AERA, APA & NCME, 2014, 190)

Testing accommodations and/or supplemental materials and devices requested for testing must be consistent with those used routinely in classroom instruction and assessment throughout the school year. However, not all instructional accommodations are appropriate for a standardized assessment as they may change the construct and invalidate the test results. Any accommodations and supplemental materials and devices used for instruction and assessment must be documented in the IEP or 504 Accommodation Plan. **Changes in accommodations in the IEP or 504 Accommodation Plan immediately before testing may not reflect accommodations that are familiar to the student and may not be in the best interest of the student.**

#### 4. Use of Monitors

The requirements regarding monitors also apply to the testing of students with disabilities including individual and small-group administrations. A Test Administrator (TA) must be in the room at all times when materials are not in locked storage, even if a monitor is present. For more information on monitor duties, see **Appendix E** in this manual.

## **Appendix C**

### **Testing Students with Documented Disabilities**

#### **5. Test Security Violations**

According to 2 S.C. Code Ann. Regs. (2015), it is a test security violation to test a student without the accommodations or customized materials specified in the IEP or 504 Accommodation Plan (e.g., not providing an oral administration specified in the IEP) or with accommodations or customized materials not specified in the IEP or 504 Accommodation Plan. See pages 5–9 of this manual for procedures that must be followed to report these security violations.

#### **6. Special Requests**

The IEP team or 504 Accommodation Plan team may determine that a student requires an accommodation, supplemental material, or device that is not addressed in this appendix. Special requests are not required for a specific brand of device or material that meets the guidelines in this appendix. The IEP/504 Plan team must complete the Special Circumstances Request Form located on page C-21 to request the use of a specific accommodation or supplemental material or device during testing. This form and accompanying IEP/504 Plan documentation must be routed to the DTC for signature. The DTC should fax this form to Krysten Douglas at 803-734-0972. **If approved, you will be given an IEP special request code to enter on the student's answer document for paper/pencil testers or into Test Setup for online testers.** The code "1" is used to indicate a special request is a standard accommodation. If you have any further questions, contact Krysten at [kjdouglas@ed.sc.gov](mailto:kjdouglas@ed.sc.gov) or 803-734-0972.

**NOTE:** *Special requests are not required for a student who cannot write because of an injury (e.g., sprain, broken bone). See page 24 of this manual for more information pertaining to testing students with injuries.*

#### **B. IEP/504 Standard Accommodations**

A standard accommodation is a change in the testing environment, procedures, or presentation that does not alter what the test measures or the comparability of scores. The purpose of accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills to be assessed rather than disabilities. Standard accommodations provide access to the assessment; they do not reduce learning expectations. Refer to Table I on page C-4 for examples of standard accommodations on EOCEP.

## Appendix C

### Testing Students with Documented Disabilities

#### C. Examples of Standard Accommodations

Table I presents the types of standard accommodations used during testing of the EOCEP.

**Table I – Examples of IEP/504 Standard Accommodations for EOCEP**

IEP/504 Standard Accommodation	Examples
<b>Setting</b>	<ul style="list-style-type: none"> <li>• preferential seating</li> <li>• separate location</li> <li>• small group *</li> <li>• individual administration</li> </ul>
<b>Timing</b>	<ul style="list-style-type: none"> <li>• frequent breaks *</li> <li>• extended breaks *</li> </ul>
<b>Scheduling</b>	<ul style="list-style-type: none"> <li>• afternoon administration *</li> <li>• multiple testing sessions per day *</li> <li>• multiple testing days *</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• highlighting *</li> <li>• cueing *</li> <li>• reading aloud to self *</li> <li>• repeating/signing directions *</li> <li>• oral or signed administration for Algebra 1, Biology 1, English 1-Writing, English 1-Reading, and/or U.S. History and the Constitution *</li> </ul>
<b>Response Options</b>	<ul style="list-style-type: none"> <li>• nonverbal indication of answer choices *</li> <li>• dictation of responses *</li> <li>• Braille test responses *</li> <li>• responding in test booklet or on separate pages *</li> </ul>
<b>Supplemental Materials and Devices</b>	<ul style="list-style-type: none"> <li>• provided by the district (see page C-17)</li> </ul>
<b>Special Circumstances</b>	<ul style="list-style-type: none"> <li>• use the form on page C-21</li> </ul>
<p><b>Items with an asterisk (*) have instructions for use and administration listed on the following pages by category of accommodation.</b></p>	

# Appendix C

## Testing Students with Documented Disabilities

### D. Description and Administration of Standard Accommodations

For all administrations and test modes (paper/pencil or online), the Test Administrator (TA) will read directions as written in the *TAM*. Some wording changes may be necessary depending on the mode of response by the student. (Example: instead of telling a student to “Mark your answers,” you may say, “Point to your answer and I will mark your answer.”)

#### 1. Setting

The EOCEP should be administered in a setting appropriate to the student’s individual needs.

**Note:** The size of the small-group administration should be consistent with the small group size as determined in the IEP for routine classroom assessments.

#### 2. Timing

The EOCEP tests are not timed tests. Students may take as long as they need to complete each test during the school day. Any timing accommodations must be monitored to maintain test security. Timing accommodations may include frequent and extended breaks.

Frequent and extended breaks may occur:

- in testing room with no contact between students.
- outside of testing room with contact between students as long as contact is monitored to ensure there is no discussion of the assessment.

**NOTE:** Students may not return to previously completed questions after a break.

#### 3. Scheduling

The student may take portions of the EOCEP over several days, as long as all testing is completed by the last day of make-up testing. Students must begin testing on the regularly scheduled testing date and may not go back to previously completed sections of the test.

- Estimate the duration of each testing session for the student. This should be based on IEP documentation of the time a student typically works on a task. Determine whether the student can complete the test in one day or over several days, in one session or over several sessions.



- If it is determined that the student requires testing over several days, divide the test into “sections” according to the time allotted for each test session. For paper/pencil tests, each “section” should end with the last question on an odd-numbered page so that the student is not able to see test questions for the next section.

- During each testing session, the student may work only on test questions for that “section.” The student may not go back and work on any “section” from a previous session.



- For students testing online over multiple days, the student’s test must be unlocked each day. Please refer to pages B-2–B-3 for more information about unlocking tests.

- For students testing over multiple days, the DTC may approve administration of the English 1-Writing section on dates outside of the state designated dates. The SCDE must be notified of any students who will be logging into the writing section on additional dates. These additional dates must be consecutive and immediately follow one of the designated dates.



## Appendix C

# Testing Students with Documented Disabilities

### 4. Presentation

The student may require that the test be presented in a different manner, such as the use of a customized format of the test. These accommodations may include the following:

- **Highlighting within the test**

Highlighting can be done in any Form A or any customized test booklet.

- The TA may highlight key words or phrases for students in the **directions only**. For example, TAs may highlight phrases such as “Read the passage and answer questions 6–10” in the student’s test booklet.
- The TA may highlight directions only immediately after reading directions to the entire testing group.

**NOTE:** All students may highlight within any paper test booklet as defined on page 29 of the *TAM*, and there is a highlighter tool available within the online test system.

- **Cueing**

- In the test booklet, TAs may write cues or cue symbols (e.g. providing arrows, stop signs, or phrases such as “Read the passage and answer questions 6–10”) about the **directions only**.
- The TA may orally cue the test directions from the student’s individual test booklet, or the computer screen, to individual students. This may require an individual administration.
- All other cueing must be requested through the special request process, using the form on page C-21.

- **Student reading test aloud to himself or herself**

A student may read the test questions aloud to himself or herself. This accommodation requires an individual administration of the test.

- **Student repeating/signing directions to the TA or interpreter**

The student may need to repeat or sign the directions to the TA for clarification or to demonstrate his or her understanding.

- **Directions in sign language**

TAs may sign, cue, or communicate through a sign language interpreter or transliterator directions or other information that is normally read aloud to students only. (This accommodation does NOT require a signed administration script or online signed administration.)

- **Customized materials**

Customized test booklets are requested through precode in the customized test booklet fields OR are ordered through Online Enrollment. Additional customized materials can be ordered from the contractor by the DTC. No overage will be sent.

## Appendix C

### Testing Students with Documented Disabilities

Table II presents the types of customized materials used for EOCEP paper/pencil testing.

**Table II – Customized Materials for EOCEP**

Test Materials	For the student who:	The TA will:
<b>Form A Large-Print Test Booklet*</b>	has difficulty reading text in a standard-size font	transfer the student’s responses to the online system for scoring.
<b>Form A Loose-Leaf Test Booklet</b>	needs to remove single-sided individual pages for any subject and/or needs one item per page	verify that the student’s responses are marked on the answer document or transfer the student’s responses to the online system for scoring.
<b>Form A Oral Administration Script (OAS)*</b>	needs an oral administration and is using a Form A test booklet	verify that the student’s responses are marked on the answer document.
<b>Form C Braille Test Booklet</b>	reads classroom materials in braille	transfer the student’s responses to the online system for scoring.
<b>Form C Braille Oral Administration Script</b>	needs an oral administration and is using a braille test booklet	transfer the student’s responses to the online system for scoring.
<b>Form C Sign Language Test Booklet*</b>	is deaf or hard of hearing, with or without a signed administration	verify that the student’s responses are marked on the answer document.
<b>Form C Signed Administration Script*</b>	needs a signed administration (directions, questions, and most answer choices are signed)	verify that the student’s responses are marked on the answer document.

\*These accommodations are also available in the online system.

## Appendix C

# Testing Students with Documented Disabilities

### 5. Description of Customized Materials and Online Accommodations

#### Form A Large-Print Test Booklets and Online Large-Print Test

The Large-Print test booklet is an enlarged version of the Form A and is designed for students who have difficulty reading text in a standard-size font. The Large-Print version is a 13" x 18" spiral-bound booklet with text in 19-point sans serif type. Student responses may be marked in the Large-Print booklet, but must be transferred to the online system by the TA.

The Large-Print accommodation is available online. The test is fully scalable, so students needing a large-print version of the test can view items in a larger format by testing on a workstation with a larger monitor. An online test-taker would receive the same scaling as paper/pencil materials using a 20-inch monitor versus a standard 15-inch monitor.

A Large-Print supplement should also be provided to students testing with the Large-Print test booklet and the online accommodation (when applicable for the test form). The Supplement contains descriptions of any graphics within the test. For Spring 2018, USHC is the only EOCEP test with a LP Supplement.

#### Form A Loose-Leaf Test Booklets

These test booklets are printed in a 12-point font on 8 ½" x 11" single-sided paper and bound in 3-ring binders for all subjects. This form also contains one test item per page, except for the English 1 test which contains multiple items per page and passages over multiple pages. The TA may remove and reinsert the pages for the student. Student responses may be transferred to the online system by the TA if the student is unable to independently fill out the answer document. This accommodation only applies to paper and pencil administration.

#### Form A Oral Administration Scripts (OAS) and Human Voice Audio (HVA)

The Oral Administration Script (OAS) provides the directions to TAs regarding the appropriate way to read test questions, passages, and answer choices to the student(s). The **Form A** Oral Administration Script (OAS) is used with a **Form A** test booklet that has a form number ending in zero (e.g., 170). The DTC must order oral scripts through the test contractor according to the number of TAs who need them. Students must mark their answers in their answer document.

Human Voice Audio (HVA) is available for students testing online who require an oral administration. Note: Use of the Testing Site Manager is mandatory to use this feature. Headphones should be provided by the school.

#### Form C Braille Test Booklets

The braille tests have been reviewed for bias for students who are blind or visually-impaired and who read classroom materials in braille. This version is spiral-bound with 11 ½" x 11" interpoint braille pages. All students' responses must be transferred to the online system by the TA.

**When a braille test booklet is ordered, a printed Form C Braille test booklet, a set of *Braille Test Administrator's Notes (TA Notes)*, and any supplemental materials are automatically sent with the order.**

## Appendix C

### Testing Students with Documented Disabilities

#### Form C Braille Oral Administration Scripts

The Braille Oral Administration Script provides the directions to TAs regarding the appropriate way to read test questions, passages, and answer choices to the student(s). It is available in all EOCEP subject areas and must be used with the braille test booklets.

The DTC must order oral scripts through the test contractor according to the number of students or TAs who need them. All student responses must be transferred to the online system by a TA.

#### Form C Sign Language Test Booklets and Form C Online Test

The sign language tests have been reviewed for bias for students who are deaf or hard of hearing. They have also been reviewed for use with signed administration. The sign language test booklets are printed in a 12-point font on 8 ½" x 11" double-sided paper and are saddle-stitched.

The Form C Sign Language test is also available online.

#### Signed Administration Scripts and Online Video Sign Language (VSL)

The Signed Administration Script is used with the Form C Sign Language test booklet. The script includes the signed test directions, questions, passages, and most answer choices.

**Note:** If the student needs only the directions signed, do not order a script.

Video Sign Language (VSL) is available for online testers who require a signed administration of the online Form C test. Signed administration video files are loaded into the online system along with the sign language test form so that students may test via INSIGHT. The signed administration video is available in both American Sign Language and Pidgin Signed English. Note: Use of a TSM is mandatory to use this feature.

Headphones should be provided by the school for Pidgin Signed English VSL.



#### 6. Oral and Signed Administration Procedures

For oral and signed administrations, the directions, questions, passages, and some answer choices are read aloud or signed to the student.

**Table III – Oral/Signed Administration Materials for Paper/Pencil Administration**

Oral/Signed Administration Material	Use and Specifications	Corresponding Form A or Form C Test Booklet
<b>Form A Oral Administration Script</b>	TA uses a printed Form A Oral Administration Script	Form A test booklet with form number ending in zero Form A Loose-Leaf test booklet Form A Large-Print test booklet
<b>Form C Braille Oral Administration Script</b>	TA uses a printed Form C Oral Administration Script	Form C Braille test booklet
<b>Form C Signed Administration Script</b>	TA uses a printed Form C Signed Administration Script	Form C Sign Language test booklet

## Appendix C

### Testing Students with Documented Disabilities

#### Oral Administration Procedures

Oral administration of Algebra 1, Biology 1, English 1-Writing, English 1-Reading, and U.S. History and the Constitution is a standard accommodation. To prepare for the oral administration of the paper/pencil test, the TA may review the *Oral Administration Script* two days before the test. (For example, if testing begins on Monday, reviews may take place on Thursday and Friday of the previous week). All reviews **must** take place at the school with **no students present** and be coordinated through the STC with adherence to test security procedures.

**The oral administration of online test items may not be reviewed.**



#### Procedures for Using Form A or Braille *Oral Administration Scripts (OAS)*

1. Begin the administration by reading aloud the administration directions from the *TAM*. The TA will be directed when to begin with the script.
2. Read the script exactly as it is written. Be particularly aware of the grammatical make-up and structure of the items. No changes in the wording of the test questions are allowed. An unconscious pause, change of inflection, and/or facial expression can be misleading or distracting to the student. Each question is printed directly in the script. Allow breaks in your voice to convey commas, end-of-sentence punctuation, and paragraph breaks. Pause between questions or statements and answer choices to give the student time to reflect on the items. Special instructions for administering particular questions are included as needed. Follow the student's direction as to how quickly or slowly to read. Pause at the student's request.
3. The TA is allowed to read only what is printed in the oral script. Read the answer choices as directed in the oral script, even if the student chooses an answer before you have finished reading. Students may be required to read information presented in the graphics (e.g., tables, pictures, charts) or in the answer choices. As indicated in the script, individual words may be read aloud if requested by the student.
4. Give the student sufficient time to respond. However, if the student pauses for a considerable period of time, ask the student whether he or she wants you to repeat the item.
  - Students may request to skip an item and return to it later.
  - Repeat passages and/or questions as requested. The entire passage and/or question must be reread. Items may be repeated as many times as necessary. During group administrations, if there are numerous requests for repetitions, the TA may choose to reread items only once during the testing session and then repeat items as necessary at the end of the testing session.
5. While some conversation between the student(s) and TA is expected, **discussion concerning any test item content is not permitted**. Do not converse with students about any test items. Try to respond to student questions by rereading instructions, passages, or test questions as needed.

## Appendix C

### Testing Students with Documented Disabilities



If you have a student with an IEP or 504 Plan that requires oral administration for only one section of the English 1 test, please review the following information carefully.

DRC INSIGHT does not allow for oral administration to be turned off for one section of the English 1 test. For students receiving oral administration of only one section of the English 1 assessment, districts will need to choose a procedure from the three options listed below to ensure that students receive oral administration for the appropriate portion of the assessment and that a test security violation does not occur.

1. Distribute headphones only for the section during which the student(s) requires an oral administration. For the section during which the student(s) is not allowed oral administration, do not distribute headphones. Also be sure to mute the computer(s).
2. For individual administrations only, in which the student is not wearing headphones, have TAs mute the computers for online testing during the section of the test where oral administration is not required.
3. If the student's IEP/504 or ESOL plan requires a paper/pencil test, use oral administration scripts for only the section where oral administration is required.



#### Procedures for Online Testing with Human Voice Audio (HVA)

Students may test individually or in a small-group lab situation. If students are tested in a lab situation with other students, then each student must have his or her own computer and set of headphones. All other requirements are built-in functions of the online software. Ensure that you have the correct number of computers and headphones. Have extra computers available in case a problem occurs with a computer.

1. Because students will be wearing headphones after testing begins, explain to them, before log-in, what they should do after they are done testing and you have collected their Test Tickets (e.g., that you will allow them to read quietly at their seats or to leave the room if provisions have been made).
2. Begin the administration by reading aloud the online administration directions from this *TAM*.
3. Read the script and directions up to the point at which the TA instructs students testing with HVA administration to put on headphones. The online system begins reading instructions to students immediately following log-in. From this point on, the HVA is administering the test.
4. Monitor students so that you know when they reach the screen with the three filled circles. This is the end of the instructions and students should now be ready to begin testing.
5. Students will work at their own pace and may replay passages and/or questions as needed. Items may be repeated as many times as necessary.
6. During testing, periodically check with students to make sure the audio is working.
7. For some items, students may be required to read information presented in the graphics (e.g., tables, pictures, charts) or in the answer choices. Individual words may be read aloud to a student, if requested.
8. While some conversation between the student(s) and TA is expected, **discussion concerning any test item content is not permitted**. Do not converse with students about any test items. Try to respond to student questions by instructing students to replay instructions, passages, or test questions as needed.

## Appendix C

### Testing Students with Documented Disabilities

#### Signed Administration Procedures

 To prepare for a signed administration, the TA and/or sign language interpreter may review the *Signed Administration Script* two days prior to the test. (For example, if testing begins on Monday, reviews may take place on Thursday and Friday of the previous week.) All reviews **must** take place at the school with **no students present** and be coordinated through the STC with adherence to test security procedures. This review is to verify that the signed words will be understood by the student.



#### Procedures for Using a Signed Administration Script

1. Begin the administration by signing the administration directions from the *TAM*. The TA will be directed when to begin with the script.
2. Sign the script exactly as it is written. The TA or sign language interpreter must not interpret test item content beyond what is allowed by the script. Special instructions for administering particular questions are included as needed. Pause at the student's request.
3. Give the student sufficient time to respond. However, if the student pauses for a considerable period of time, ask the student whether he or she wants you to repeat the item. Students may request to skip an item and return to it later.
4. Repeat passages and/or questions as requested. The entire passage and/or question must be re-signed. Items may be repeated as many times as necessary.
5. For some items, students may be required to read information presented in graphics (e.g., tables, pictures, charts) or in the answer choices. Individual words may be signed or fingerspelled for a student, if requested.
6. While some conversation between the student(s) and TA is expected, **discussion concerning any test item content is not permitted**. Do not converse with students about any test items. Try to respond to student questions by re-signing instructions, passages, or test questions as needed.

## Appendix C

### Testing Students with Documented Disabilities



#### Procedures for Online Testing with Video Sign Language (VSL)\*

1. Ensure that headphones are available for students taking the Pidgin Signed English (PSE) version of test. Audio is available for PSE only; there is no audio with the American Sign Language (ASL) version.
2. Begin the administration by reading or signing the administration directions for online testing in this manual.
3. The remaining directions are available in VSL format and will be signed to students. (Directions are signed in ASL for all students.) These directions are also printed on the test screen. Instruct students to press the  on the first page of the directions to launch the video player.  
**Note:** Students will need to advance the directions screens by clicking the “Next” button on each screen. The sign language video will continue to play.
4. Once students have reached the end of the directions, tell them they will need to press the  on each item to launch the sign language video. Then instruct students to click the green “Begin the Test” button to start their test.
5. Students will work at their own pace and may replay passages and/or questions as needed.
6. If a student does not understand a word, the student should first try to fingerspell the unfamiliar word for the TA or sign language interpreter. The TA or sign language interpreter can verify whether the student’s finger-spelled word is correct. If the student did not spell the correct word, the TA can fingerspell the word, but not the phrase.
7. For some items, students may be directed to raise a hand if they need help reading words presented in the graphics (e.g., tables, pictures, charts) or in the answer choices. As indicated in the script, individual words may be read aloud to a student, if requested.
8. While some conversation between the student(s) and TA is expected, discussion concerning any test item content is not permitted. Do not converse with the student(s) on any test questions.

\*Note: use of a TSM is mandatory for use of this feature.

## Appendix C

### Testing Students with Documented Disabilities

#### 7. Response Options

The student may require an alternative method of responding to a test question. Response options may include the following:

- a) **Nonverbal Indication of Responses**—Students may indicate their selected responses nonverbally to the TA (e.g., by pointing or by using a personal communication device). These may include responses to selected response items and most technology enhanced items on EOCEP tests.

#### Procedures for Nonverbal Indication of Responses

A monitor must be present during the administration or a video recording must be made of the entire administration. (No personal video recording devices (e.g., cell phone, tablet, computer) can be used for the administration.)

1. The student will indicate answers nonverbally by pointing to an answer choice in the test booklet or on the computer screen (or by other means such as index cards) or by using a personal communication device. The TA will mark the student's answer on the computer screen.
2. The video recording (if applicable) must be saved to a USB device or a DVD, labeled as indicated on page C-18, and returned with the nonscorable materials.
3. The TA and monitor must sign the Security Affidavit Form for Alternative Response Options and return the form to the STC. If applicable, the TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.

- b) **Dictation of Responses**—Students may dictate their answers for selected response, technology-enhanced, and text-dependent analysis (TDA) items to a scribe or through the use of a personal communication device that does not include spell-check, grammar-check, or word prediction programs. This accommodation requires an individual administration.

#### Procedures for Dictation of Selected or Technology-Enhanced Responses

**It is recommended that at least two adults be present during the entire session: the TA and a monitor. Either the TA or the monitor may serve as the scribe. If only one adult is present, the TA must make an audio recording of the dictated session. (Any equipment used for audio recording must be school- or district-owned.)**

1. The student dictates responses to the scribe. The scribe marks the student's responses in the online test.
2. The student may watch as the scribe marks the response.
3. The audio recording (if applicable) must be saved to a DVD/CD or USB device, labeled as indicated on page C-18, and returned with the nonscorable materials.
4. The TA and monitor must sign the Security Affidavit Form for Alternative Response Options and return the form to the STC. If applicable, the TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.

## Appendix C

### Testing Students with Documented Disabilities

- c) **Dictation of Responses to TDA Items**—At least two adults (i.e., the TA and a monitor) must be present during the entire session **and** the TA must make an audio recording of the dictated session. (The equipment used for the audio recording must be school- or district-owned.) Taped sessions are reviewed by SCDE staff to ensure the use of appropriate procedures.

Either the TA or the monitor, or a third adult, may serve as the scribe. The scribe should be someone who is familiar with the student and is able to write or type the student's responses as dictated without adding additional information to the response.

The scribe should not verbally interact with the student during the actual dictation; only write what the student dictates.

No assistance should be given to the student. Scribes may provide guidance under certain circumstances like, "Do you want to make an outline?", "Start dictating when you are ready," and/or "Are you finished?" TAs must **not** prompt students for writing content like, "What details from the passage do you want to include?" and/or "How do you want to conclude your response?"

It is important that students are familiar with dictation procedures and have used dictation of responses during routine instruction throughout the year. Students who use dictation for the first time during EOCEP may not know how to dictate a response, and this may hinder their performance.

#### Procedures for Dictation of TDA Items

1. The student may make planning notes or an outline on separate paper using devices such as a pencil, typewriter, Braillewriter, word processor, an electronic Braille note-taking device, a personal communication device, or dictate the planning notes or outline into a tape recorder or to a scribe/monitor. If the student uses a word processor, he/she must use a text editor that does not have spelling- and grammar-checking capabilities (such as text edit or Notepad.exe, not Word).
2. The TA begins audio recording when the student is ready to begin dictating a first draft of the TDA response; the recording continues until the final response is completed. The scribe will write the first draft on separate pages. **Only the final response should be typed into the online test.** The scribe writes the response in all lowercase letters, using correct spelling. No punctuation, capitalization, or paragraphing is included within the response. There are two options for revising punctuation, capitalization, or paragraphing:
  - a. The student may observe the scribe writing the response and make revisions as the dictation proceeds.
  - b. The student may make all revisions after dictating the spelling of words in the response.
3. When the student has completed dictating the first draft, the TA or scribe reads the draft to the student. The student must indicate instructions on punctuation, capitalization, and paragraphing if he/she did not do so while dictating the draft.
4. When the student has completed all of the revisions to the first draft, the TA or scribe reads the revised draft to the student. The student may indicate any additional edits as needed. The TA or scribe verbally repeats the student's corrections to allow the student to make revisions.
5. When all corrections are made to the satisfaction of the student, this is considered the final response and the TA ends the audio recording.

## Appendix C

### Testing Students with Documented Disabilities

6. The TA transfers the student's final response into the online test. The student may proofread the final response.
7. The TA saves the audio recording to a DVD/CD or USB device and labels it with the student's demographic information: district name, school name, student name, student state ID, birth date, gender, subject, and answer document security number. The labeled device must be returned with the nonscorable materials.
8. The TA and monitor (and third adult/scribe, if applicable) must sign the *Security Affidavit Form for Alternative Response Options* and return the form to the STC. The TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.

- d) **Braille Response Options**—Students may use a Braillewriter, slate and stylus, or electronic braille note-taking device to answer test items. A TA must transfer the student's responses (including the TDA response if the student tests English 1) to the online system. A monitor must be present to verify that the student's responses were recorded accurately. If the student reads his or her braille responses aloud to the TA, this portion of the administration must be audiotaped or a monitor must be present during the administration to verify that the student's answer choices were recorded accurately.

#### Procedures for Braille Responses

1. Students may use a Braillewriter, slate and stylus, or electronic braille note-taker, provided by the district, to answer test items.
2. All responses (including the English 1 TDA response) marked in the Form C Braille test booklet or written in braille on separate sheets of paper must be transcribed and transferred by the TA into the online system.
3. If the student reads his or her braille responses aloud to the TA, a monitor must be present during the administration to verify that the student's responses were recorded correctly.
4. The student's brailled responses must be identified and returned with the braille binder to the contractor in the nonscorable materials return.

- e) **Responding in the Test Booklet**—Students may mark their answers directly in their test booklets or on separate sheets of paper. The TA must transfer the student's responses to the online system. A monitor must be present to verify that the student's responses were recorded accurately.

#### Procedures for Responding in the Test Booklet

- The TA must transfer those responses into the online system. Two individuals must complete this task. Make sure all student responses are carefully checked for accuracy and that all appropriate student demographic information is completed. The test booklet should be returned to the contractor in a nonscorable box.

## Appendix C

### Testing Students with Documented Disabilities

#### E. Supplemental Materials and Devices

Students with disabilities may use the following supplemental materials in conjunction with any test form. Supplemental materials and devices should be those used in the student’s daily instruction and documented in the IEP or 504 Plan. **If any of these materials are used, the district or school must supply them.**

**Answer document coding** – The “Supplemental Materials or Devices” option should be coded in the IEP/504 Accommodations box on the student’s answer document. Be sure that this accommodations code has been completed for the appropriate students.

- Amplification equipment or special acoustics (e.g., auditory trainer, sound field system)
- Magnifying device or special lighting (e.g., closed-circuit television, optical low-vision aid)
- Pointer, non-calibrated ruler, template, or other devices to assist in maintaining visual attention
- Braillewriter, braille note-taking device, typewriter, or word processor
- Special adaptive/assistive devices (e.g., adaptive keyboard, calculator; this does not include speech-to-text software)

**Note:** If a student uses a computer-based calculator, the TA must disable any application not allowed by the calculator use policy described on page 20 of this manual.

- Abacus or number line

**Note:** The student may create his or her own number line or the TA may provide the student with a blank number line. The student may not use a completed number line. The number line should be returned with the test booklet and other materials at the end of the testing period.

For materials and devices not related to those listed, please see page C-21 of this appendix for the Special Circumstances Request Form.

**Remind students to wear prescribed eyeglasses or hearing aids for testing.**

# Appendix C

## Testing Students with Documented Disabilities

### F. Return Procedures

#### 1. Identifying Student Materials

The information shown below must be written on all audiotapes and videotapes, or USB devices used to record testing sessions, as well as any additional pages containing student responses. The documents must be returned with the nonscorable materials.

- District Name
- School Name
- Teacher Name
- Student Name
- Student ID
- Test Booklet Security Number

**Sample**

	Thornton District Thornton High School Mr. Shirlin John Smith ID# 123456789012 Security# 90088888

#### 2. Transferring Student Responses

TAs must transfer responses into the online system for students that are unable to write their responses on an answer document. A monitor must be present to ensure no testing violations occur. **Be careful to check for accuracy.** Make sure that all the student responses and student demographic information in the eDIRECT system are complete.

#### 3. Coding Student Information

Ensure that all applicable fields are hand-coded correctly on the answer documents or are marked applicably in Test Setup. The customized materials and accommodations fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes. (See the following graphics.)

The following codes were not precoded. Teachers/Test Administrators must complete these codes for all students, if applicable.

<p><b>IEP/504 Standard Accommodations</b> Mark all that apply.</p> <p><input type="radio"/> Setting</p> <p><input type="radio"/> Timing</p> <p><input type="radio"/> Scheduling</p> <p><input type="radio"/> Presentation</p> <p><input type="radio"/> Response Options</p> <p><input type="radio"/> Supplemental Materials or Devices</p> <p><input type="radio"/> Oral Administration</p>	<p><b>Customized Materials</b> Mark all that apply.</p> <p><input type="radio"/> Large-Print</p> <p><input type="radio"/> Loose-Leaf</p>
<p><b>IEP Special Request Code</b> <input type="text"/></p>	<p><b>ESOL Accommodations</b> Mark all that apply.</p> <p><input type="radio"/> Bilingual Dictionary</p> <p><input type="radio"/> Directions Translated</p> <p><input type="radio"/> Individual and Small Group Administration</p> <p><input type="radio"/> Oral Administration</p> <p><input type="radio"/> Scheduling</p> <p><input type="radio"/> Timing</p>
<p><b>Make-up</b> <input type="radio"/></p>	

**Edit Student**

▾ Instructions

\* Indicates required fields

Last Name  \*    First Name  \*    Middle Initial     PowerSchool Number  \*  
 Student  \*    Training  \*    9876543210 \*

Student Detail    Accommodations    Demographics    Testing Codes    Test Sessions

Type	Accommodation	Accommodations	
		Algebra	Biology
Online	Oral Administration	<input type="checkbox"/>	<input type="checkbox"/>
Online	Oral Administration Large-Print	<input type="checkbox"/>	<input type="checkbox"/>
Online	Large-Print (Online)	<input type="checkbox"/>	<input type="checkbox"/>
Online	Sign Language	<input type="checkbox"/>	<input type="checkbox"/>
Online	Sign Language PSE Video	<input type="checkbox"/>	<input type="checkbox"/>
Online	Sign Language ASL Video	<input type="checkbox"/>	<input type="checkbox"/>
Online	Braille UEB W/Nemeth Transcription	<input type="checkbox"/>	<input type="checkbox"/>

Save    Cancel

**Note:** The contractor will not edit or verify any fields on the answer document or in Test Setup. If information is omitted or coded incorrectly, the test(s) may not be scored correctly. **Rescoring will be done at the expense of the school district.**

## Appendix C

### Testing Students with Documented Disabilities

#### 4. Packaging Paper/Pencil Test Materials

- Place all completed answer documents in the box with the scorable materials, under the appropriate completed School/Class Header Sheet. An answer document for student tests that were transcribed into the online system for scoring should not be returned in the scorable box. Instead, these answer documents should be returned in a Nonscorable box with a Do Not Score label applied.
- Return all the other customized materials with the nonscorable shipment (i.e., oral scripts, customized test booklets).
- Return all materials to the STC. Sign in secure materials on the *School Security Checklist*.

#### G. Additional Information

In this section, you will find the following:

- **Special Circumstances Request Form**—Use this form to request an accommodation or a supplemental device that is not addressed in this appendix. IEP/504 Accommodation Plan documentation **must** accompany the form. This form may be reproduced as needed.
- **Security Affidavit Form for Alternative Response Options**—This page may be reproduced as needed.



## **Appendix C**

### **Testing Students with Documented Disabilities**

# Office of Assessment Special Circumstances Request Form for the 2017–18 Administration of the EOCEP

Student Name: \_\_\_\_\_ Student State ID#: \_\_\_\_\_

District: \_\_\_\_\_ PowerSchool #: \_\_\_\_\_

School: \_\_\_\_\_ Test Date: \_\_\_\_\_

Is student testing: \_\_\_ online or \_\_\_ paper/pencil

Content area(s) for which request will apply:

\_\_\_\_\_

Specific accommodation requested (tell how it will be used):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason for requesting accommodation (tell how it applies to routine instruction):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List of attached IEP documentation (i.e., instructional and assessment supports)\*:

\_\_\_\_\_

\_\_\_\_\_

**\*No request will be accepted without evidence of instructional and assessment alignment.**

\_\_\_\_\_  
School Representative (Signature)

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
School Representative Name (Print)

\_\_\_\_\_  
Fax Number

\_\_\_\_\_  
District Test Coordinator (Signature)

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
District Test Coordinator's Name (Print)

\_\_\_\_\_  
Fax Number

Please fax this form and appropriate documentation to Krysten Douglas (KJDouglas@ed.sc.gov) at (803) 734-0972 **at least two weeks prior to testing**. You will receive a response by phone and by fax (if applicable) within 5 business days.

# **Appendix C**

## **Testing Students with Documented Disabilities**

## Appendix C

### Testing Students with Documented Disabilities

#### EOCEP Security Affidavit Form for Alternative Response Options

An alternative method of responding to test items was required for the following student:

Student Name

Student State ID

\_\_\_\_\_

\_\_\_\_\_

District: \_\_\_\_\_

School: \_\_\_\_\_

Subject: \_\_\_\_\_

Grade: \_\_\_\_\_

I verify that the procedures for using one of the allowed response options were followed as specified in **Appendix C** of the *Test Administration Manual (TAM)*. I verify that the student responses represent an authentic student assessment consistent with state test security laws and regulations.

\_\_\_\_\_  
Test Administrator—Signature

\_\_\_\_\_  
Position

\_\_\_\_\_  
Test Administrator—Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Monitor/Scribe/Other—Signature

\_\_\_\_\_  
Position

\_\_\_\_\_  
Monitor/Scribe/Other—Print Name

\_\_\_\_\_  
Date

STCs—Return this form to the DTC upon completion.

## **Appendix C**

### **Testing Students with Documented Disabilities**

## **Appendix D**

### **Administration of the EOCEP to ESOL/EL Students**

#### **Definition**

An English Learner (EL) student is defined as a student whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

#### **EOCEP Format**

The EOCEP is **not** available in alternate language formats; all ESOL students must take these tests in English. **TAs may not translate any part of the EOCEP except the test directions.**

#### **Preparation Before Administering the EOCEP**

ESOL/EL students may receive special test preparation instruction prior to the administration of the EOCEP. This instruction may cover test format, directions, answer document use, test-taking strategies, and online testing tools and navigation. Students should use the Tutorial and Online Tools Training (OTT) **prior to** the testing window.

## Appendix D

### Administration of the EOCEP to ESOL/EL Students

#### Precode – 2017–2018 English Proficiency Codes

SC English Language Proficiency	Full Description	Dropdown List Description	EL Test Required
Blank	NA	Select a value	N
1.0-1.9	Student scored “Pre-functional” on an English language proficiency (ELP) assessment and is receiving ESOL services from mainstream or ESOL teacher(s). Only 1.0 should be used for all 4K or younger students with a language other than English on the Home Language Survey.	Pre-functional	Y
2.0-2.9	Student scored “Beginner” on an ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s).	Beginner	Y
3.0-3.9	Student scored “Intermediate” on an ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s).	Intermediate	Y
4.0-4.9	Student scored “Advanced” on an ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s).	Advanced	Y
5.0-5.9	Student scored "Fluent" on the ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s). While the composite score is higher than 4.8, the student did not make a 4.0 or greater in all domains.	Initially Proficient	Y
6.0	Student scored a composite score of 6 or higher but did not score 4.8 or higher composite and 4.0 in all domains.	Initially Proficient	Y
P1	Student scored proficient (4.8 or higher composite score and 4.0 in each domain), and is no longer funded by Title III—monitored and can receive accommodations on assessments.	1st Year Exited	N
P2	Student is in second year of exited status—monitored and can receive accommodations on assessments.	2nd Year Exited	N
P3	Student is in third year of exited status—monitored and can receive accommodations on assessments.	3rd Year Exited	N
P4	Student is in fourth year of exited status—monitored and can receive accommodations on assessments.	4th Year Exited	N
8	Student was screened with an ELP screener and is fully bi-lingual.	English Speaker I	N
9	Student is a native English Speaker.	English Speaker II	N
W	Student has taken an ELP assessment and is not receiving direct ESOL services based on parent refusal. Served by mainstream teachers only.	Waiver	Y
X	Student has been identified as an EL student through another assessment or there is no score from the previous school year or state.	Student Missed Annual ELD Assessment	Y

Note that EL students should never be given an English Proficiency field value of 9.

For questions, contact the Title III/ESOL Coordinator in the Office of Federal and State Accountability at 803-734-8118.

## Appendix D

### Administration of the EOCEP to ESOL/EL Students

#### ESOL/EL Accommodations

Accommodations should be used only as appropriate for individual students and should not be applied to all ESOL/EL students indiscriminately. Appropriate accommodations should be based on the English fluency levels of individual students, teacher judgments, and other evidence, including the accommodations used in the classroom for individual students.

Accommodations should be recorded on the student's accommodations form and kept with the student's ESOL folder. If accommodations are used with the EOCEP, complete the appropriate ESOL accommodation codes on the back of the student's answer document.

The following accommodations may be used on the EOCEP tests:

- **Bilingual Dictionary** – EL students may use a word-for-word bilingual dictionary during all EOCEP tests. However, the dictionary **must not** include any examples, pictures, or definitions. During test administration, EL students may consult only a conventional, published book. Printouts of word-for-word lists, whether teacher-made or retrieved from the Internet, are not permitted.
- **Reword and/or Translate Directions** – The *TAM* administration directions may be reworded in any format **or language** necessary to enable the student to understand the task(s) by repeating in English, using the native language, etc. **No other parts of the test may be reworded or translated.** This rewording and/or translation of directions cannot go beyond the scope and meaning of the written directions.
- **Oral administration of EOCEP Algebra 1, Biology 1, U.S. History and the Constitution** – ESOL/EL students may receive an oral administration of the EOCEP algebra, biology, and U.S. history tests. Oral administrations of these tests are accommodations because these tests assess knowledge of algebra, biology, and U.S. history content standards, not reading ability. *Oral Administration Scripts (OAS)* or the Human Voice Audio (HVA) accommodation for online testing will be used in all cases. The DTC must order these materials from the contractor.
- **Oral Administration** – ESOL students may receive an oral administration on the English 1-Writing section only. Students may not receive an oral administration on the English 1-Reading section. Oral administrations of these tests are accommodations because these tests assess knowledge of the writing content standards, not reading ability. An *Oral Administration Script (OAS)* or the Human Voice Audio (HVA) accommodation for online testing must be used in all cases. Refer to Appendix C for a description of these oral administration materials and procedures.

## Appendix D

### Administration of the EOCEP to ESOL/EL Students

DRC INSIGHT does not allow for oral administration to be turned off between writing and reading sections of the English 1 test. For students receiving oral administration of only the writing section of the assessment, districts will need to choose a procedure from the three options listed below to ensure that students receive oral administration on the written portion of the assessment only and that a test security violation does not occur.

1. Distribute headphones only for online testing of the writing section. Do not distribute headphones for online testing of the reading section and be sure to mute the computers.
2. For individual administrations only, in which the student is not wearing headphones, have TAs mute the computers for online testing during the reading section.
3. If the student's IEP/504 or ESOL plan requires a paper/pencil test, use oral administration scripts for the writing section only; the TAs should not read from a paper script for the reading section.

The **Human Voice Audio (HVA)** accommodation is used for online testing. (See **Appendix C**, pages C-9 and C-11.) Note that both the ESOL Oral Administration and the Online Oral Administration accommodations must be checked in the student's accommodation tab on eDIRECT for the HVA to be turned on in DRC INSIGHT.

An **Oral Administration Script (OAS)** must be used for paper/pencil testing if the TA reads the directions, test questions, and some answer choices to the student. (See **Appendix C**, pages C-8, C-9, and C-10.) Paper testing is only available to students whose IEP/504 or ESOL plans require it.

- **Scheduling** – ESOL students may take additional time beyond the regularly scheduled test session to complete a test, but the test session cannot exceed the designated day. Scheduling accommodations may also include the following:
  - administering at a different time of day than regularly scheduled,
  - administering the test with several sessions in one day; during an individual session the student may not go back and work on any previously answered questions.
- **Setting** – The EOCEP may be administered in a setting appropriate to the student's individual needs. Setting accommodations may include the following:
  - preferential seating in the classroom,
  - separate location with minimal distractions,
  - small group administration in a separate location,
  - individual administration in a separate location.

ESOL/EL students may participate in individual or small group administrations by the ESOL teacher or other school or district designee.

- **Timing** – The EOCEP are not timed tests. Students may take as long as they need to complete the test during the school day. Any timing accommodations must be monitored to maintain test security. Timing accommodations may include frequent breaks in the testing room without contact with other students.

## Appendix D

### Administration of the EOCEP to ESOL/EL Students

#### Customized Materials for ESOL Students with Disabilities

ESOL students with disabilities may require customized test booklets as well as additional accommodations.



For paper/pencil testers, sign language, braille, large-print, and loose-leaf versions of the EOCEP are available for this purpose.



For online testers, sign language and large-print versions are available.

The accommodations should always be related to the student's specific disability. Any accommodations for an individual must be specified before the student takes the assessment and must be documented in the student's IEP or 504 Plan.

The same customized materials for students with disabilities, as discussed in **Appendix C**, are available for ESOL students with disabilities.

**Appendix D**  
**Administration of the EOCEP to ESOL/EL Students**

## **Appendix E**

### **Monitor's Section**

#### **Legal Requirements**

S.C. Code Ann. § 59-1-445 (2004) addresses violations of mandatory test security regulations and procedures, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
  - (a) Give examinees access to test questions prior to testing;
  - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
  - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
  - (d) Make answer keys available to examinees;
  - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
  - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the South Carolina Department of Education. The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.
- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the South Carolina Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

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#### **State Board Regulations**

S.C. Code Ann. § 59-1-447 (2004) requires the State Board of Education to establish detailed mandatory test security procedures by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 2. S.C. Code Ann. Regs. 43-100 (2015), are reprinted below.

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
  - A. The statewide tests, as defined in State Board of Education Regulation 43-262, including field tests and pilot tests;
  - B. Examinations for admission to teacher education programs and teacher certification examinations;
  - C. Examinations for admission to programs such as the gifted and talented program;
  - D. High school equivalency tests.
- II. As used in this regulation, “local school board” means the governing board of a public school district, a public charter school, as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of materials for the entire period of time (before, during, or after testing) the materials are in the district and/or the schools within that district. The policy must address security for paper-based, computer-based, and customized assessments. This also applies to district-owned materials that are the same as those used in any state-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, secure paper-based materials must be stored under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent and the administration from each of the special schools and institutions that utilize tests administered by or through the State Board of Education must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the South Carolina Department of Education (SCDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.
- V. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SCDE.

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- VI. A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction.
- B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the high school equivalency tests forfeits all opportunities to retake the test(s).
- VIII. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990, 2004). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- IX. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data and, as such, are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
  - A. Failing to administer tests on the test dates specified by the SCDE.
  - B. Failing to maintain an appropriate testing environment, free from undue distractions.
  - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.
  - D. Providing examinees with access to test questions or specific test content prior to testing.
  - E. Providing examinees with access to answer keys prior to or during testing.
  - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the SCDE any test, test question, or specific test content.
  - G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the SCDE any portion of examinee responses to any item or any section of a secured test.
  - H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
  - I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.

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- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Failing to provide accommodations and/or customized materials as specified in the student's Individualized Education Program (IEP) or 504 plan. Providing accommodations and/or customized materials not included in the student's IEP or 504 plan.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- X. The SCDE has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XI. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division.
- XII. If a security breach occurs in a district, or charter school, rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district or charter school by the SCDE at the discretion of the State Board of Education.
- XIII. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credential of an educator may be suspended or revoked based on evidence of violation of test security provisions.

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#### Monitor Requirements

- The use of monitors is recommended to facilitate the administration of the tests and to ensure that test security is maintained.
- A monitor can be a teacher's aide, a parent, or other district or school personnel (e.g., music teachers, P.E. teachers, counselors).
- Monitors cannot be in rooms where their close relatives are being tested.
- It is **not** permissible for a monitor to be left in charge of a test administration session; the TA should remain with the students and send the monitor out in case of an emergency.
- All monitors must participate in a training session given by the DTC or STC that includes a review of test security policies and procedures, administrative guidelines, hand-coding of answer documents, and the administration directions.
- After training, monitors must sign an *Agreement to Maintain Test Security and Confidentiality for Testing Monitors* form.

#### Monitor Responsibilities and Duties

- Monitors are required to walk around the room during testing to check that students are marking their answers in the correct sections of the answer documents or in the online testing system. It is permissible to alert students that their answers are being marked in the wrong sections. **However, it is not permissible to stop and read test items or students' responses in students' test booklets, answer documents, or online test.**

The following is a list of duties that should be performed by a monitor.

- Distribute and collect materials needed during testing (e.g., No. 2 pencils, test booklets/answer documents, paper) as directed by the TA.
- Ensure that students receive the correct test booklets/answer documents or test tickets, depending on test mode.
- During testing, ensure that students
  - ✓ receive additional sharpened No. 2 pencils when needed,
  - ✓ follow directions,
  - ✓ mark their responses in the appropriate area of the answer document or online test,
  - ✓ use only the allowable supplemental materials specified in this manual, and
  - ✓ do not give or receive help from other students.
- Help maintain test security.
- Refer all student questions to the TA.
- Check restrooms before allowing students to enter to make sure that they do not contain reference materials (e.g., books, notes, writing on towels or walls). This is especially important for schools where examinees are permitted to leave the testing room early.

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- Retrieve additional test materials from the STC if needed during testing.
- Serve as a messenger between the TA and STC during testing, if an emergency occurs. (Monitors may leave the room for short periods of time to relay messages.)

### Test Administration Policies

The following section includes important information regarding key test administration policies. All instructions in this manual should be followed as appropriate. Failing to follow all directions pertaining to the administration of a test as specified in the test manual for that test is a test security violation.

### Student Participation Guidelines

All public middle school, high school, alternative school, virtual school, or adult education students enrolled in courses in which the academic standards corresponding to the EOCEP subjects are taught, regardless of course name or number, must take the appropriate end-of-course test.

To meet federal accountability requirements, the EOCEP in English/language arts, mathematics, and science must be administered to all students by the third year of high school.

This testing policy includes all students with IEPs or 504 Plans, suspended students, home school students who are registered through the district or local school board, homebound students, and homebased students. Also included are ESL/EL students, charter school students (including virtual charter schools), and students who are incarcerated.

### Special Groups of Students

**Students with Disabilities**—Students with disabilities must participate in EOCEP in accordance with their Individualized Education Program (IEP) or 504 Accommodation Plan. (See **Appendix C** for guidelines on administering the test to students with disabilities.)

**Adult Education Students with Disabilities**—Students with disabilities in adult education centers who are 21 years of age or younger and do not have diplomas may be served under the provisions of IDEA or Section 504. The IEP or 504 Accommodation Plan must state any accommodations to be used. Students who are older than 21 cannot be served under the provisions of IDEA but may be served under Section 504. Students who are older than 21 must prove they are disabled (e.g., provide documentation they were served under an IEP or a 504 Accommodation Plan in high school) prior to taking the test.

**Suspended and Expelled Students (with or without disabilities)**—Students who are suspended must be tested. The district may consider delaying the suspension dates, bringing students into school during suspension for testing purposes only, or testing students in alternative locations. The district is not required to test expelled students who do not have IEPs. When a student with an IEP has been expelled, a new IEP must be written that outlines the services to be provided during the expulsion period and the manner in which the student will be tested.

**Home School Students**—Home school students are defined as those students whose parents or guardians teach their children at home. Students whose home school instruction is approved by the district board of trustees of the district in which the student resides must be tested according

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to S.C. Code Ann. §59-65-40 (A)(6)(2004): “The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student’s place of instruction, at the parent’s option. The parent is responsible for paying the test administrator if the test is administered at the student’s home.” It is recommended, but not required, that a monitor accompanies the TA if the parent chooses to have the student tested at home. Parents, guardians, or other relatives may not be present in the room with the student during testing. Home school students will receive individual student results but will not be included in the district or school data.

**Homebound Students**—Homebound students (with or without disabilities) must be tested. These students receive instruction at home or in a hospital because they cannot attend school due to illness, accident, or pregnancy, even with the aid of transportation [2 S.C. Code Ann. Regs. 43-241 (2011)]. The district must administer the required tests to a student who is homebound, except in individual cases in which it is documented that the student is not physically and/or mentally able to take the test. It is the district’s decision to choose whether or not to have a monitor present when testing homebound students.

**Homebased Students**—Students who receive homebased instruction must be tested. Homebased students normally receive instruction at a place other than school because the student’s IEP team has determined this placement to be the most appropriate, least restrictive environment for the administration of the student’s educational program. The district must send a TA to the place of instruction.

**English Learner (EL) Students**—ESOL/EL students enrolled in courses in which the curriculum standards corresponding to EOCEP subjects are taught must take the appropriate tests. See **Appendix D** for more information.

**Foreign Exchange Students**—Foreign exchange students who meet the EOCEP eligibility criteria must participate in EOCEP testing.

**Students with Disabilities Who Have Been Placed by Districts and Public Agencies in Private or Nonpublic Schools**—Students with disabilities who are placed by districts or other public agencies in private or nonpublic schools or state-operated programs must participate in statewide and districtwide assessments and must be tested by the home school district. The home school district is the district that carries the student on enrollment and receives state or federal funding for educating the student.

Students who are placed by other public agencies through the foster home/group home proviso, General Appropriations Act, 2003 S.C. Acts 91 Proviso 1.9, must be tested by the district in which the alternate residence (such as a foster home, group home, orphanage, or state-operated health care facility including a facility for treatment of mental health or chemical dependence) is located.

**VirtualSC Students**—VirtualSC’s goal is to provide a statewide supplemental or alternative online program for 7th- to 12th-grade students by ensuring equitable access to rich and varied learning opportunities for South Carolina students.

Students taking virtual school courses that correspond to the EOCEP subjects will take EOCEP tests online during the district’s testing window or, if approved by the SCDE, online outside the district testing window. VirtualSC students must test online at a location within the student’s would-be **home** district. Scores are applied to the report card for VirtualSC.

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To ensure that scores are reported for VirtualSC, select “B-SC Virtual School Program” in the precode menu for Instruction Type. If this information is precoded for students, no further action or coding is required. If this information was not precoded, complete the following:

- First, a Test Session must be created for the student or the student must be entered into an existing Test Session.
- Select VirtualSC in the Testing Codes tab in the Edit Student window of eDIRECT (see the eDIRECT Guide for example). The Reported School code may be left blank.
- For paper/pencil testers, fill in the bubble for VirtualSC on page 2 of the answer document. The Reported School code may be left blank.

**Note:** There are occasionally extraordinary circumstances that may prevent a student from participating in planned/scheduled testing (e.g., a homebound student who, on the basis of a medical record from a physician, is physically and/or mentally unable to participate in instruction or assessment during the testing window, including make-up days). **Homebound Students** is one of the eligible categories for consideration of an alternative testing window request.

### Residential Treatment Facilities

#### *State Placement of Students*

A state proviso requires that the school district in which a Residential Treatment Facility (RTF) is located provide the necessary education programs and services for RTF students, both with and without disabilities, who were referred or placed in the RTF by the **state**. This requirement includes the administration of statewide tests.

This proviso also describes policies and procedures regarding enrollment, funding, and educational services for students enrolled in Residential Treatment Facilities. A PDF of this proviso is located on the Office of Assessment's website, under “Additional Resources,” at <https://ed.sc.gov/tests/assessment-information/>.

With respect to students enrolled in the facility school districts, for accountability purposes, the assessment and accountability measures for students residing in RTFs shall be attributed to a specific school only if the child physically attends the school. The performance of students residing in a RTF who receive their educational program on site at the RTF must be reflected on a separate line on the facility school district's report card and must not be included in the overall performance ratings of the facility school district. A facility school district shall not have the district's state accreditation rating negatively impacted by deficiencies related to the delivery of an educational program at a RTF.

#### *School District Placement of Students*

Any time a school district places a student in a group home or RTF, the district that facilitated the student's placement **remains** responsible for ensuring that the student participates in the statewide assessments. The statewide assessments may be administered by the placing school district or through an arrangement with the district in which the RTF resides, but in either case, answer documents are returned to the placing school district and the scores are reported for accountability in the student's home district.

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#### ***Procedures for Assessing RTF Students***

The district is responsible for providing any required test administrations. Districts must ensure that certified professionals administer the tests and that these individuals are properly trained for the specific test administration. Testing must be conducted during the published schedule for the specific test or DTCs must provide a written request for an alternative schedule. There are three acceptable alternatives for ensuring that students in RTFs are appropriately assessed. Districts may:

1. send a trained administrator to the student's location to administer the required tests;
2. train an individual who is part of the student's instructional program to administer the tests; or
3. provide transportation for the student to and from a school for test administration.

Districts are responsible for obtaining all required test materials for the student to be tested, and for the packaging, distribution, and receipt of all test materials in a safe and secure manner. The online test may be administered on a district-owned laptop computer that has both the TSM and the INSIGHT test engine installed. If the EOCEP is administered at the RTF facility, the test materials may be delivered, in person, to the person who will be administering the test, or test materials may be mailed by FedEx as long as a signed receipt is obtained. If the district has chosen alternative #3 above, the student may be tested online at a district school.

#### ***Testing Out-of-State Students***

All students need to be tested even if they are schooled out-of-state. The district is responsible for providing any required test administrations. Test materials may not be shipped outside of the United States. **Districts must notify the Office of Assessment, in writing, that out-of-state testing will occur and provide the following information: district, school, name of test, student's name, student's grade, name of professional who will administer the test, the dates of test administration, and the location of the testing.**

Districts may:

1. send a trained administrator to the student's location to administer the required tests;
2. train an individual who is part of the student's instructional program to administer the tests;
3. provide transportation, meals, and other essentials for the student to and from the school for test administration within South Carolina; or
4. report the student on the "Students Not Tested Report" if the district fails to test the student.

Districts are responsible for obtaining all required test materials for students who are to be tested out of state and for the packaging, distribution, and receipt of all test materials in a safe and secure manner. **Districts must ensure that certified professionals administer the tests and that such individuals are properly trained for the specific test administration.** Testing must be conducted during the published schedule for the specific test or DTCs must provide a written request for an alternative schedule.

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#### Testing Dates

As stated in the State Board Regulations, all schools must administer tests during the testing window and on designated writing session dates as specified by the SCDE. Failure to administer tests on the dates specified by the SCDE is considered a test security violation that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate. This regulation also applies to the administration of any make-up tests. This regulation does not apply to students with IEPs requiring a scheduling accommodation.

#### Parent Notification

Preparing students and parents for the EOCEP is important.

- DTCs and STCs should make sure that students and their parents or guardians are notified **in advance** about the testing schedule. All parents should be told the dates and times each subject will be administered.
- Schools must post the testing schedule on their Web sites.
- DTCs and STCs should determine **in advance** the procedures to follow for students who are tardy on the day of testing. Parents should be notified of the importance of getting their children to school on time.
- Parents should be notified **in advance** of any special conditions that will apply to the testing of their children.
- Parents and students should be notified **in advance** that during testing students may not be in possession of any electronic devices that can be used for communicating, timing, creating images, or storing images. These devices will be collected by the TA and returned after testing is complete.
- Parents should be notified **in advance** that doctors' appointments and other out-of-school functions should not be scheduled during testing hours.



#### Testing Hours, Breaks, and Student Activities During Testing

##### *Test Durations*

The EOCEP tests are not timed. Students should be given as much time as they need to complete each test. EOCEP tests **must begin and end on the same day** unless the student has an IEP/504 Plan specifying administration of a single test over several days. **Failure to provide sufficient time for students to complete the test is a test security violation.**

Shown below are the statewide 75<sup>th</sup> percentiles for test duration for all operational EOCEP tests administered during the 2016–17 school year. DTCs/STCs should use this information to schedule testing blocks accordingly. Two-hour blocks may not be sufficient for some subjects or groups of students. **Testing sessions late in the day must be avoided.**

- 75% of testers completed the USHC EOCEP test in 1.22 hours.
- 75% of testers completed the Biology EOCEP test in 1.57 hours.

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- 75% of testers completed the Algebra EOCEP test in 1.90 hours.
- Test duration data is not yet available for the English 1 Reading and Writing sections.
- Some students may take a much longer time to complete a test than other students. Districts and/or schools should provide TAs with guidelines specifying acceptable independent activities to engage students while waiting for other students to finish a test. Students should not be allowed to talk or to engage with content related to the subject being tested. For example, they should not be allowed to read a biology textbook during the Biology EOCEP test. Appropriate activities may include reading a novel, magazine, or newspaper, completing word or number games, working crossword puzzles, or doing schoolwork unrelated to the tested subject. Students are not allowed to use electronic devices for these activities.
- After they are finished with the test, students are not allowed to use any electronic device that was used for testing. The TA must ensure that the testing device is fully powered off and put away.
- The length of time the school can allow a student to continue working on a test is dependent upon the student, the testing situation, and the information available to the TA. As long as the student actively works on items (e.g., entering responses on the paper answer document or into the online test, writing, and working out problems), the TA must allow the student to continue with the test. If necessary, and if space and staff are available, students who need to continue working on the test after others are finished may be moved to another location to complete the examination.
- If a student has not completed the test by the time most others are finished and clearly is not attempting to finish, the school may use discretion to end the testing session.
- If students have not completed the test by their lunch period, students may be permitted to have a “silent lunch” or have a monitor present for the lunch period. Test security must be maintained throughout the lunch period.

### ***Student and School Responsibilities for Maintaining Test Security***

With the transition to computer-based testing, test administration and maintaining test security becomes a more complex and ever-changing process. The South Carolina state law and the SCDE regulations provided at the beginning of the *TAM* apply to computer as well as paper test administrations. Additional policies and procedures are required to address the complexities and the range of technology issues that accompany computer testing. These policies and procedures are detailed in this and other sections of the *TAM*. These procedures establish that it is the responsibility of test users (all school and district personnel who participate in the test administration including the test takers) to protect the security of test materials at all times. In this context, test materials are not limited to paper test booklets, printed test tickets, etc.; test materials also include the hardware and software systems that are required to implement a computer-administered test. Test administrators should make reasonable efforts to ensure the integrity of test scores by eliminating opportunities for students to attain scores by fraudulent or deceptive means.

Many forms of student behavior may jeopardize the security of test materials such as the use of prohibited aids, arranging for someone to take the test in the test taker's place, communicating specific content of the test to other test takers in advance, recording audio or video of the test or the test administration, posting test content to any type of social media, taking pictures or screenshots,



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SnapChatting a test item, etc. Many schools are now using one-to-one electronic devices for student test administration which enables different types of access, use, or exposure of secure and copyrighted test materials.

It is imperative that schools discuss test security with their students prior to the test. The students must be told the following.

- The test taker is obligated to respect the confidentiality and/or copyrights of South Carolina test materials.
- All test materials are the property of the SCDE or the contractor, and theft of test materials, or compromising the security or confidentiality of test materials, through any means, such as copying, videoing, and sharing content in any way is unacceptable.
- No one may reproduce, copy, record, distribute, broadcast or share and part of the material presented to them during a test session.
- No one may disseminate, in any form, material that is similar in nature to the test.
- Students, as well as test administrators, have the responsibility to protect test security by refusing to share any details of the test content to others.
- Students should be warned against improper test-taking behavior, such as cheating or producing any type of recording or documentation of the test items, and made cognizant of the consequences of misconduct.

Failure to honor these responsibilities may compromise the validity of the test score interpretation for the test taker and for others. Consequences for the theft of items or test materials could include receiving a zero on the test, not receiving a test score, suspension or expulsion from school, criminal investigation and possible criminal charges, and other civil or legal sanctions. Test takers should be informed that analyses of score patterns may be conducted to detect breaches of security, cheating, or other improper behavior.

#### **Student Cheating**

For the administration of the South Carolina statewide tests, student cheating is defined as obtaining information, through various dishonest or prohibited methods, with the intention of improving a final score that would be received on the test. Some classic and more recent cheating methods are:

- Crib notes
- Copying responses from someone's test who is seated nearby
- Prior knowledge of test (getting an advanced look at questions)
- Signals
- Whispers
- Labels on water bottles (or any other bottle) containing content
- Texting someone during the test



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- Google-ing for the answer
- Organized groups of students working together to memorize questions and collaborate to recreate the exam

In general, steps should be taken in each classroom to minimize the possibility of breaches in test security such as the ones listed above, and to detect any breaches that may occur during the test administration.

Schools must have established policies and procedures regarding student cheating. All test administrators should be aware of these procedures and apply them accordingly when student cheating is suspected during a statewide test administration. The school and/or district is expected to investigate and document suspected student cheating incidents. **If the student cheating involves the use of any electronic device, such as a cell phone, a computer, laptop, or a one-to-one electronic device, or involves theft of test materials, the DTC must report the results of the investigation to the Office of Assessment following the established test security procedures.**



If cheating is confirmed for a paper tester, the STC may choose to apply a “Do Not Score” label on the answer document before it is returned to the contractor. If cheating is confirmed for an online tester, the STC may contact the testing contractor and the Office of Assessment to invalidate the test.

If cheating is confirmed after the test was scored, and an invalid score was reported, contact the SCDE. The STC should attach a note to the student’s score report indicating the violation and stating that specific scores may not be representative of the student’s achievement.

#### Policy on Use of Calculators for the EOCEP



To avoid test security risks, the SCDE recommends that online testers use the calculator tools that are built into the online test engine. Students should be given ample opportunity to become familiar with these tools during classroom work throughout the year. The Online Tools Training (OTT) is publicly available at the following link: <https://wbte.drccdirect.com/SC/portals/sc>. Use a Google Chrome browser to access the OTT.

School- or student-owned calculators may be used during the Algebra 1 and Biology 1 tests. Test takers may use four-function, scientific, or graphing calculators that meet the requirements outlined in this policy. For Algebra 1, a graphing calculator is recommended to match the functionality of the tools available for online test takers. A graphing calculator is not needed on the Biology 1 test.

Use of handheld calculators must follow the requirements outlined in this policy.

#### Features that disqualify ANY calculator:

- calculators with a built-in computer algebra system (CAS)
- handheld, tablet, or laptop computers, including PDAs
- calculators with wireless capability, such as Bluetooth or infrared port
- calculators that can access the Internet
- calculators that have a digital audio/video player
- calculators that have a camera or scanning capability

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- electronic writing pads or pen-input devices
- calculators built into cell phones or any other electronic communication device
- calculators with a typewriter keypad (letters in QWERTY format)
- calculators that “talk” or otherwise make noise, such as AudioCalc

#### Prohibited Calculators:

- Texas Instruments: all model numbers that begin with TI-89, TI-92, TI-Nspire CX CAS, TI-Nspire CAS with Touchpad, and Voyager models
- Hewlett-Packard: HP 48GII and all model numbers that begin with HP 40G, HP 49G, or HP 50, HP Prime
- Casio: Algebra fx 2.0, ClassPad 300, ClassPad 330, and all models that begin with CFX-9970G, ClassPad fx-CP400

#### Examples of graphing calculators that currently comply with SCDE policy:

- Texas Instruments: TI-83 series (all), TI-84 series (all), TI-Nspire, TI-Nspire CX, TI-Nspire with Touchpad
- Hewlett-Packard: None
- Casio: FX-9750GII, FX-9860GII (S), fx-CG10 PRIZM

#### The following steps must be performed before testing with any handheld calculator:

##### 1. Check the Operating System:

Calculators used on EOCEP must have an **up-to-date**, manufacturer's operating system installed. Before testing, an STC or TA must check each calculator to ensure that an acceptable operating system is installed. This check must also be performed for each student-owned calculator. The calculators shown below are commonly used on EOCEP assessments and currently comply with SCDE policy. For these models, the OS version number must be greater than or equal to the following:

- Texas Instruments TI-83: 1.19
- TI-84 Plus: 2.55
- TI-84 Plus CE: 5.2
- TI-Nspire: 3.9
- TI-Nspire CX: 4.4
- Casio FX-9750GII: 2.09
- FX-9860GII (S): 2.09
- fx-CG10 PRIZM: 2.02

## Appendix E

### Monitor's Section

#### 2. Clear the calculator memory, data, applications, and programs.

An STC or TA must clear all calculators before and after testing. Four function and scientific calculators must also be cleared. **Cleared means that all the memory, data, applications, and programs have been deleted from RAM and Archive.** (The “Finance” App on TI calculators is part of the operating system and cannot be deleted.) Directions for clearing calculators can be found on the manufacturer’s websites. It is the STC’s responsibility to locate and distribute clearing directions for school-owned calculators.

#### ***Student-Owned Calculators and Test Security***

Students who wish to use their own calculator during the test must be told to back up any data, applications, or programs they wish to save. Students must turn in their calculator at least one day before the test to allow the STC or TA to verify that an up-to-date manufacturer’s operating system is installed and to clear the calculator. **Cleared means that all the memory, data, applications, and programs have been deleted from RAM and Archive.** (The “Finance” App on TI calculators is part of the operating system and cannot be deleted.) The school must then maintain possession of the calculator until after testing when it must be cleared again before it is returned to the student. If a student is unwilling to have his or her calculator cleared, then the student may not use that calculator during any testing.

#### **Policy on Use of Electronic Devices**

During testing, students may not be in possession of any **electronic or other device** that can be used for communicating, timing, creating images, or storing images. These devices include, but are not limited to, cell phones, media players, tablets, smart watches, electronic readers, headphones, stop watches, electronic translators, hand-held devices, or any electronic imaging or photographic devices. The district and school should have procedures in place for the collection of such devices during testing (e.g., requesting that students place all devices in their backpacks and put the backpacks in the front of the room as they enter). All electronic devices must be collected before students begin testing and returned only after all students in the test session have completed testing. The Administration Directions include instructions about electronic devices and are read to the students by the TA. The TA must also ensure that any electronic testing devices are completely powered off once a student has completed testing. The testing device must remain powered off until all students have been dismissed from the testing session.

This restriction does not apply to devices documented for use during testing in a student’s IEP or 504 Plan and/or required for a customized administration (e.g., headphones for an online oral administration). Also, as noted on page 10 of this manual, supported tablet devices may be used for online testing if appropriate security procedures are followed. If such devices are used during an online testing session, they may be used only for the purpose of taking the test.

# Appendix E

## Monitor's Section

### Testing Environment

Planning for and providing an appropriate test setting is essential to ensure standardized testing conditions for all students. Schools must adhere to the following standards to ensure that all students have an equal opportunity to perform their best on the EOCEP.

- Tests should be administered in a familiar classroom setting to reduce student test anxiety and simplify test security.
- Students should be tested in classrooms that have good lighting and are well ventilated with a reasonable temperature.
- Adequate space (three feet or more) between students is necessary to increase test security and to reduce distractions. For online testing, the placement of partitions around computer screens or the use of privacy filters on screens is highly recommended.
- Classrooms and computer labs should be quiet and free from interruptions or distractions of any type. **Appendix A** includes a “Do Not Disturb” sign for classroom use; it may be removed from this manual and taped to the outside of the classroom door.
- **TAs and monitors must not work or communicate on a computer, tablet, phone, or similar device during a test administration. Any electronic devices must be silenced during testing. TAs and monitors should be actively proctoring students throughout the test session.**
- Classrooms, computer labs, and halls must be inspected prior to testing to ensure that all subject-related materials have been covered or removed from walls, bulletin boards, doors, desks, floors, ceilings, or windows. Word walls, maps, globes, charts, and subject-related mobiles must be taken down or covered during testing.
- If a school chooses to administer the test in a large-group setting, the following monitor guidelines must be followed:
  - When the number exceeds thirty-five students in a room, a monitor must be added.
  - A monitor should be added for each additional thirty-five students.

### **District/School Guidelines for Disruptions**

Schools should have policies and procedures in effect for classroom disturbances that interrupt testing. Such disruptions could include unruly students, students who sleep during the test, students who refuse to take the test, and students arriving late to school or leaving early because of appointments. TAs should know what to do in each of these situations.

### **Fire Drills, Bomb Threats, Power Failure, Storms, Death**

If a **fire drill or bomb threat** occurs during testing, TAs should collect test booklets, answer documents, online testing rosters, online test tickets, and other secure materials as the students leave the room. The TA can keep the materials secure by keeping possession of the materials and taking them outdoors or by locking them in a secure location within the classroom or computer lab.

For online testing, the TA should also lock the door to the testing room to ensure student workstations are not compromised.

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### Monitor's Section

When a **power failure** occurs, notify the Office of Assessment of the school(s) affected by the disruption. If the power failure occurs early in the day, wait a reasonable amount of time to determine if testing can begin or resume on that day. If power is off for several hours, reschedule the test administered that day to one of the make-up days. The remaining tests should be administered as scheduled.

In the case of the death of a student, a teacher, or a school administrator, call the Office of Assessment to discuss possible testing date changes.

#### Student Injury

Students who suffer injuries may be scheduled for make-up testing if the condition warrants this delay. If a student cannot enter responses into the online system or on the paper answer document because of an injury, such as a broken arm, testing may be delayed until the make-up days and the student may be offered any of the options listed as a standard accommodation. These accommodations include changing the setting, timing, scheduling, or presentation, or using one of the alternative response options. For example, some students find it easier to use a computer to type responses when they have a broken finger, broken wrist, or broken arm. Other alternatives include having the student indicate the answer choices nonverbally (pointing) or dictating responses to a qualified individual. In each case, the TA and STC should follow the guidelines set forth in **Appendix C**, on pages C-4 through C-6.

#### Student Illness

If a student is nauseated, vomits, bleeds, or displays other severe distress symptoms, the following guidelines offer appropriate actions for the TA and the STC to implement, as needed.

- The TA should excuse the sick student from the testing room. The determination to remove a student depends on the severity and the timing of the sickness.
- The TA should not leave the room. If possible, send a monitor to accompany the student to the restroom, nurse's office, or other sick room.
- Students can take a supervised break until the sick student is situated and the student's desk and the classroom have been cleaned.
- If a student cannot be tested during the testing window, contact the Office of Assessment to discuss possible alternative test dates.

## Appendix E

### Monitor's Section



#### **Online Testing Procedures for Student Illness**

If a student becomes ill during testing and does not complete the test, the TA should close that student's test. To do so, go to the computer used by the student and use the following steps:

1. Select **Pause**.
2. Select **Exit** on the **Pause** screen.
3. The question "Are you sure you want to Exit and Close the test?" will be asked. Select **Yes, Exit**.

This will exit the student from the test and allow him or her to log in at a later time the same day, using the same login information. If the student's test is ended by selecting **Review/End Test**, or if the student needs to finish testing on another day, refer to page B-3 for more information. The STC should add the sick student's name to the make-up roster.



#### **Paper/Pencil Testing Procedures for Student Illness**

- The TA can retrieve the student's test booklet and answer document for further use if these documents were not damaged. Return the partially completed test booklet and answer document to the STC and sign in these documents on the *School Security Checklist*. The STC should add the sick student's name to the make-up roster.
- Damaged test booklets or answer documents should be destroyed or disposed of in a secure manner (e.g., shredding, burning). Record this action on the security checklist. **Do not return damaged documents to the contractor.**
- If a new test booklet or answer document is needed for make-up testing, obtain and sign out the appropriate-subject documents from school overage and on the *School Security Checklist*. Student responses must be transferred from a damaged answer document to a new answer document in a supervised, secure setting.

#### **Transfer Procedure for English 1**

If a student must transfer schools after completing either Writing or Reading, review the following procedures to ensure the student receives a score after completing the rest of the English 1 test.

**Note:** A student must test both sections of the English 1 test via the same test mode (online or paper/pencil), even if a student transfers to another school/district in the middle of English 1 testing. Instances of a student testing English 1 via two different test modes will be handled on a case-by-case basis by the SCDE and DRC, as is done for SC READY. Students must attempt BOTH Writing and Reading to receive a score for English 1.

##### Online Testing Transfer

1. The impacted district(s) contacts the SCDE to inform them of the student transfer and provides the SCDE with the student name and the SIDN where the student scores should be reported.
2. The SCDE contacts DRC and gives them authorization to deliver the student test ticket information to the new school and also provides DRC with the reported SIDN for the student in question.

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3. DRC will securely post the student test ticket information via eDIRECT for the (new) DTC to access. DRC will also update the student record within eDIRECT to reflect the reported school SIDN.
4. Preliminary scores for this student will be available for the tested (origin) and reported school SIDN, per usual.

#### Paper/Pencil Testing Transfer

- If the score results need to be reported back to the school where the student transferred from: the partially completed answer document and a completed header sheet must be delivered to the new school via secure, traceable delivery method at the district's expense. The test booklet may also be transferred to the new school, if necessary. The new school will return the completed answer document and header sheet to DRC for processing after the student has completed testing.
- If the score results need to be reported to the new school where the student is transferring to: the partially completed answer document must be delivered to the new school via secure, traceable delivery method at the district's expense. The test booklet may also be transferred to the new school, if necessary. The new school will complete their own header sheet and return the completed answer document (along with the header sheet) to DRC for processing after the student has completed testing.

#### Test Administration Manual (TAM)

The *TAM* provides policies and procedures for all test administration personnel to read and implement.

- The *TAM* is **not** a secure document. The *TAM* includes both online and paper/pencil testing information.
- *TAMs* should be distributed to STCs and TAs as soon as possible after receipt.
- STCs and TAs must read the *TAM* prior to the pre-test training session and the testing window.
- **TAs must keep a copy of the *TAM* so that they can read the test administration directions to the students.** These directions begin on page 69 of the for online testing and on page 81 for paper testing, beginning with the instructions for coding answer documents.
- TAs must read the test administration directions exactly as written.
- Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test is a test security violation.

#### Materials Receipt & Return (MRR) Supplement (Formerly DTC Supplement)

- The *MRR Supplement* is distributed via eDIRECT and provides additional information about returning paper test materials.

#### eDIRECT User Guide

- The *eDIRECT User Guide* provides instructions for eDIRECT, the online interface for the administrative functions of DRC INSIGHT, the online test engine.

# Appendix E

## Monitor's Section

### Secure Materials

Secure test materials include:

- any test session ticket or testing roster printed through the online testing system, Large-Print Supplement, or any other documentation containing student usernames and passwords for online testing. Secure materials, including student usernames and passwords, should not be transmitted by e-mail or nonsecure fax;
- all test booklets and answer documents;
- all customized materials including braille, sign language, large-print, and loose-leaf test booklets, oral administration scripts (OASs), signed administration scripts, large-print supplements, *Braille Test Administrator's Notes (TA Notes)*, and Braille OASs; and
- any papers or materials with student writing or responses (e.g., brailled or typed responses, scratch paper for tests).

### Storage Policies

Secure materials must be kept in secure, locked storage when not in use. If possible, the secure location should not have outside or inside windows. Also, secure test materials must not be stored in the same room as a copy or fax machine or any other frequently accessed equipment.

**Do not leave secure materials unattended at any time.** If a TA must leave the room before testing begins, all secure materials should be placed in a secure, locked cabinet, closet, drawer, etc., or all secure materials should be taken with the person. If a TA must leave the classroom for a brief amount of time and there are NO students in the room, materials are secure if the door to the room is locked.

### Access to Secure Materials

**Access to secure materials is restricted to testing sessions, make-up testing sessions, and supervised sessions for completing or editing demographic codes on student answer documents.** TAs must not receive test materials until the day of the test (including online Test Session Tickets). See **Appendix C** (C-10 to C-12) for rules regarding TA access to oral and signed administration materials before testing.

No further instruction or review with students should be conducted after the TA has received secure materials.

### Test Items

**EOCEP test items are secure.** It is not permissible for any school or district personnel to open test booklets or view online test forms for the purpose of reading test items. Monitors, TAs, STCs, and other school and district personnel (including principals, assistant principals, and guidance counselors) **are not permitted to read test items before testing, during testing, or after testing** except as directed in the administration materials for oral or signed administrations.

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### Monitor's Section



**Teachers must not discuss test items** with students or **pronounce words for students**, even if students ask questions about content on the tests. TAs should take extra care when reviewing subject content or answering questions during the testing period. All conversations regarding test content are prohibited even after the conclusion of testing. **Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing is a test security violation.**

### Coding of Demographic Information onto Answer Documents

Sessions supervised by the STC for coding student demographic information onto answer documents may be held the week before testing. Access to the answer documents is restricted to the labeling and hand-coding of student demographic information.



### Preparing Students for Online Testing

All students who will be testing any subjects online should complete the Online Tools Training (OTT) and tutorial **prior to** the first day of online testing. OTTs and tutorials will be available by March.

### TA Preparation for Oral/Signed Administrations



**TAs may not review the online version of the test.** Schools should have students who will be using online oral/signed administration accommodations complete the HVA or VSL versions of the Online Tools Training (OTT) prior to the operational window to ensure that this accommodation is operating correctly and that students have an opportunity to become familiar with its use.

**To prepare for an oral or signed administration of a paper/pencil test**, the TA may review the *Oral Administration Script* (Form A or Braille) or *Signed Administration Script* up to two days prior to the administration of the subject-area test. Review sessions must be coordinated by the STC and held at the school with no students present. Review sessions must comply with all test security procedures. For additional information regarding these reviews, refer to pages C-10 and C-12.

### Supplementary Material

For students who test paper/pencil, the **graph paper** shipped to the school must be distributed for student use during Algebra 1 testing. Graph paper is no longer shipped to districts for online testers because a graphing tool is available in the online system. If additional graph paper is needed or if paper copies are desired for online testing, a printable graph paper PDF can be found on the eDIRECT Web site (<https://sc.drccdirect.com>).

### Dictionaries and Thesauruses

- Students are not allowed to use a dictionary or thesaurus on the EOCEP tests. **Note:** EL students may use a word-for-word bilingual dictionary during all EOCEP tests (see Appendix D for details).

## Appendix E

### Monitor's Section

#### Colored Overlays, Highlighters, and Colored Pencils

- **All students** may use colored overlays, colored pencils, and highlighters for all paper/pencil EOCEP tests. Students may use highlighters to highlight text in test booklets.
- All students may use black lead or colored pencils to underline text, take notes, or do scratch work within the test booklets. Answers must be marked in the answer document with a No. 2 pencil.
- A colored background option and a highlighter tool are available in the online testing system.

#### Seating Charts

TAs are required to create a seating chart for each testing session showing the testing locations of all students in the classroom. To assist TAs with this task, a seating chart PowerPoint is provided on eDIRECT (<https://sc.drcedirect.com>). The PowerPoint includes templates for several configurations, as well as instructions for creating a seating chart with a different configuration. Alternatively, TAs may create their own seating charts using another format. Each seating chart should contain the following identifying information: district, school, test date, subject (specifying which section for English 1), and TA name (first initial, last name). Each student's location within the classroom or computer lab should be labeled, using the student's first initial and last name. TAs can utilize the students' test form assignments on the Online Testing Roster for determining seating chart assignments. All seating charts will be returned to the contractor—via hard copy with nonscorable materials or electronically via e-mail or SFTP site. For instructions on how the DTC can return the seating charts electronically, please see the document posted to eDIRECT titled, "SFTP Instructions for DTCs."

#### Administration Directions

**TAs must read the administration directions for each test;** these directions begin on page 69 of the *TAM*. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test is a test security violation.

Administration directions for paper/pencil testing begin on page 81 with the instructions for coding answer documents.

#### Proctoring the Tests

Administering the test is a critical aspect of the assessment process. The atmosphere the TA creates in performing his/her duties and the TA's manner may inspire students and put them at ease while participating in the test.

- TAs should make certain they have read all of this manual and are well prepared to administer the test.
- TAs should not deviate from the directions for conducting the test. TAs may clarify test directions; TAs may not assist with actual test items. It is essential that all TAs follow the established administration procedures in order to ensure fair and accurate test results.

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- TAs and monitors should quietly move around the classroom, walking up and down the aisles to check that students are following the directions for selecting answers in the online test or marking answers on the paper answer document. TAs and monitors may not read or grade papers during test administration.
- TAs and monitors must not engage in any unnecessary conversation or engage in any other distracting activity such as talking or texting on a cell phone. TAs must not work on a computer, tablet, or similar electronic device, and all electronic devices must be silenced during testing.
- TAs and monitors should be alert and on the lookout for any prohibited student behaviors, such as copying from other students, student talking, or students browsing the Internet on the testing device. Any observations of apparent cheating, including student use of a cell phone, should be reported to the STC and DTC immediately. Do not wait until the test is over.
- Monitors may not be left in charge of a classroom in which students are testing or in which test materials are not in secure storage.



#### **Proctoring For Online Testing**

- Monitors in classrooms are highly recommended to assist TAs with the monitoring of online test administrations.
- TAs should set up the seating for online testing to provide maximum privacy for each student. The ability for other students to view classmates' screens will depend upon the size and type of monitor, the proximity of students to each other, and other variables such as whether students are seated together at long tables. TAs must carefully consider the classroom environment and determine what additional measures, such as privacy screens, partitions, spacing between students, etc., may be required to restrict the view of nearby test takers. It is the responsibility of the STC and TA to ensure that privacy screens, partitions, spacing, and other measures are implemented as needed.
- Some school networks have software installed that allows the TA's computer to display what is on a student's monitor. While appropriate for an instructional setting, viewing the test or test items is a test security violation.
- The TA must fill out a seating chart for each online test session, indicating the first initial and last name of each student and the appropriate location within the classroom configuration. Students must be arranged in the room based on online test form assignments. The test form assignments can be found on the online testing roster. Students with the same form number should not be seated next to one another. See the SC eDIRECT User Guide for details on how to download the roster information into an excel spreadsheet. A PowerPoint seating chart template is available on eDIRECT. Seating charts must be returned to the contractor at the end of testing. If the seating charts are returned to the DTC or contractor by e-mail, they should not include any additional personally identifying information.
- Student access to and use of computers prior to the beginning of the test should be monitored in order that students do not activate software or other resources that could interfere with the security and integrity of the test.

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### Monitor's Section

- TAs must ensure that each student receives the correct test ticket. Test tickets must not be distributed to students until immediately before logging into an actual test session (refer to the Online Administration Directions). If the TA is proctoring students whom he/she does not know, then the TA should ask for some type of identification before releasing the ticket to the student.
- Once testing has begun, TAs and monitors are expected to be actively engaged in the monitoring of the entire class of students. Do not let an issue with one student distract the proctoring of the entire class. Have extra computers available if problems occur with a computer. Have an IT person/resource available to assist TAs with such issues.
- Student test tickets should be collected after students have logged in and begun testing. If the test tickets have been printed on paper that is distributed to students for scratch work, they may be collected when students finish testing. The TA must collect student test tickets and supplemental materials before students leave the testing room. These materials and the online testing roster must be stored in a secure location.
- Monitors may not be “left in charge” of a test administration or left in a classroom with test materials.
- There are separate test tickets for the English 1-Writing and Reading sections. TAs must ensure that students receive the correct ticket for the section being administered.
- The following types of reference materials should not be used during any test administration: teacher-made word lists, spelling lists or books, wall lists, and other alternative types of reference books. Computerized dictionaries and thesauruses are not allowed during testing.
- DTCs have the authority to unlock test tickets in certain situations (see **Appendix B**):
  - when testing is interrupted due to student illness or a power/internet outage and must be made up at a later date.
  - when a student test becomes locked accidentally, and the student will resume testing the **same day**.
  - when a student has an IEP or 504 Plan that specifies testing over multiple days as an accommodation (see Appendix C). The SCDE must be notified if a student requires testing over multiple days on the English 1-Writing section.
- STCs do not have the authority to unlock test tickets, and DTCs must not give unlock permission (in eDIRECT) to STCs.



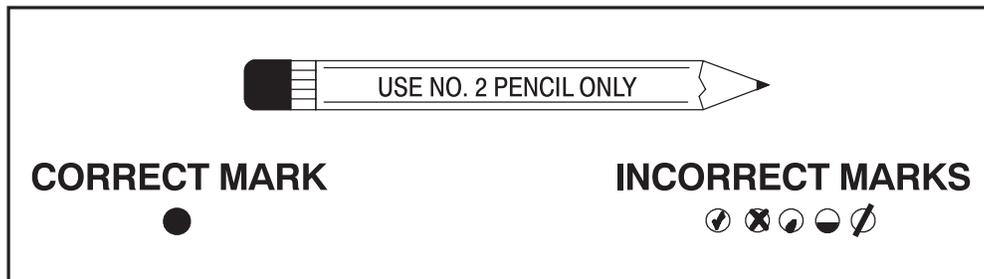
## Appendix E

### Monitor's Section



#### ***For Paper/Pencil Testing***

- TAs should ensure that each student receives the correct test booklet and answer document, especially those students with disabilities who require an oral administration or other accommodations.
- TAs and monitors should make sure that students are marking answers on the correct page of the answer document and following the directions for appropriately darkening bubbles. The diagram below shows an example of correctly and incorrectly marked bubbles.



- If a problem is detected, such as a student drawing a single line through a bubble, it is permissible to alert the student. It is also permissible to give general reminders to the class. For example, the TA could say “remember to completely darken the bubble for your answer” or “make sure you erase completely.” When students are responding to the text-dependent analysis item during English 1-Writing, it is permissible for TAs to remind students to ensure they are writing their responses on the correct pages of the answer document.
- The following types of reference materials should not be used during any test administration: teacher-made word lists, spelling lists or books, wall lists, and other alternative types of reference books. Computerized dictionaries and thesauruses are not allowed during testing.
- TAs and monitors should make sure students stop at the end of the English 1-Writing section. TAs may remind students not to proceed to Reading in the answer document. When Reading is administered the following day, TAs and monitors should make sure students do not go back to work on their Writing responses.

## Appendix E Monitor's Section

### Materials Sent to the Schools



#### For Paper/Pencil Testing

- School/Class Header Sheets—use one for each banded class set. There must be a separate School/Class Header sheet for each subject.
- Test booklets—one for each student testing within a subject plus overage.
- Answer documents—one for each student plus overage.
- Paper bands
- “Do Not Score” labels
- For Algebra 1 administrations only—graph paper
- Precode labels



#### For Online Testing

Graph paper is no longer sent to schools for online testing. A graph paper PDF may be downloaded from the eDIRECT Web site (<https://sc.drccdirect.com>). Downloaded graph paper may be photocopied.

### Materials Supplied by the Schools



#### For Online Testing

- **Blank or lined scratch paper** may be provided to students for any of the four test subjects. Students must only use scratch paper distributed by the TA. The TA is responsible for ensuring that **all** scratch paper, whether used or not, is collected after the student completes testing. Scratch paper with student writing is a secure material, but TAs should pay particular attention to the distribution and collection of scratch paper for the English 1-Writing section. It is recommended that schools develop a process for keeping track of the distribution and collection of scratch paper for the English 1-Writing section.

## Appendix E

### Monitor's Section



#### For Paper/Pencil Testing

- **Sharpened No. 2 pencils with erasers:** Only No. 2 pencils are dark enough to ensure accurate scoring. Students must NOT use pens or highlighters on any portion of the EOCEP answer document. Students may use their own No. 2 pencils.
- Students may be given blank or lined scratch paper for the English 1-Writing section. Students must only use scratch paper distributed by the TA. The TA is responsible for ensuring that all scratch paper, whether used or not, is collected after the student completes testing. Any scratch paper with student writing must be securely destroyed at the completion of testing.
- **Cover sheets (optional):** Blank paper or index cards (lined or unlined) may be distributed to assist students in keeping their place in the test booklets or answer documents or to cover their responses.
- **Calculators—Algebra 1 and Biology 1 administrations only:** Students may use their own calculators or calculators provided by the school during the test if they follow the calculator use policy on page 20 of this manual.
- **IEP Supplemental Materials:** Schools must provide any supplemental materials required by students with disabilities as specified in the student's IEP or 504 Plan or by EL students. It is a violation of test security legislation and State Board regulations to allow students to use supplemental materials not specified in their IEP/504 Plans or **not** to provide materials that are specified in the student's IEP/504 Plan.



**Any supplementary materials that contain student writing must be securely destroyed at the completion of testing. It is not required that this material be returned to the testing contractor.**

# **Appendix E**

## **Monitor's Section**



STATE OF SOUTH CAROLINA  
**DEPARTMENT OF EDUCATION**

MOLLY M. SPEARMAN  
*STATE SUPERINTENDENT OF EDUCATION*

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**End of Course Examination Program (EOCEP)**  
**Agreement to Maintain Test Security and Confidentiality**  
**for Testing Monitors**

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the South Carolina Department of Education (SCDE) must take every step to assure the security and confidentiality of the state test materials. District Test Coordinators (DTCs) and School Test Coordinators (STCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices.

The test administration manual (TAM) for each assessment program provides detailed test security information and administration guidelines. Test administration manuals and/or other appropriate instructions must be distributed to monitors two weeks prior to the testing window so that they have the opportunity to read the TAM and become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

DTCs and/or STCs must review test security policies and procedures with monitors and require monitors to read all sections of the TAM and other appropriate materials and documents provided to them.

I acknowledge that I will have access to tests that are a part of the South Carolina statewide End-of-Course Examination Program (EOCEP).

I acknowledge that it is my responsibility, as a monitor, to follow all of the state laws and regulations regarding testing ethics and test security.

I acknowledge that I have read the test security laws, regulations, procedures, and other appropriate information provided to me regarding test security and my testing responsibilities.

I acknowledge that it is my responsibility, as a monitor, to follow all of the testing procedures as outlined in the test administration manual.

I understand the tests are secure, confidential, and proprietary documents owned by the SCDE.

I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the tests to anyone.

I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

1006 RUTLEDGE BUILDING • 1429 SENATE STREET • COLUMBIA, SC 29201  
PHONE: 803-734-8500 • FAX 803-734-3389 • ED.SC.GOV

I will not coach examinees during testing or alter or interfere with examinees' responses in any way.

I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the SCDE any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.

I will return all test materials to the STC or the DTC, as appropriate.

I will not participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the test security laws or this affidavit.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

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*Signature*

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Date

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Print Name

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District and School

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## EOCEP Forms

FORM	RETAINED BY	RETENTION TIMEFRAME
Agreement to Maintain Test Security and Confidentiality	DTC	5 years
Student Make-up Roster	STC	until test results are received
Special Circumstances Request Form	STC	1 year
Security Checklists (electronic)	DTC – electronic copy STC – electronic copy	DTC – 1 year STC – 1 year



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