SC READY

South Carolina College- and Career-Ready Assessments

South Carolina SCPASS

Palmetto Assessment of State Standards

Test Administration Manual

for Online and Paper/Pencil Testing

Spring 2017

Spring 2017 SC READY and SCPASS Testing Schedule

Date	Event
October 25	WebEx technology coordinator training (for online testing)
On or before February 10	Online Tools Training (OTT) and tutorials available
February 7	WebEx pretest training sessions for District Test Coordinators (DTCs)
February 10	STC/TA Training Tool available
March–April	Inform parents of testing schedule, testing policies, and procedures
March–April	Schedule and conduct training sessions for School Test Coordinators (STCs), test administrators (TAs), and monitors
March 24	Test Setup available (for online testing)
By March 29	Materials arrive in districts
May 9	Deadline to return ELA grade 3 answer documents via UPS Next Day Air for accelerated reporting
April 7–June 12	The testing window* is April 7–June 12. The assessments must be administered during the last thirty school days as determined by each district's instructional calendar.
April 7–June 12	The SC READY TDA Item Online Field Test can be completed anytime within this testing window.

*For online testing, there is no required order in which the assessments must be administered. If a test session is started, it must be completed within the same day (except for students with IEPs, 504 Plans, or EL students with scheduling accommodations).

DTCs are responsible **for the training of all personnel** who will be administering SC READY and SCPASS tests.

The SCDE values feedback and reviews all comments. The SC READY and SCPASS programs will be enhanced based on feedback and suggestions. **If you have feedback, please provide this to your DTC.**

Table of Contents

Overview **1**
Introduction 1
Education Legislation **8**
The Education Accountability Act 8
Test Security **10**
Legal Requirements 10
State Board Regulations 11
Reporting Test Security Violations 14
Test Security Violation Action Form 16
Violations and Students with Disabilities 17
Test Security Agreement Forms 18
Online Technology 19
Security for Online Testing 19
Security Checklists for Paper/Pencil Testing 20
SCDE Policies **22**
Test Administration Policies 22
Student Participation Guidelines 22
Residential Treatment Facilities 24
Testing Dates 25
Parent Notification 25
Testing Hours, Breaks, and Student Activities During Testing 26
Calculator Policy for SC READY Mathematics and SCPASS Science, Grades 6–8 Only 27
Policy on Use of Electronic Devices 28
Testing Environment 29
District/School Guidelines for Disruptions 29
Fire Drills, Bomb Threats, Power Failure, Storms, Death 29
Student Cheating 30
Student Injury 30
Student Illness 30
Test Administration Manual (TAM) 31
Administration Directions Manual (ADM) 32
eDIRECT User Guide 32
Materials Receipt and Return (MRR) Supplement (formerly DTC Supplement) 32
Secure Materials 32
Test Items 33
Coding of Demographic Information 33
Preparing Students for Online Testing 33
TA Preparation for Oral/Signed Administrations 34
Supplementary Materials 34
Dictionaries and Thesauruses 34

Table of Contents

Color Overlays, Highlighters, and Colored Pencils 35
Seating Charts....35
Administration Directions Manual (ADM)....35
Proctoring the Tests 35
Make-up Testing....38
Administration of an Incorrect Test or Accommodation....38
Student Transfers During Testing 38

Test Materials....39
Materials Sent to the Schools 39
Materials Supplied by the Schools....39

School Test Coordinator's Section 41
DTC Requirements 41
STC Requirements 42

School Test Coordinator's Section—Online Testing 43
Before Test Administration 43
During Test Administration 45
Guidelines for Make-up Testing....46
After Test Administration 47

School Test Coordinator's Section—Paper/Pencil Testing 48
Before Test Administration 48
During the Test Administration 54
Guidelines for Make-up Testing....55
Materials Return 56

Test Administrator's Section 61
Test Administrator Requirements 61
Test Administrator Training 61

Test Administrator's Section—Online Testing 62
Before Test Administration 62
During Test Administration 63
Guidelines for Make-up Testing....65
After Test Administration 66

Test Administrator's Section—Paper/Pencil Testing 67
Before the Test Administration 67
During the Test Administration 68
Make-up Testing....69
After Test Administration 70

Table of Contents

Appendix A Labels and Forms A-1
Appendix B eDIRECT for Online Testing B-1
Appendix C Testing Students with Documented Disabilities C-1
Appendix D Administration to ESOL/EL Students D-1
Appendix E Monitor's Section E-1
Index I-1

Table of Contents

Overview

Introduction

SCPASS

The South Carolina Palmetto Assessment of State Standards (SCPASS) is a statewide assessment in science and social studies administered to students in grades four through eight. All students in these grade levels are required to take the SCPASS except those who qualify for the South Carolina Alternate Assessment (SC-Alt). The initial administration of SCPASS was spring 2009.

Items Aligned to Standards

SCPASS test items are aligned to the South Carolina Academic Standards for each content area (2005 Science Academic Standards and 2011 Social Studies Academic Standards) describe what schools are expected to teach and what students are expected to learn. Academic standards also include indicators that are statements of the specific cognitive processes and the content knowledge and skills that students must demonstrate to meet the grade-level standards. SCPASS test items are written to assess the content knowledge and skills described in the academic standards and indicators. The academic standards and supporting documents are available on the South Carolina Department of Education website at http://ed.sc.gov/instruction/standards-learning/. Scroll down and click on the link for the appropriate subject.

Overall Performance Levels

Three performance levels were established to reflect the continuum of knowledge and skills exhibited by students on the SCPASS: Exemplary, Met, and Not Met.

SCPASS performance levels, as defined by the Education Accountability Act, are as follows:

- **Exemplary**—The student demonstrated exemplary performance in meeting the grade level standard.
- **Met**—The student met the grade level standard.
- **Not Met**—The student did not meet the grade level standard.

Standard Setting and Cut Scores

In July 2009, the Education Oversight Committee (EOC) held standard setting for all SCPASS subject to establish the cut scores for each performance level. The cut scores for the SCPASS science and social studies tests are located on the SCPASS Web page at: http://ed.sc.gov/scdoe/assets/File/tests/elementary/scpass/CutScores5levels-Revised.pdf.

SCPASS Format and Item Types

The SCPASS science and social studies tests consist of multiple-choice items and, for grades 7 and 8 science, there are scenario sets. The SCPASS tests are available in both online and paper/pencil formats. Customized formats (e.g., braille, large-print, loose-leaf) are available for students with documented disabilities (see **Appendix C**).

Overview

Note: The online field test items for science and social studies will include some technology-enhanced item types (e.g., drag and drop, drop-down menu, hot spot, multi-select). The grades 7 and 8 online field test items will also include some scenario-based questions (i.e., more than one item related to the same scenario).

NOTE!

SCPASS Score Reports

The following types of score reports will be generated by the contractor: student rosters, parent letters, Individual Student Reports (ISRs), and student labels. Rosters, parent letters, and ISRs will be provided on eDIRECT (the contractor's secure website). In addition, paper copies of the ISRs and student labels will be sent to districts.

Student rosters are produced at the district and school levels. They are available in two formats: (1) fall assignment school and (2) origin school. Students are listed alphabetically by last name within each grade.

Parent letters include a description of the SCPASS tests and a chart indicating the student's total scale score and the student's overall performance level for each test that was taken. The use and distribution of parent letters is optional; this decision may be determined at the school or district level.

The ISR presents student results for each SCPASS test taken by the student. The student's total scale score and performance level are reported for each test taken.

More information about SCPASS scoring and an example of the science results on a grade 4 ISR are provided on the SCPASS website at: http://ed.sc.gov/tests/middle/scpass/scpass-results/.

Districts may release score results for individual students to schools, parents, and students as soon as the reports—including parent letters and ISRs—are available; individual student results are not embargoed.

SC READY

The South Carolina College- and Career-Ready Assessments (SC READY) is a statewide assessment that includes tests in English Language Arts (ELA) and mathematics administered to students in grades 3–8. All students in grades 3–8 are required to participate in the SC READY, except those who qualify for the South Carolina National Center and State Collaborative (SC-NCSC) alternate assessment. The initial administration of the SC READY was in spring 2016, and the SC READY test results will be used for state and federal accountability purposes.

Items Aligned to Standards

SC READY test items have been developed by the contractor and aligned to the 2015 *South Carolina College- and Career-Ready Standards* for English language arts and for mathematics. 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. The academic standards and supporting documents are available on the South Carolina Department of Education website at http://ed.sc.gov/instruction/standards-learning/. Scroll down and click on the links for the appropriate subject.

Overview

Overall Performance Levels

Four performance levels were established to reflect the continuum of knowledge and skills exhibited by student on the SC READY ELA and mathematics tests: Exceeds, Meets, Approaches, and Does Not Meet Expectations.

- **Exceeds Expectations**—The student exceeds expectations as defined by the grade-level content standards.
- **Meets Expectations**—The student meets expectations as defined by the grade-level content standards.
- **Approaches Expectations**—The student approaches expectations as defined by the grade-level content standards.
- **Does Not Meet Expectations**—The student does not meet expectations as defined by the grade-level content standards.

Standard Setting and Cut Scores

The SC READY Standards Setting meeting was held June 6–9, 2016 to establish cut scores for each performance level. The performance level scale score cuts for ELA and math are listed on the SC READY Web page: http://ed.sc.gov/tests/middle/south-carolina-college-and-career-ready-assessments-sc-ready/.

SC READY Format and Item Types

The SC READY tests are available in both online and paper/pencil formats. Customized formats (e.g., braille, large-print, loose-leaf) are available for students with documented disabilities (see **Appendix C**).

The ELA test will be administered in two sessions over the course of two days with one session administered per day. Session 1 of the ELA test will include a text-dependent analysis (TDA) item where students will read a passage and write an extended response, using information from the passage to support their answer. Both sessions of the ELA test and the mathematics test will contain a variety of other item types to include selected-response (SR), evidence-based selected-response (EBSR), and technology-enhanced (TE). The following chart provides more information about the SC READY item types.

Overview

SC READY Item Types

Subjects / Sessions	Grades	Item Type	Item Type Description
ELA & Mathematics	3–8	Selected Response (SR)	Students select their responses from a list of possible answer options. Some of these items may be multi-select items, where students will be prompted to select more than one response option (e.g., "Choose **two** answers" or "Select ALL..."). The multi-select items may have 5 or 6 answer choices. In order to receive credit for a correct response to a multi-select item, a student must select all of the correct answer choices and only the correct answer choices.
ELA	3–8	Evidence-Based Selected Response (EBSR)	These are two-part items. Students first read a piece of text or passage and choose the best answer from the answer choices. Students are then asked to support their response with evidence from the text—e.g., select multiple evidence statements, place multiple steps in correct sequence, place multiple punctuation marks correctly, etc. In order to receive credit for a correct response, students must answer both parts of the item correctly.
ELA Session 1 only	3–8	Text-Dependent Analysis (TDA)	Students read a piece of text or passage and draw upon that text for their extended written responses—i.e., support their responses with evidence from the text.
Mathematics	6–8	Short Answer (SA) or Gridded Response (GR)	For online testers, students will key a numeric response (short answer) in DRC INSIGHT. For paper/pencil testers, students will grid a numeric response (gridded response) on their answer document.
Mathematics	6–8	Technology Enhanced (TE)	For online testers only, students interact with the item (in DRC INSIGHT) to provide their response—e.g., drag and drop, hot spot*, graphing, etc. Comparable SR items will replace TE items on the paper/pencil tests.

***Hot Spot:** Students may be asked to click on one or more responses which may be presented as text, images, expressions, functions, graphs, etc.

Overview

SC READY Score Reports

The following types of score reports will be generated by the contractor: student rosters, Individual Student Reports (ISRs), and student labels. Rosters and ISRs will be provided on eDIRECT (the contractor's secure website). In addition, paper copies of the ISRs and student labels will be sent to districts.

Student rosters are produced at the district and school levels. They are available in two formats: (1) fall assignment school and (2) origin school. Students are listed alphabetically by last name within each grade.

The ISR presents student results for each SC READY test taken by the student. The student's total scale score and performance level are reported for each test taken. Following the Spring 2016 test administration, four performance levels will be established for SC READY.

Districts may release score results for individual students to schools, parents, and students as soon as the reports—including ISRs—are available; individual student results are not embargoed.

Administering, Scoring, and Reporting

The Department of Education contracts with testing companies for the 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. Data Recognition Corporation (DRC) is the current contractor for the SC READY and SCPASS test forms and for the administration, scoring, and reporting of the SC READY and SCPASS programs.

2017 Program Updates

Testing Window

The SC READY and SCPASS test administration window is April 7–June 12. The assessments must be administered during the last thirty school days as determined by each district's instructional calendar.

Online Testing

SC READY and SCPASS assessments will be administered in an online format only, with the following exceptions:

- Students who cannot take online assessments due to their disabilities, as specified in their IEPs or 504 plans, may be tested in a paper-based format.
- Districts receiving a waiver from the online requirement may test in a paper-based format.

Administration Directions Manual (ADM)

Administration directions for online and paper-based testing can be found in a separate manual referred to as the *Administration Directions Manual* or *ADM*. These directions should be read to students exactly as they are written.

Overview

SC READY TDA Item Online Field Test

All students who participate in SC READY testing are expected to participate in the TDA item field test, with the exception of students who test with braille or sign language materials. Note the following:

- The field test may be administered anytime within the testing window (April 7–June 12), regardless if it's before the last thirty school days in their district's instructional calendar.
- The field test is available in online format only, and the field test consists of 1 TDA item.
- It is recommended that students take the TDA item field test first, if possible, to allow students practice prior to the operational test.
- Large-print, loose-leaf, and oral administration accommodations are available.
- STCs and TAs should follow the online testing procedures set forth in this manual.
- TAs should follow the appropriate test administration directions found in the *Administration Directions Manual* (*ADM*).

SC READY Grade 3 Reading Rosters

The SCDE recommends that districts schedule ELA testing for grade 3 students early in the testing window due to the need for test results when making decisions required by the South Carolina Read to Succeed Act. Two answer documents will be provided for grade 3 students: one for ELA Session 1 and Session 2, and one for mathematics. A student must complete both sessions of the ELA test using the same test mode (either online or paper-based) in order to receive a preliminary reading result.

Preliminary grade 3 reading results will be posted to eDIRECT in roster format by tested school once per day at approximately 5:00 pm EST. Individual results will not be removed as updated rosters are posted; they will continually add new student records as tests are processed. Processing timeframes and additional details are included below.

For online testers: Preliminary results will be posted within 3 business days of submitting both ELA Session 1 and ELA Session 2 online tests.

For paper/pencil testers: Districts and schools will be instructed to package and return grade 3 ELA answer documents separately from other SC READY answer documents, using a different colored return shipping label for expedited processing. Preliminary results will be processed within 6 business days after the completed ELA answer documents are delivered to DRC, if they are returned as instructed. The deadline for returning grade 3 ELA answer documents for accelerated reporting is **May 9**. Answer documents returned after this date will not be processed in an expedited manner and results will not be processed within 6 business days.

ELA Oral/Signed Administration as an Accommodation

For students with an IEP, oral/signed administration of ELA is a standard accommodation in grades 4–8. Oral administration of ELA in grade 3 (Session 1 and 2) cannot be used as an accommodation.

Overview

EL Oral Administration as an Accommodation

For students who are ELs, oral administration of ELA will be a standard accommodation in grades 4–8 for Session 1 only. Oral administration of ELA in grade 3 impacts the validity of the assessment and cannot be used as an accommodation.

ASL DVDs and Video Sign Language (VSL)

In addition to science and social studies grades 4–8, ASL DVDs (paper/pencil testers) and VSL (online testers) will be available for mathematics grades 3–8 and ELA grades 4–8.

Secure, Large-print TA Notes for Online Testers

For those students testing online who require a large-print accommodation, secure large-print TA Notes containing item descriptions for some graphics may be produced for some grades and subjects. These TA notes should be treated as secure materials and signed out and in on the electronic security checklists.

Education Legislation

The Education Accountability Act

The Education Accountability Act (EAA), Title 59, Chapter 18 mandates a performance-based accountability system for public education. The parameters for the statewide assessment system are outlined in section 59-18-325; excerpts from this section are provided in the following paragraphs.

> (C) To maintain a comprehensive and cohesive assessment system that signals a student's preparedness for the next educational level and ultimately culminates in a clear indication of a student's preparedness for postsecondary success in a college or career and to satisfy federal and state accountability purposes, the State Department of Education shall procure and maintain a summative assessment system.
>
> (1) The summative assessment must be administered to all students in grades three through eight. The summative assessment must assess students in English/language arts and mathematics, including those students as required by the federal Individuals with Disabilities Education Act and by Title I of the Elementary and Secondary Education Act. For purposes of this subsection, "English/language arts" includes English, reading, and writing skills as required by existing state standards. The assessment must be a rigorous, achievement assessment that measures student mastery of the state standards, that provides timely reporting of results to educators, parents, and students, and that measures each student's progress toward college and career readiness. Therefore, the assessment or assessments must meet all of the following minimum requirements:
>
> (a) compares performance of students in South Carolina to other students' performance on comparable standards in other states with the ability to link the scales of the South Carolina assessment to the scales from other assessments measuring those comparable standards;
>
> (b) be a vertically scaled, benchmarked, standards-based system of summative assessments;
>
> (c) measures a student's preparedness for the next level of their educational matriculation and individual student performance against the state standards in English/language arts, reading, writing, mathematics, and student growth;
>
> (d) documents student progress toward national college and career readiness benchmarks derived from empirical research and state standards;
>
> (e) establishes at least four student achievement levels;
>
> (f) includes various test questions including, but not limited to, multiple choice, constructed response, and selected response, that require students to demonstrate their understanding of the content;
>
> (g) be administered to all students in a computer-based format except for students with disabilities as specified in the student's IEP or 504 plan, and unless the use of a computer by these students is prohibited due to the vendor's restrictions on computer-based test security, in which case the paper version must be made available; and
>
> (h) assists school districts and schools in aligning assessment, curriculum, and instruction.

Education Legislation

(2) (a) Beginning in the 2017–2018 school year, each school district shall administer the statewide summative assessment, with the exception of alternate assessments, for grades three through eight during the last twenty days of school as determined by the district's regular instructional calendar, not including make-up days. If an extension to the twenty-day time period is needed, the school district or charter school may submit a request for an extension to the State Board of Education before December first of the school year for which the waiver is requested. The request must clearly document the scope and rationale for the extension. The request also must be accompanied by an action plan showing how the district or charter school will be able to comply with the twenty-day time frame for the following school year.

(b) Statewide summative testing for each student may not exceed eight days each school year, with the exception of students with disabilities as specified in their IEPs or 504 plans.

(c) The State Board of Education shall promulgate regulations outlining the procedures to be used during the testing process to ensure test security, including procedures for make-up days, and to comply with federal and state assessment requirements where necessary.

(d) In the event of school closure due to extreme weather or other disruptions, or significant school or district technology disruptions that impede computer-based assessment administration, the school district or charter school may submit a request to the department to provide a paper-based administration to complete testing within the last twenty days of school. The request must clearly document the scope and cause of the disruption.

(3) The department must procure and administer assessments in English/language arts and mathematics in grades three through eight, and administer assessments· in science and social studies to all students in grades four through eight.

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 Kathryn Rhodes in the Office of Assessment.

1. **Test Security Violation (TSV) Action Form** – A PDF file may be downloaded from the Office of Assessment website at: http://ed.sc.gov/tests/assessment-information/test-security/. Click on the Test Security Violation Action Form link.

   DTCs must complete this form and submit it via secure fax (803-734-8886) to Kathryn Rhodes or encrypt the completed form and send via e-mail to KRhodes@ed.sc.gov. Do not send unencrypted TSV forms or documentation via e-mail.

   The TSV Action Form must include **all** of the requested information (see the sample on page 16 of this manual), including the identification of the person(s) who allegedly committed the violation and each person's certification number. Indicate the section of the law that is violated, if applicable. See page 10 of this manual 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 (2015) and provided on pages 11–13 of this manual. 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. under "Supporting Documentation").

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, if applicable, 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 sent to Kathryn Rhodes via encrypted e-mail, secure fax (803-734-8886), or mail (South Carolina Department of Education, Office of Assessment, 1429 Senate Street, Suite 210-A, 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 Investigation

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 STC or the DTC as soon as possible. The STC must notify the DTC immediately regarding the violation. The DTC must notify Kathryn Rhodes in the Office of Assessment.

B. The DTC and the STC are responsible for conducting a comprehensive investigation to reconstruct what occurred to cause the allegation. 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 concise summary of events (2.d. above). This summary should be in the form of a letter written to Kathryn Rhodes in the Office of Assessment. If appropriate, the DTC may want to provide additional details regarding the incident—e.g., 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

2015–16 Test Security Violation (TSV) Action Form

DTCs must complete this form with Adobe Reader or Acrobat and submit via secure fax (803-734-8886) to Kathryn Rhodes ***or*** *encrypt the completed form and send via e-mail to KRhodes@ed.sc.gov.*
Do not send unencrypted TSV forms or documentation via e-mail.

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) **Certification Number**

Legislative Violation(s)(see TAM):

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

For Office Use Only
Initials/Date:
A B C D E F G H I J K L M N O P Q R S T U

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 (2015) 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.

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 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 by darkening the IEP Invalidation bubble on the student's answer document for the appropriate test or by checking the IEP Invalidation box for that student under the Testing Codes tab in Test Setup for online testing.
- **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 test is to be scored. For paper/pencil tests, return the student's answer document for scoring. For an online test, do not check the IEP invalidation box for that student under the Testing Codes tab in Test Setup. Remember to mark the appropriate accommodation code(s)—i.e., the code(s) for the accommodation(s) actually used—on the student's answer document or in Test Setup for online testing.
- **the test administration is not valid**, the school/district must invalidate the score by darkening the IEP Invalidation bubble on the student's answer document (for the appropriate subject or session) or by checking the applicable IEP Invalidation box for that student under the Testing Codes tab within Test Setup. Return answer documents to the contractor **in a scorable box**.

Test Security

Additional Considerations for IEP Violations that Occur During Online Testing

For a student who tests online and does 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 information.

- **The error is discovered, testing is paused, and the student remains in the testing room.** Contact a Program Manager for SC READY or SCPASS (Susan Creighton) and DRC. The Program Manager may allow DRC to regenerate the Test Session with the accommodation(s) and the student may resume testing immediately. No additional action is necessary.
- **The error is discovered, but the student has left the testing room.**
  - If **ten or fewer** test items have been completed, contact the SC READY or SCPASS Program Manager for approval to have DRC regenerate the Test Session with the appropriate accommodation(s). 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** test items have been completed, but the student did not finish the test **or** 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 on the previous page. If the test administration is determined to be valid and the student did not finish the test, contact the SC READY or SCPASS Program Manager for approval to have DRC regenerate the Test Session and have the student complete testing without the accommodation. If the test administration is determined to be invalid, the school/district must invalidate the score by checking the applicable IEP Invalidation box for that student under the Testing Codes tab within Test Setup. This scenario must be reported as a Test Security Violation.

Test Security Agreement Forms

All school and district personnel who will have access to secure test materials are required 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 for SC READY and SCPASS are provided in **Appendix A**. The monitor form is in **Appendix E**. The forms in the appendices are perforated for easy removal and may be copied. The test security agreement forms can also be downloaded from the following link: http://ed.sc.gov/tests/assessment-information/test-security/. Districts may add their own test security agreements.

Test security forms must be signed and returned to the DTC after each person has participated in SC READY and SCPASS 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 Technology User Guide* provides a detailed description of supported devices and operating systems. This document is located on eDIRECT (https://sc.drcedirect.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 a 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 student's ability to view adjacent workstations.

Online tests may not be viewed by anyone prior to the test session. Only students being tested are allowed to look at 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. TAs are expected to ensure that visible online tests are not left unattended.

Testing material cannot 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, 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. For grades 6–8 mathematics, there are separate test tickets for the calculator and no-calculator sections of the test. The test ticket for the no-calculator section **must not** be distributed to a student until he/she has completed the calculator section.

For those students testing online who require a large-print accommodation, secure large-print TA Notes containing item descriptions for some graphics may produced for some grades and subjects. These TA Notes should be treated as secure materials and signed out and in on the electronic security checklists.

Test Security

Security Checklists for Paper/Pencil Testing

- **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/pencil test materials.**
- All secure paper/pencil test materials have been assigned security numbers; these numbers appear on the security checklist.
- For each day of testing, the STC and TA must use the security checklist to sign out and sign in secure paper/pencil test 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 column 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.
- It is not necessary to enter student names on the security checklist for test materials that are not assigned to a specific student.
- The security checklists are available on eDIRECT in electronic format only and will be available by March 24. They can be downloaded into an Excel spreadsheet. The following section provides more detailed information on how to download and use the electronic security checklists.

Using Electronic Security Checklists

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

1. Select View Reports from the "Report Delivery" tab.
2. Enter the appropriate search criteria such as: SC READY/SCPASS Spring 2017; your school name, and select Security Checklist from the Reports drop-down.
3. Click "Show Reports."
4. 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 Middle School SC READY (or SCPASS) Security Checklist."

- The information on the spreadsheet may be sorted, as needed.
- The security checklists may be used electronically and returned in electronic format or they may be printed and returned via hard copy.
- 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.

Test Security

- A sample electronic security checklist is provided below.

Subject Code	Grade	Distribution Unit	Document Type	Security Number	Last Name	First Name	Middle Initial	PS #	State ID	Sign-Out (TA)	Sign-Out (STC)	Sign-In (TA)	Sign-In (STC)	Pkg'd for Return (STC)	Notes
All		8	Answer Documents	80124585											
All		8	Answer Documents	80124586											
All		8	Answer Documents	80124587											
Mathematics		8	Oral Administration Scripts Form A	83250845											
Mathematics		8	Oral Administration Scripts Form A	83250846											
Mathematics		8	Test Booklets Form A	83922791											
Mathematics		8	Test Booklets Form A	83922792											
Mathematics		8	Test Booklets Form A	83922793											

- Detailed 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 email or SFTP site. For instructions on how the DTC can return the security checklists electronically, pleas see the document titled SFTP Instructions for DTCs posts on eDIRECT.

  Note: Security checklists are not used for online testing except if Large-Print TA Notes are used. These TA Notes 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”).

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 school students in grades three through eight must be tested with the SC READY or the South Carolina National Center and State Collaborative (SC-NCSC) alternate assessment.

All public school students in grades four through eight must be tested with the SCPASS or the South Carolina Alternate Assessment (SC-Alt).

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 ESOL/EL students, charter school students (including those in virtual charter schools), and students who are incarcerated. All public school students who are in attendance during the SC READY and SCPASS testing window, including make-up dates, must participate in the assessment.

Special Groups of Students

Students with Disabilities—Students with disabilities must participate in SC READY and SCPASS testing or in the SC-NCSC and SC-Alt alternate assessment in accordance with their Individualized Education Program (IEP) or 504 Accommodation Plan. See **Appendix C** for guidelines on testing students with disabilities.

Suspended Students—Students (with or without disabilities) who are suspended must be tested. The district or school may consider delaying the suspension dates, bringing the student(s) into the school during the suspension period for testing purposes only, or testing the student(s) in an alternate location.

Home School Students—Home school students are defined as those students whose parents or guardians teach their children at home. Students whose home school program is registered through the district 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 TA if the test is administered at the student's home.

It is recommended, but not required, that a monitor accompany 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.

SCDE Policies

Homebound Students—Homebound students (with or without disabilities) must be tested. These students receive instruction at home or in the 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 where it is documented that the student is not physically and/or mentally able to take the test. It is a 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 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 are required to take the SC READY and SCPASS tests with a few exceptions for the ELA test. See **Appendix D** for more information on the administration of the SC READY and SCPASS to ESOL/EL students.

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.

Non-Public School Students—Non-public school students do **not** participate in SC READY or SCPASS testing. These include:

> **Expelled Students**—Expelled students are no longer enrolled in public school and do not participate in state testing unless the expelled student has an IEP. When a student with an IEP has been expelled, a new IEP must be written that outlines services to be provided during the expulsion period and the manner in which the student will be tested.
>
> **Non-District Affiliated Home School Students**—Home school students who are registered through one of the professional home school organizations are home schooled outside the district's authority, are not enrolled in public school, and are not tested with SC READY or SCPASS. These students are considered private school students.
>
> **Private School Students**—Students who attend private school are not enrolled in public school and are not tested with SC READY or SCPASS.

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 assessment during the testing window including make-up days).

SCDE Policies

Residential Treatment Facilities

All students placed in a Residential Treatment Facility (RTF) must participate in statewide assessments. For accountability purposes, the assessment scores for students residing in RTFs will 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 will be reflected on a separate line on the facility school district's report card and will not be included in the overall performance rating of the facility school district.

A proviso describes policies and procedures regarding enrollment, funding, and educational services for students enrolled in Residential Treatment Facilities. A link to a reprint of this proviso is located on the Office of Assessment's website, under "Additional Resources," at http://ed.sc.gov/tests/assessment-information/.

The proviso requires that students receive educational services from the school district in which the RTF is located. The facility school districts are required to provide all educational programs and services for students, both with and without disabilities, who are referred, authorized, or placed by the state in the RTF.

If a child is placed in a RTF by the child's parent or guardian and is not referred, authorized, or placed by the state, the facility school district may choose to provide the educational program to the child and must negotiate with the resident school district for services through medical homebound procedures.

If a child from out-of-state is placed in a RTF by an out-of-state school district or agency, the child's home state remains responsible for the educational services. The facility school district may choose to provide the educational program to the child and can contract with the appropriate entity for payment of the educational services provided to the child.

RTFs must notify the facility school district as soon as practical, of a student's admission to the RTF. RTFs, the facility school districts, and the Department of Education shall use their best efforts to secure and/or exchange information, including documents and records necessary to provide appropriate educational services and/or related services (e.g., testing) as necessary to assist the facility school district in determining the resident school district.

Procedures for Testing 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. 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.

SCDE Policies

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 SC READY or SCPASS 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, 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. 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. elect to receive a zero on the test participation standard for not testing 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 the SCDE with a written request for an alternative schedule.

Districts must notify the Office of Assessment, in writing, that out-of-state testing will occur and must provide the following information: district, school, name of test, student's name, student's grade, name of professional who will administer the test, dates of the test administration, and the location of the testing.

Testing Dates

As stated in the State Board Regulations, all schools must administer tests on the dates 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 requiring a scheduling accommodation as directed in an IEP, 504 Plan, or ESOL accommodation plan. The SC READY and SCPASS test administration window is April 7–June 12. The assessments must be administered during the last thirty school days as determined by each district's instructional calendar.

Parent Notification

Preparing students and parents for the SC READY and SCPASS 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.

SCDE Policies

- Schools should post the testing schedule on their websites.
- 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 device(s) that can be used for communicating, timing, creating images, or storing images. These devices will be collected by the TA and returned after each test session is completed.
- 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

The SC READY and SCPASS tests are not timed. The test sessions **must begin and end on the same day** unless the student has an IEP, 504 Plan, or ESOL accommodation plan specifying administration of a single test over several days. It is important to schedule testing sessions with an appropriate amount of time to allow students to finish. **Testing sessions beginning late in the school day should be avoided.**

Shown below are estimated test durations for SC READY and SCPASS. DTCs/STCs should use this information as a guideline for scheduling test sessions.

Grades	ELA Session 1	ELA Session 2	Mathematics
3–8	2 hours	1.5 hours	2 hours

Grades	Science	Social Studies
4–8	1 hour	1 hour

- 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 activities to engage students while waiting for other students to finish a test. Students should not be allowed to engage with content related to the subject being tested. Examples of appropriate activities 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.
- 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 testing system, writing, and working out problems), the TA must allow the student to continue with the test. 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 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 testing. District policy should dictate whether staying after school to complete tests is an acceptable option.
- If students have not completed testing 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.
- Silent breaks may be scheduled during testing, as needed. Test booklets and answer documents must be closed, or online tests must be paused, during breaks. Snacks are permissible, if desired; however, care must be taken to ensure that test materials or online testing equipment are not damaged by food or drink.

Calculator Policy for SC READY Mathematics and SCPASS Science, Grades 6–8 Only

For SC READY, the grades 6, 7, and 8 mathematics tests will be divided into two sections: a calculator section, followed by a no-calculator section. The use of calculators is allowed only during the calculator section of the grades 6–8 mathematics tests. Calculator use is **not** permitted during the grades 3–5 mathematics tests or during the no-calculator section of the grades 6–8 mathematics tests.

The use of calculators is also allowed for all students taking the grades 6, 7, and 8 SCPASS science tests.

School- or student-owned calculators may be used. Students taking the grades 6–8 science and the grades 6 and 7 mathematics tests online will have access to a built-in basic four-function calculator. Students taking the grade 8 mathematics test online will have access to a built-in basic calculator, a scientific calculator, and a graphing tool. Students taking the grades 6–8 mathematics and science tests online may use a handheld school- or student-owned calculator during the calculator section as long as the calculator complies with this policy.

Types of Calculators Allowed

The use of **a basic four-function calculator for science grades 6–8 and mathematics grades 6 and 7, and a basic or scientific calculator for mathematics grade 8, is recommended**; however, test-takers may use any four-function, scientific, or graphing calculator during science grades 6–8 or the calculator section of the grades 6–8 mathematics tests **unless** it has any of the prohibited features described below.

- calculators with built-in computer algebra systems (CAS), including:
  - Texas Instruments: all model numbers that begin with **TI-89** or **TI-92** and the **TI-Nspire CAS**—Note: The TI-Nspire (non-CAS) is permitted.
  - Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G**, **HP 49G**, or **HP 50G**

SCDE Policies

  - Casio: **Algebra fx 2.0**, **ClassPad 300** and **ClassPad 330**, and all model numbers that begin with **CFX-9970G**
- handheld, tablet, or laptop computers, including PDAs
- calculators with wireless capability, such as Bluetooth or an infrared data port
- electronic writing pads or pen-input devices
- calculators built into cell phones or any other electronic communication devices
- calculators with a typewriter keypad (letter keys in QWERTY format)
- calculators that "talk" or otherwise make noise, such as the AudioCalc

To help maintain test security, **the memory of every calculator used during testing must be cleared by an STC or TA before and after testing** to clear all applications and programs. Students should not be allowed to share graphing calculators during the mathematics test unless the memory is cleared each time the calculator changes hands.

Students who wish to use their own calculators during the test must be told in advance of the test day to back up all data and programs that they wish to save. The memory of every calculator used in testing must be cleared of all data, applications, and programs before testing. **If a student is unwilling to have his or her calculator's memory cleared, the student may not use that calculator during the test.** Some calculators have special features such as Test Guard and Press-to-Test which disable applications and programs during test administration. A TA may activate such features on these calculators instead of resetting the memory. Information is available from the manufacturers.

Note: Calculator use is not permitted during the grades 3–5 mathematics and science tests or during the no-calculator section of the grades 6–8 mathematics tests.

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, 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 these devices during testing (e.g., having students place all devices in backpacks and putting all backpacks in front of the room as students enter). All electronic devices must be collected before students begin taking the test 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.

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 oral administration with an audio CD-ROM.) Also, supported tablet devices may be used for online testing if extra 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. Once the student completes the test, he/she must discontinue use of the device while other students are testing.

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 SC READY and SCPASS.

- Tests should be administered in a familiar classroom or computer lab setting to reduce student test anxiety and simplify test security.
- Students should be tested in classrooms or computer labs 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 and/or folders 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 use during testing; it may be removed from this manual and taped to the outside of the classroom or computer lab 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.

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 the test booklets, answer documents, online testing rosters, 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 that student workstations are not compromised.

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, re-schedule the test administered that day to one of the remaining days in the testing window. Any remaining tests should be administered as scheduled.

SCDE Policies

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

Student Cheating

- The school should follow policies and procedures established by the district for investigating and documenting suspected student cheating incidents.
- If cheating is confirmed for a paper/pencil tester, the STC may choose to bubble the "Do Not Score" bubble in the appropriate subject (or session for ELA) area section of 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 to invalidate the test.
- Do not report student cheating to the SCDE unless electronic devices are involved in the incident.
- 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.

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 on the paper answer document or into the online testing system because of an injury, such as a broken arm, testing may be delayed to a later date within the testing window, and/or the student may be offered any of the options listed as a standard accommodation in **Appendix C** of this manual.

These accommodations include changing the setting, timing, scheduling, 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 a broken arm. Other alternatives include having the student indicate the answer choices non-verbally (pointing) or dictating responses to a qualified individual. In each case, the TA and STC should follow the guidelines set forth in **Appendix C** (see pages C-4 and C-16 through C-24); the accommodation(s) used should be documented in school records, but **not coded** on the student's answer document. If necessary, call the Office of Assessment to discuss possible alternative test dates.

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, the TA should 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.

Online Testing Procedures for Student Illness

If a student becomes ill during online 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 complete the following steps:

1. Click **Pause Test**.
2. Click **Exit** on the **Pause** screen.
3. The question "Are you sure you want to Exit and Close the test?" will be asked. Click **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 clicking **Review/End Test**, or if the student needs to finish testing on another day, refer to page B-3 for more information. The student's name should be added 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 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 in the "Notes" column 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 security checklist. Student responses must be transferred from a damaged answer document to a new answer document in a supervised, secure setting.

Test Administration Manual (TAM)

The *TAM* provides policies and procedures for all test administration personnel to read and implement during the administration of the SC READY and SCPASS tests.

- The *TAM* is **not** a secure document. It includes both online and paper/pencil testing information.
- *TAM*s should be distributed to STCs and TAs as soon as possible after receipt.
- It is recommended that STCs, TAs, and monitors read the *TAM* prior to the pre-test training session.

SCDE Policies

Administration Directions Manual (ADM)

The *ADM* provides test administration directions for both online and paper/pencil testing.

- 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.

eDIRECT User Guide

The *eDIRECT User Guide* discusses eDIRECT, the interface to the administrative functions of the DRC INSIGHT Online Learning System.

Materials Receipt and Return (MRR) Supplement (formerly DTC Supplement)

The *MRR Supplement* is distributed to DTCs and ship-to-school sites via eDIRECT and provides additional information regarding materials receipt and return procedures.

Secure Materials

Secure test materials include:

- any test session ticket or testing roster printed through the online testing system, Large-Print TA Notes for online testers, 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), audio CD-ROMS, signed administration scripts, DVDs, 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 or supplies.

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.

SCDE Policies

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. STCs should not sign out or distribute secure materials to TAs (including online test session tickets) until the day of the test. See page 34 and **Appendix C** (pages C-10 and C-14) for rules regarding TA access to oral and signed administration materials before testing.

Test Items

SC READY and SCPASS test items are secure. It is not permissible for any school or district personnel to open test booklets or to 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 an oral or signed administration of a test.

Teachers must not discuss test items with students or **pronounce words for students** even if students ask questions about content on the tests. As indicated in the administration directions for each test, TAs may answer questions only about directions; they must not discuss any test questions or answer choices. 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.**

TAs should take extra care when reviewing subject content or answering questions during the testing window. **On testing days, no further content-related instruction or review with students should be conducted after the TA has received secure materials.**

Coding of Demographic Information

Supervised sessions for the coding of student demographic information on the answer documents may be held no more than two weeks before testing. Coding sessions may also be held after testing. All sessions must be supervised by the STC. Access to the answer documents is restricted to the coding on pages 1–3 of the answer documents (outside and inside front covers).

Please note that the **test administrator's name** must be handwritten by the TA on the designated line for **each subject** on pages 2 and/or 3 of the answer document. In addition, students will be instructed to write and hand-code the **test administrator's initials** for each subject.

Preparing Students for Online Testing

All students who will be testing any subjects online should complete the Online Tools Training (OTT) and tutorials **prior to** the first day of online testing. OTTs and tutorials will be available on or before February 10.

SCDE Policies

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), *Signed Administration Script*, or ASL DVD **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-9 and C-14.

Supplementary Materials

For online administrations of the grade 7 science test, students will access the periodic table through the online testing system. Teachers should ensure that students who will be taking the grade 7 science test online become familiar with the use of this tool by completing the Online Tools Training (OTT) before the testing window.

Copies of the **periodic table** will be shipped to districts with paper/pencil test materials. The copies of the periodic table must be distributed, as specified, for student use during the administration of the **grade 7 science test**. Do not provide substitutes for these materials. The copies of the periodic table must be used without any changes. Teachers may not mark, cut, or write on these materials. If additional copies are needed, the periodic table can be downloaded and printed from eDIRECT (https://sc.drcedirect.com). After testing, these materials may be retained by the teacher unless students mark or write on the materials. Supplementary materials that have been marked or written on must be securely destroyed at the completion of testing.

Dictionaries and Thesauruses

- Students are not allowed to use a dictionary or thesaurus on any of the SC READY or SCPASS tests. **Note:** As indicated in **Appendix C**, students with disabilities may use a poor speller's dictionary as an accommodation for the TDA item only (i.e., the text-dependent analysis item in Session 1 of the ELA test). As indicated in **Appendix D**, ESOL/EL students may use a word-for-word bilingual dictionary as an accommodation during any SC READY and SCPASS tests.
- 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.

SCDE Policies

Color Overlays, Highlighters, and Colored Pencils

- **All students** may use colored overlays, highlighters, and colored pencils for any paper/pencil tests. Students may use highlighters to highlight text in the test booklets. Highlighters must not be used on any pages of the answer document.
- All students may use black lead or colored pencils to underline text, take notes, or do scratch work within the test booklets. Only a No. 2 pencil can be used to mark answers on the answer document.
- A colored background option and 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. This is a requirement for both paper/pencil and online testing. 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 session for ELA), grade level, 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 Manual (ADM)

TAs must read the administration directions within the *ADM* for each test. 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.

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. It is essential that all TAs follow the established administration procedures in order to ensure fair and accurate test results. TAs may clarify or repeat test directions; TAs may not assist with actual test items.
- TAs and monitors should quietly move around the room, walking up and down the aisles to check that students are following the directions for marking or entering responses on the paper answer document or into the online testing system.

SCDE Policies

- TAs and monitors should be on the lookout for prohibited student behaviors, such as copying from other students, student talking, or student use of electronic devices. 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.
- TAs and monitors must not engage in any unnecessary conversation or make and receive telephone calls during the test unless the call is related to an emergency such as student illness or a technology issue with one or more computers or devices used for testing. TAs must not work on a computer, tablet, or similar device or engage in any other distracting activity such as talking or texting on a cell phone. Any electronic devices must be silenced during testing.
- During the testing session, the TA should create a seating chart indicating each student's first initial and last name and location within the classroom configuration (see page 35).
- 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 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 or computer lab environment and determine what additional measures, such as partitions and/or folders, privacy filters, 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 partitions/folders, privacy filters, 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.
- Student access to and use of computers prior to the beginning of the test should be monitored to ensure that students do not activate software or other resources that could interfere with the security and integrity of the test.
- TAs should ensure that each student receives the correct test ticket. Test tickets must not be distributed to students until immediately before logging in to an actual test session. 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.
- Student test tickets should be collected soon after students have logged in and begun testing. The TA must collect student test tickets and any other test materials before students leave the testing room. These materials and the online testing roster must be stored in a secure location.
- 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. An IT person/resource should be available to assist TAs with such issues.

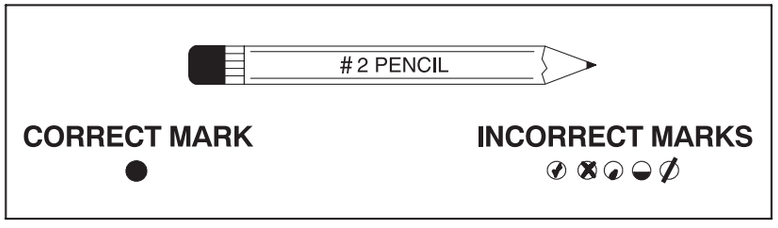
SCDE Policies

- Students are not allowed to use a dictionary or thesaurus on any of the SC READY or SCPASS tests. **Note:** As indicated in **Appendix C**, students with disabilities may use a poor speller's dictionary as an accommodation for the TDA item only (i.e., the text-dependent analysis item in Session 1 of the ELA test). As indicated in **Appendix D**, ESOL/EL students may use a word-for-word bilingual dictionary as an accommodation during any SC READY tests.
- 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.
- For grades 6–8 mathematics, TAs and monitors should make sure they administer the **calculator** section of the online test before the **no-calculator** section. Do **not** distribute a student's test ticket for the no-calculator section until the student has completed the calculator section. If the student was using a hand-held calculator during the calculator section, be sure to collect the calculator before distributing the no-calculator section test ticket.

Note: TAs will have secure TA Notes for students who use large-print booklets as testing accommodations during online test administrations.

Proctoring 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 or signed administration or other customized test materials.
- 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 ELA Session 1, it is permissible for TAs to remind students to ensure they are writing their responses on the correct pages of the answer document.
- Students are not allowed to use a dictionary or thesaurus on any of the SC READY or SCPASS tests. **Note:** As indicated in **Appendix C**, students with disabilities may use a poor speller's dictionary as an accommodation for the TDA item only (i.e., the text-dependent analysis item in Session 1 of the ELA test). As indicated in **Appendix D**, ESOL/EL students may use a word-for-word bilingual dictionary as an accommodation during any SC READY and SCPASS tests.

SCDE Policies

- 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 Session 1 of the ELA test. TAs may remind students not to proceed to Session 2 in the answer document. When Session 2 is administered the following day, TAs and monitors should make sure students do not go back to work on their Session 1 responses.
- For grades 6–8 mathematics, TAs and monitors should make sure students do not go back to work on the **Calculator** section of the test after they have proceeded to the **No-Calculator** section of the test.

Make-up Testing

The administration of one make-up test per day is recommended. However, students may take **two** make-up tests per day, if absolutely necessary.

Administration of an Incorrect Test or Accommodation

Only one form of each SC READY or SCPASS test may be administered to each student. To maintain test security of the tests, **there is no opportunity for a student to take an additional test or a retest in the same administration if a mistake has been made**. This policy also applies to the misadministration of student accommodations. For example, if a student incorrectly receives or fails to receive an oral administration of the mathematics test, schools can not give the student a retest to correct the error.

NOTE: See page 18 of this manual for guidance regarding misadministrations of student accommodations that occur during online testing.

Student Transfers During Testing

If a student transfers schools or districts after he or she has begun testing, the test ticket (if testing online) or answer document (if testing using paper/pencil) should follow the student.

All testing for a given subject **must be** completed with the same test mode (i.e., ELA Session 1 and ELA Session 2 must be completed via all online or all paper/pencil).

Test Materials

Materials Sent to the Schools

For Online Testing

- Testing rosters and student test tickets (with login information) must be printed via eDIRECT for all test sessions.
- For grades 6 through 8 science and 6 and 7 mathematics administrations, a basic four-function calculator is provided in the online testing system. For the grade 8 mathematics administration, a basic four-function and a scientific calculator is provided in the online testing system.
- For grade 7 science, a Periodic Table is provided in the online testing system.
- For ELA, a Writer's Checklist and Scoring Guidelines are provided in the online testing system for use with the TDA item.
- For students with large-print accommodations, secure TA Notes are sent for use, if needed, during online testing. These TA Notes should be checked out and in via the electronic security checklist and returned in a nonscorable box.

For Paper/Pencil Testing

- ELA Test Booklets—one for each student, plus overage
- Mathematics Test Booklets—one for each student, plus overage
- Science Test Booklets—one for each student, plus overage
- Social Studies Test Booklets—one for each student, plus overage
- Answer Documents—one for each student, except for grade 3, where an ELA answer document and math answer document are provided separately, plus overage
- "Do Not Score" Labels
- New Student Precode Labels and Override Labels
- Customized Test Materials—if ordered, for students with testing accommodations
- Periodic Tables for grade 7 science

Materials Supplied by the Schools

For Online Testing

- **Scratch paper:** Students may use scratch paper for the science tests and all portions of the SC READY tests to write rough drafts or work out problems. It is permissible for students to use blank paper, lined paper, graph paper, or index cards as scratch paper. Any writing completed on scratch paper during online testing must be securely destroyed at the completion of testing; it should not be returned to the contractor.

Test Materials

- **Calculators–Mathematics and Science Grades 6–8 only:** Students who take the test online may use their own calculators or calculators provided by the school during the grades 6, 7, and 8 mathematics and science tests if they follow the calculator use policy on pages 27–28 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 ESOL/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.

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 SC READY and SCPASS answer documents. Students may use their own No. 2 pencils.
- **Calculators–Mathematics and Science Grades 6–8 only:** Students may use their own calculators or calculators provided by the school during the grades 6, 7, and 8 mathematics and science tests if they follow the calculator use policy on pages 27–28 of this manual.
- **Scratch paper:** Students may use scratch paper for all portions of the SC READY or SCPASS science tests to write rough drafts or work out problems. It is permissible for students to use blank paper, lined paper, graph paper, or index cards as scratch paper. Any writing completed on scratch paper during paper/pencil testing must be collected and returned with the nonscorable materials. Anything written on the scratch paper will not be scored.
- **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.
- **Other Optional Materials:** Other optional materials that may be used by all students during the tests are color overlays, highlighters, and colored pencils (see page 35). If these materials are used during testing, they must be supplied by the schools.
- **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 ESOL/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.

NOTE: For paper/pencil testing, any supplementary materials that contain student writing should be returned to the contractor in the nonscorable boxes.

School Test Coordinator's Section

DTC Requirements

- DTCs **must** participate in the pretest workshop presented by the SCDE and the contractor. The workshop will be conducted via a WebEx session in February. Failure to attend the mandated pretest webinar will result in a letter to the District Superintendent.
- **It is the responsibility of the DTC to ensure that adequate training is given to all persons who will be administering or monitoring SC READY and SCPASS.** 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 and the administration policies and procedures that apply 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 the administration. This includes retired teachers, additional TAs hired for testing, and substitute teachers. Training sessions should cover all information presented in the pretest workshops, with an emphasis on procedures for IEP, 504, 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** provide *TAM*s to each school as soon as possible after they arrive in the district. This ensures that STCs, TAs, and monitors 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, to use as a reference. **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 also expected to follow the additional procedures set forth in the *MRR Supplement*. DTCs are responsible for knowing and implementing all policies in the *TAM.*
- 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 should retain these documents for 5 years.
- For online testing, DTCs must be familiar with the system requirements and installation information found in the DRC *INSIGHT Technology User Guide* and the *eDIRECT User 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 students with disabilities and ESOL/EL students, the testing schedule, and the receipt and return procedures.
- For online testing, DTCs must provide the applicable eDIRECT Test Setup permissions to the 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 should return signed forms to the DTC.
- STCs or DTCs **must** hold comprehensive pretest training sessions for all TAs and monitors who are employed or volunteer to assist with SC READY and SCPASS administration. This includes retired teachers, additional TAs hired for testing, and substitute teachers. The STC/TA Training Tool may be used to assist in this training.
- It is highly recommended that STCs develop agendas and PowerPoint presentations for their pretest workshops. STCs should also produce and retain sign-in sheets for each workshop.
- 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 parents and students of the SC READY and SCPASS testing schedule. All parents should be told in advance the dates and times each subject will be administered in their schools. **Ensure that the testing schedule is posted on the school's website.**
- 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 calculator use policy for the grades 6, 7, and 8 mathematics and science tests.
- Inform parents of students with disabilities of any special conditions that will apply to the testing of their children.
- Tell parents that during testing students may not be in possession of any electronic 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, electronic readers, and headphones. 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*.
- 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 on the Online Testing Roster. 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 (*ADM*), 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 online test administrations. They must also jointly review and discuss the district's testing schedule and locations.
- A plan for efficient communication about the online test 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.

  See the *INSIGHT™ Technology User Guide* for information on system requirements, Testing Site Manager (TSM), installation, and supported hardware. 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 that the testing software and TSM are installed correctly on student workstations.
- Ensure that test security procedures for any one-to-one computing devices are in place and that TAs and monitors understand how to implement these procedures.
- 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 the OTT prior to online testing. More information about the Tutorial and OTT can be found in the *eDIRECT User Guide*.
- Access and review the information loaded 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 ASL 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 for that student prior to the student beginning the test. The March Update Precode file is used to populate this information in Test Setup. If the student has already started the test without the appropriate accommodation, please refer to pages 17–18 of this *TAM* and contact your DTC. Page B-3 also has more information.
- Print student test tickets and online testing rosters from Test Setup. Using colored paper may help with differentiating subjects or test sessions 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 templates are available in a PowerPoint on eDIRECT. Refer to the testing form assignment to determine seating chart assignments.
- Make sure headphones are available for all students using the online oral administration (HVA) accommodation.

School Test Coordinator's Section—Online Testing

- 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 and Distribute Materials

- Schools must use the online testing roster to track and monitor the distribution and receipt of student test tickets and the security checklist if Large-Print TA Notes are used. **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 scratch paper. Blank, lined, or graph paper may be provided.
- **Report any breach of test security to the DTC. Follow the guidelines for reporting test security violations in this manual on pages 14–17.**
- 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

- 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).

Step 3 – Supervise Materials Return

- For each day of testing, collect all test materials from TAs, including testing rosters, student test tickets, Large-Print TA Notes, and seating charts. Collect any scratch paper. If appropriate, collect any headphones used for oral 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 and Schedule 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 Roster*s, 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 – Make-up Testing Dates

- Make-up tests for online testing may be administered on any date throughout the online testing window.
- The administration of one test per day is recommended. However, students may take **two** make-up tests in one day, if absolutely necessary and the student agrees to take two tests. 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 unlocked, the DTC 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 or session.
- TAs must distribute each student's original test ticket and supplementary materials.
- To administer the make-up tests, TAs must follow the appropriate test administration directions in the *ADM*. 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.
- Immediately after completing the make-up testing session, TAs must return the *Student Make-up Roster* and all test materials to the STC.

School Test Coordinator's Section—Online Testing

After Test Administration

Step 1 – Collect Materials

- Ensure that the TA has returned all test materials, including testing rosters, student test tickets, Large-Print TA Notes, seating charts, and scratch paper with student writing. Paper that contains **no student writing** may be re-used, stored, or discarded.
- Securely destroy all testing rosters, student test tickets, and any scratch paper with student writing.
- Return any Large-Print TA Notes for online testing in a nonscorable box.

Step 2 – Return Seating Charts and Security Checklists

- Return seating charts to the DTC via hard copy or electronically via e-mail, using the procedures on page 21 of this manual.
- If a security checklist was used, see page 21 of this manual for instructions regarding its use and return.

Step 3 – 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 and return instructions on pages 59–60 of this manual if there are paper/pencil test materials to be returned.
- Keep all materials in locked storage until they are returned to the DTC.

Step 4 – 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.

School Test Coordinator's Section—Paper/Pencil Testing

Before Test Administration

Step 1 – Prepare Parents and Students

- Notify parents and students of the SC READY and SCPASS testing schedule. All parents should be told in advance the dates and times each subject will be administered in their schools. Ensure that the testing schedule is posted on the school's website.
- 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 or 504 Plans.
- Inform parents and students of the calculator use policy for the grades 6, 7, and 8 mathematics and science tests.
- Inform parents of students with disabilities of any special conditions that will apply to the testing of their children.
- Tell parents that during testing students may not be in possession of any electronic 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, electronic readers, and headphones. 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 any additional school/district testing policies.
- Trained TAs must sign secure test materials out and in on the security checklist. 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.

School Test Coordinator's Section—Paper/Pencil Testing

Step 3 – Take Inventory

- The STC is responsible for inventory control of test materials; schools and districts are responsible for missing materials.
- Retain all original shipping boxes for the return of test materials to the contractor. 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 grade are printed in grade-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 security checklist and inform the DTC.
- Check the quantities of materials received to ensure that there are sufficient materials for all students scheduled to take the tests, particularly students with disabilities who may use a customized test booklet and/or supplemental materials.

  Note: No school or district overage is provided for customized test 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 column of the 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 answer documents and test booklets up to two weeks before the first day of testing to prepare the test materials for distribution. Open only what is needed for testing. **After preparing the materials, return them to locked storage until the day of testing.**
- Review of *Oral Administration Script*s, *Signed Administration Script*s, and ASL DVDs by TAs who will be responsible for oral or signed administrations is restricted to supervised sessions held no more than two days prior to the administration of the subject area test.
- Secure test materials may **not** be signed out 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 statewide testing officially begins.

School Test Coordinator's Section—Paper/Pencil Testing

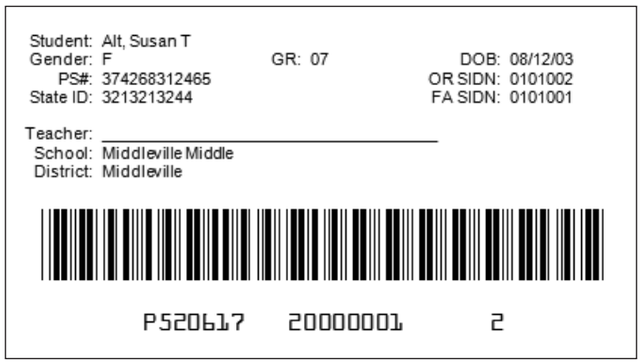
Step 5 – Labeling of Answer Documents

Answer documents are pre-assigned/preprinted for a specific student. All answer documents that are not preprinted must have a label applied **before** they are given to students. **Answer documents that do not have preprinted information or an appropriate label (new student or override label) will not be scored.** All answer documents must be identified by student name.

There are separate ELA and math answer documents provided for grade 3. If using non-precoded documents, please make sure to hand-code all appropriate demographic information on both documents as closely as possible.

Precoded or Preprinted Answer Documents

- An answer document is considered "precoded" if the student demographic information is preprinted on the document, or if a new student precode label has been applied to the document.
- The following is an example of the information that is preprinted on the answer documents.



- Blank answer documents for new students are provided in your school and district overage. The answer documents have a box on the front cover containing the words "**Attention: Apply label here if answer document is to be scored.**" Apply the new student precode label within the designated area of the box. Do not use the answer document if the label is incorrectly applied. If you do not have a sufficient quantity of blank answer documents, you may use answer documents that were preprinted for students who will not be using them (e.g., a preprinted answer document for a student who moved to another school).

Non-precoded or Non-preprinted Answer Documents

- An answer document is considered "non-precoded" if it requires an **override label** or a home school override label. The coding of demographic information on a non-precoded answer document can be completed by teachers or the student(s).
- The student name on the **front cover**, the demographic information on page 2, as well as all **applicable** information on pages 2 and 3 must be completed on the non-precoded answer documents.

School Test Coordinator's Section—Paper/Pencil Testing

Labels for Answer Documents

If a student does not have an answer document with preprinted information, one of the following labels must be applied. Samples of each label are provided in **Appendix A**.

New Student Precode Labels – New student precode labels are produced for each new student who appears on the March update precode file. Each sheet contains labels for up to ten answer documents. New student precode labels are pink-striped. For students in grade 3, two labels will be provided.

Override Labels – Override labels must be applied to answer documents for students who were not submitted through precode or for students whose precode information is incorrect. Each sheet contains labels for ten answer documents. **Before applying a label, clearly print the student's name, PowerSchool number, student state ID, birth date, and the teacher's name (test administrator) on the label.** Override labels are white.

Home School Override Labels – Home school override labels will be included in the materials sent to the DTC. These labels must be applied to all answer documents used by home school students. **Before applying a label, print the identifying information as described for override labels.** Home school override labels are ivory in color.

Do Not Score Labels – A "Do Not Score" label must be applied to any preprinted, used, or mislabeled 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 tan.

Note: If a student's responses should not be scored for only a particular subject, the appropriate "Do Not Score" bubble should be darkened in the subject-specific section of the answer document.

Fall Assignment

Fall assignment is used to send one or more students' Individual Student Report(s) and student labels to a school other than the one in which the student was tested.

If fall assignment information was provided through precode, the "FA SIDN" field will be populated on a student's preprinted answer document. If populated correctly, no further action is required.

If not populated or populated incorrectly, follow the instructions for coding fall assignment in the electronic Answer Document Return Form located on eDIRECT. Select the school name from the drop down list of the school that all or most of the students in that grade will attend in the fall. **Fall assignment information coded in the electronic Answer Document Return Form will override precoded information.**

If a student or group of students is not expected to attend the school coded in the electronic Answer Document Return Form (i.e., will attend another school), write and grid the code for the school the student(s) will be attending on their used answer document(s). **The fall assignment code gridded on an answer document will override the code in the electronic Answer Document Return Form.**

If you do not wish to use the fall assignment option, leave the fall assignment code blank in the electronic Answer Document Return Form and on the students' used answer documents. If a fall assignment code is omitted or bubbled incorrectly, reports could go to the wrong school. The contractor will not be responsible for issues related to miscoding.

Fall Assignment Lists containing school codes for each district will be posted to eDIRECT.

Step 6 – Complete Answer Document Coding

Answer Document – Demographic Coding

- SC READY and SCPASS answer documents contain student demographic fields on page 1 (front cover) and page 2, as well as subject-specific fields on pages 2 and 3.
- All of the fields above the solid line on page 2 of each answer document could have been submitted through precode. Information/fields submitted through precode do not need to be handcoded.
- Handcoding of the student's name on page 1 (the front cover) of a preprinted answer document is optional. However, it provides a secondary method for identifying an answer document as belonging to a particular student. Handcoding of the student's name is required on any answer document containing an override label or home school override label. The **student's legal name** should be coded. Do not use nicknames or middle names for the first name.
- If a student's information was submitted on the January precode file, but the student's preprinted answer document for a particular assessment is missing, apply an override label and follow the instructions for coding non-precoded answer documents.
- If a student changed his/her name after the precode file was submitted, apply an override label on top of the student's preprinted information. Then follow the instructions for coding non-precoded answer documents.
- If preprinted answer documents are transferred to another school within the same district, the score results will be reported with the original school unless the receiving school places their override labels on the answer documents.

Demographic Fields – Page 2

If an override label is used, all of the demographic fields printed on page 2 must be coded. These fields include:

- **Birth Date**—Hand-code the month, day, and year the student was born.
- **Gender**—Bubble the student's gender.
- **Migrant (Migrant Status)**—If the box is left blank, the student will be identified as "No."
- **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).
- **English Proficiency**—See **Appendix D** for a detailed explanation of each category.

School Test Coordinator's Section—Paper/Pencil Testing

- **PowerSchool Number**—Write and hand-code the student's ID number in PowerSchool. If a student has a 5-digit student ID number, begin hand-coding on the left of the grid, leaving leftover boxes blank.
- **Student State ID**—Write and hand-code the student's 10-digit state ID number.
- **504 Plan**—If the box is left blank, the student will be identified as "No."
- **G (Gifted and Talented)**—If applicable, hand-code the appropriate bubble. If the box is left blank, the student will be identified as "No."
- **Special Education**—If applicable, bubble one or more of the listed codes, as indicated by the student's IEP. (If needed, explanations are provided in the Precode Manual, posted at http://ed.sc.gov/tests/assessment-information/precode/.)
- **Fall Assign Code**—If applicable, hand-code the SIDN of the school to which the student is fall assigned.

Subject-specific Demographic Fields – Pages 2 and 3

Pages 2 and 3 of the SC READY answer document and page 3 of the SCPASS answer document include subject-specific sections of demographic fields. Within each subject-specific section, all **applicable** fields should be handcoded on both **precoded** and **non-precoded** answer documents. These fields could not have been submitted through precode.

IEP/504 Standard Accommodations—Darken the bubble(s) for each accommodation the student used during testing. Descriptions of all accommodations appear in **Appendix C**—Testing Students with Documented Disabilities.

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 SC READY to ESOL/EL Students.

IEP Special Request Code—If applicable, complete the special request code provided by the SCDE. See **Appendix C**, page C-3 for details.

IEP Invalidation—**Bubble this field if the student's IEP or 504 team has determined that the student's test administration should be invalidated due to inappropriate use of testing accommodations.** See page 17 of this manual for information on test security violations involving students with disabilities. (Any answer document with the IEP Invalidation field bubbled must be returned in a scorable box.)

Do Not Score—Darken this bubble if the student's responses for the particular subject (or session for ELA) should not be scored due to some reason other than an IEP invalidation. If responses for all subjects and sessions should **not** be scored, apply a "Do Not Score" label (see page 51).

Test Administrator Name—Print the first and last name of the test administrator on the line(s) provided. Please note that this information must be provided for each subject (or session for ELA).

School Test Coordinator's Section—Paper/Pencil Testing

During the 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 test materials. The STC and the TA must sign out secure test materials for each day of testing.
  - If you receive any additional materials from the DTC, be sure to record the type of documents and the security numbers of the secure materials received.
- Read pages 20–21 of this manual for information regarding the security checklist.
  - The checklists are available in electronic format only on eDIRECT (https://sc.drcedirect.com) and can be downloaded into an Excel spreadsheet. These checklists will be available by March 24.
- For each day of testing, the STC and the TA **must** initial the appropriate columns for the receipt and return of secure test materials.
- The security numbers and the student names on the preprinted answer documents match the numbers and names on the security checklist.
- **On each day of testing, each TA must sign out only the secure materials needed for that day.**
- Ensure that appropriate materials are distributed for each student using testing accommodations.
- **Report any breach of test security to the DTC. Follow the guidelines for reporting test security violations in this manual on pages 14–17.**
- 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 numbers of the answer document and test booklet and report the incident to the DTC. Ensure that student responses are transferred into a new answer document as appropriate. (Refer to Step 3, 5th bullet, for transfer procedures.) Dispose of the test materials in a secure manner. Indicate the security numbers of the destroyed materials on the security checklist. Refer to page 30 for more information on student illness.
- 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.
- If staff and students must evacuate the testing room or the building, TAs should collect test materials from students as they leave the testing room (provided that doing so does not compromise the safety of TAs or students).

Step 3 – Supervise Materials Return

- Collect all test materials from the TAs at the completion of each day of testing, including seating charts.
- Make sure that TAs 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 column.
- Make sure the TA's initials are handcoded on the appropriate page and the TA's name is handwritten in the designated areas on the answer document.
- Verify that all answer documents are preprinted or appropriately labeled and hand-coded.
- 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.
- Make sure responses for students using response option accommodations have been transcribed into answer documents as specified in **Appendix C**.
- Make sure any scratch paper containing student writing is collected so they can be returned to the contractor in the nonscorable boxes.

Guidelines for Make-up Testing

Step 1 – Identify and Schedule Students

- If a student is absent on the originally scheduled test date, a make-up date must be scheduled.
- Make sure 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*s, 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. The *Student Make-up Roster* is in **Appendix A** of this manual.

School Test Coordinator's Section—Paper/Pencil Testing

Step 2 – Make-up Testing Dates

- Make-up tests may be given throughout the testing window.
- The administration of one make-up test per day is recommended. However, students may take **two** make-up tests per 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.
- To administer the make-up tests, TAs must follow the appropriate test administration directions in the *ADM*. 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.
- Immediately after completing the make-up testing session, TAs must return the *Student Make-up Roster* and all test materials to the STC.

Materials Return

Districts and schools can return materials as testing is complete. Answer documents for grade 3 ELA should be returned as soon as possible using the appropriate return shipping label. For ship-to sites, refer to the return procedures located in the *MMR Supplement*.

Step 1 – Verify Labeling

- **Make sure that all answer documents have preprinted student information or an appropriate label.** Appropriate labels include a new student precode label or an override label.
- If answer documents are returned to the contractor without preprinted information or a label, they will not be scored. Rescores will be at the district's expense.
- Place a "Do Not Score" label on any **used answer documents** that should **not** be scored.
- Place a "Do Not Score" label on any **unused preprinted** (precoded) answer documents.
- Do not open unused shrinkwrapped materials.

School Test Coordinator's Section—Paper/Pencil Testing

Step 2 – Verify Answer Document Coding

- Make sure that the form type has been coded in each subject-specific section of the answer document. Also, be sure that the accommodation codes have been completed for the appropriate students.
- Answer document coding of student demographic information must be completed in **supervised** sessions (see page 33).

Step 3 – Complete Answer Document Return Form (Electronic)

- The Answer Document Return Form indicates the number of answer documents being returned by the school and allows schools to send score reports to another school by specifying a fall assignment code (school number). This electronic form is available on eDIRECT.
- Complete the electronic Answer Document Return Form for **each** grade level (or subject for grade 3) tested.

Step 4 – Sign and Return Security Checklists

- Use the security checklist to indicate the materials that have been packaged for return. The STC and preferably one other person should initial the appropriate column on the security checklist.
- Send the completed security checklist (in Excel format) to your DTC via e-mail attachment. If security checklists were printed and used in hard copy format, clip them together and return them in your nonscorable school boxes. For more information on how to use electronic security checklists, see page 20.

Step 5 – Return Seating Charts

- Return all seating charts to the DTC. Seating charts may be returned via hard copy or electronically via e-mail.
- If hard copies of seating charts are being returned, clip the charts together and place them in your nonscorable school boxes.
- Alternatively, hard copies of seating charts can be converted to electronic copies via scanning and returned to the DTC as e-mail attachments.

Step 6 – Package Materials for Return

- Package Grade 3 ELA answer documents for return as soon as testing is complete. Verify that both Session 1 and Session 2 are complete before packaging for return.
- Know the date you need to return the test materials to your DTC.
- Using the original shipping boxes, **separate and package test materials into scorable and nonscorable boxes**.

School Test Coordinator's Section—Paper/Pencil Testing

Scorable Materials – These materials include all answer documents for students who have completed testing. This includes answer documents for students who tested with large-print materials. In addition, all braille materials should be placed into the plastic bag in which they were received and returned with the scorable materials.

- **Place only completed, scorable answer documents into the scorable boxes.** Materials do not have to be boxed by grade with the exception of grade 3 ELA. Grade 3 ELA should be returned immediately after both Session 1 and Session 2 are complete.
- Check the test booklets to ensure that the scorable answer documents have not been placed inside any test booklets.
- Return home school materials separately to the DTC. Do not place these materials in the return boxes.
- Place all scorable test materials in plastic bags provided by DRC, seal the bags tightly, and place them in scorable boxes.
- If needed, place newspaper or other packing material on top of each box to keep materials immobile during transit. Securely seal the boxes.
- Affix an **orange** preprinted return address label marked "Scorable" on the side of each box that contains grade 3 ELA answer documents.
- Affix a **pink** preprinted return address label marked "Scorable" on the side of each box that contains grade 3 math and grades 4–8 ELA/math and science/social studies answer documents. Refer to the Return Packaging Instructions Checklist on pages 59 and 60.
- Keep all test materials secure until they are returned to the DTC.

Nonscorable Secure Materials – These materials include all used test booklets, unused answer documents, and customized materials. Hard copies of security checklists and seating charts may also be included (see Step 5 on page 57).

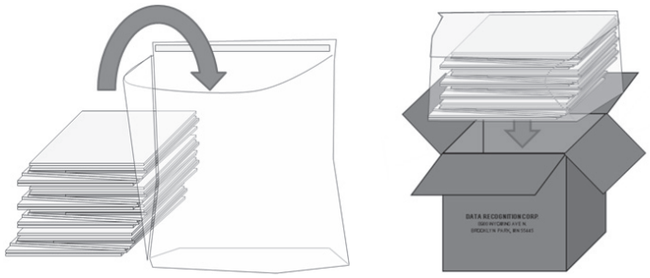
- **Place only nonscorable secure materials in the nonscorable boxes.** Materials do not have to be boxed by grade.
- Clip together all scratch paper that includes student writing and return them in the boxes of nonscorable materials.
- If needed, place newspaper or other packing material on top of each box to keep materials immobile during transit. Securely seal the boxes.
- Affix a **white** preprinted return address label marked "Nonscorable" on the side of each box.
- Keep all test materials secure until they are returned to the DTC.

Do not return *TAM*s, unused labels, or make-up rosters. Retain several copies of the manuals after testing for reference purposes. Other materials may be discarded at the end of the assessment(s).

School Test Coordinator's Section—Paper/Pencil Testing

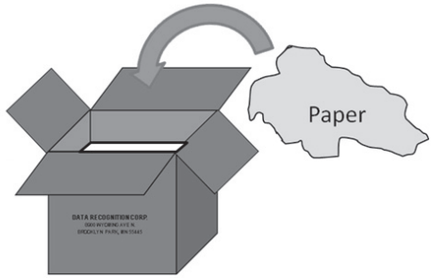
RETURN PACKAGING INSTRUCTIONS CHECKLIST

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



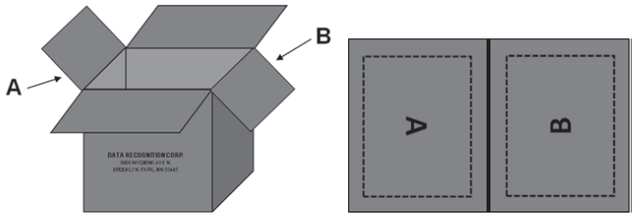
☐ Place all NONSCORABLE test materials in the NONSCORABLE boxes. (Plastic bags are not needed for NONSCORABLE materials.)

☐ 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.

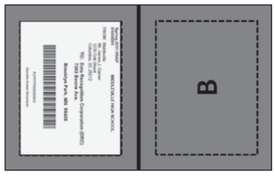


School Test Coordinator's Section—Paper/Pencil Testing

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

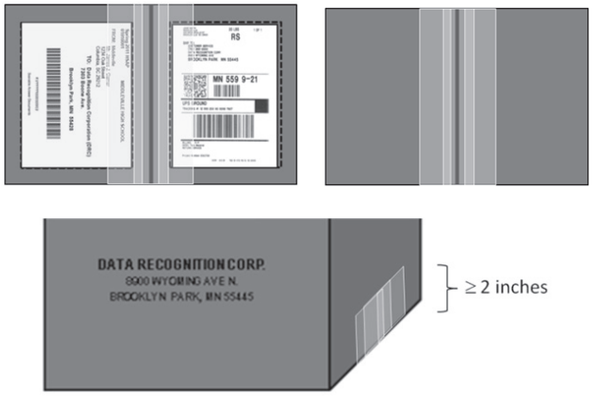


☐ Affix the appropriate colored DRC label on Flap A of return box.



☐ 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.



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 test security laws and regulations, directions for answer document coding, administration directions, and all test administration policies and procedures outlined on pages 22–38 of this manual.
- TAs must attend a training session to be eligible to administer the SC READY. 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 must attend a training session scheduled by the DTC or STC.
- All TAs and monitors who will have access to SC READY or SCPASS secure test materials must sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form. The TA form can be found in **Appendix A**. The monitor form can be found in **Appendix E**. These forms may be photocopied, if needed. This step should be completed after the training session for SC READY or SCPASS 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 later in the testing window. See page 30 of this manual for more information.**

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.** If students will be testing with supported tablet devices, it is essential that students use those devices when accessing the OTT.
- For each day of testing, set up seating for online testing to provide maximum privacy for each student. The Online Testing Roster can be used to determine seating assignments by reviewing the form number assignment 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. Carefully consider the classroom or computer lab environment and determine what additional measures, such as partitions and/or folders, privacy filters, 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 partitions/folders, privacy filters, spacing, and other measures are implemented as needed.

Testing Using Tablet Devices

Special considerations apply for online testing with supported tablet devices.

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.

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.

Test Administrator's Section—Online Testing

Other Considerations for Tablet Devices

- Ensure the 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).

Step 2 – Day of Testing

- Work with the STC to use the online testing roster to track the distribution of student test tickets and security checklist to sign out and in the Large-Print TA Notes.
- Remember to maintain the security of all test materials, whether paper/pencil or online. 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.

During Test Administration

Step 1 – Getting Ready

- Student access to and use of computers prior to the beginning of the test should be monitored to ensure that students do not activate software or other resources that could interfere with the security and integrity of the test.
- Make sure you have the following test materials available for the appropriate tests: online testing roster, student test tickets, and scratch paper.

  Notes: The online testing system for the **grades 6–8 mathematics and science** tests will include a basic calculator tool. In addition, the online testing system will include a scientific calculator for grade 8 mathematics. Students taking the online grades 6–8 mathematics tests may also use school- or student-owned calculators if they follow the calculator policy on pages 27–28 of this manual.
- 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.

Test Administrator's Section—Online Testing

- 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, including student test tickets. When test materials are out of secure storage, a trained TA must be present at all times.

Step 2 – Follow Administration Directions and Monitor Log-In

- Follow the Online Administration Directions in the *Administration Directions Manual*.
- Do not distribute the test tickets until prompted to do so in the administration directions. Ensure that each student receives the correct test ticket. If the TA is proctoring students whom he/she does not know, the TA should ask for some type of identification before releasing the ticket to the student. Collect the test tickets soon after students have successfully logged on.
- When reading the administration directions from the *ADM*, read the directions to students exactly as they are written, using a natural tone and manner. If a mistake is made in reading a direction, stop and re-read the direction correctly. Never deviate from the directions as written, except as indicated for students using specified testing accommodations. Deviating from printed directions is considered to be a test security violation.
- **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 re-read directions as requested by students. **Note:** For students testing with an oral or signed administration (HVA or VSL), the online system will begin reading or signing the instructions to students following log-in.
- As part of the administration directions, students are instructed to log in to the online testing system. To reduce the tax on the school's network, you may want to instruct students to log in using a staggered log-in process, instead of instructing all students to log in at the same time.
- If students are having trouble logging in to the online testing system, ensure the student is:
  - using the correct test ticket.
  - typing the username and password exactly as it appears on the test ticket. Usernames and passwords are not case sensitive.
- Allow students to ask questions about directions and procedures; you may not answer questions about test items or student responses. 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 for students or read any parts of test questions aloud or to yourself.**

Step 3 – Proctoring the Test Session

- Actively proctor the test session to make sure students are following directions (see pages 35–37 of this manual).
- Do not let an issue with one student distract the proctoring of the entire class. Have extra devices available if problems occur with a testing device. The STC should have an IT person/resource available to assist TAs with such issues.
- The use of monitors in classrooms is highly recommended to assist TAs with the proctoring of online test administrations.
- Create a seating chart for the testing session (see page 35 of this manual). The Online Testing Roster can be used for determining seating chart assignments by utilizing the students' test form assignments.
- Schedule breaks during testing if needed. Online tests must be paused during the break. Snacks are permissible, if desired; however, care must be taken to ensure that online testing equipment are not damaged by food or drink.
- Record the names of students who missed testing on the *Student Make-up Roster* (see **Appendix A**). Directions for completion are provided 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 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* and label any test materials the student was using with the student's name.
- If you must evacuate the testing room or the building, collect online test tickets and other test materials from students as they leave the testing room (as long as doing so does not compromise your safety or the safety of the students).

Guidelines for Make-up Testing

The STC will notify TAs who are responsible for make-up testing sessions. If asked to administer make-up tests, use the procedures on page 46.

Test Administrator's Section—
Online Testing

After Test Administration

Follow these procedures at the end of each testing session.

- Be sure to collect all test tickets and any other test materials (such as scratch paper) from students.
- Make sure you have recorded the names of students who missed the test on the *Student Make-up Roster*. Separate the test tickets for students who completed the test from the test tickets for students who need to make up the test.
- Return the online testing roster, test tickets, and any other test materials 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. Refer to the *DRC INSIGHT Technology User Guide* for more information. This guide can be found on eDIRECT under General Information – Documents.

Test Administrator's Section—
Paper/Pencil Testing

Before the Test Administration

Step 1 – Prepare for Testing

- Make sure your classroom does 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.**
- Make sure your classroom is conducive to testing. Students should have plenty of space to work, good lighting, and comfortable seating. Students should not be tested in a large group setting, such as an auditorium or lunch room.
- Know which of your students use testing accommodations and plan how these students will be tested. Obtain any devices, equipment, or supplemental materials that students with IEPs, 504 Plans, or ESOL accommodation 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. Be sure to sign out the appropriate materials for any student using testing accommodations. **Do not leave secure materials unattended at any time.**
- When secure materials are in the room, the TA may not conduct any instruction or review related to the subject being tested.
- 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 preprinting or labeling,
  2. contain no systematic errors in the preprinted information,
  3. are not damaged (e.g., rips, folds, creases, poor print quality), and
  4. have the correct grade 3 answer document subject.
- **Contact the STC if you have any answer documents that are not pre-identified, or 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 the Test Administration

Step 1 – Getting Ready

- Make sure you have the following test materials available for the appropriate tests: test booklets, answer documents, sharpened No. 2 pencils, blank scratch paper, cover sheets (optional), calculators for grades 6–8 mathematics and science tests, and Periodic Tables for grade 7 science.
- Make sure you have the appropriate equipment and supplemental materials for students using testing accommodations as specified in their IEP, 504 Plan, or ESOL accommodation plan. Refer to the procedures in **Appendix C** or **Appendix D** for more information.
- 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.

Step 2 – Follow Administration Directions

- Follow the Paper/Pencil Administration Directions in the *Administration Directions Manual*.
- Distribute test materials to students when instructed to do so in the *ADM* for the subject being tested.
- Ensure that each student receives the correct answer document and the correct test booklet (i.e., correct subject and grade, and correct form type) each day of testing.
- If you are using customized administration materials (e.g., *Form A Oral Administration Script* or audio CD-ROM, *Braille Oral Administration Script, Signed Administration Script*, or ASL DVD), be sure to begin the testing session by reading the administration directions in the *ADM*. The administration directions will direct you to proceed to the customized administration materials at the appropriate time.
- When reading the administration directions from the *ADM* or a customized script, read the directions to students exactly as they are written, using a natural tone and manner. If a mistake is made in reading a direction, stop and re-read the direction correctly. Never deviate from the directions as written, except as indicated for students using specified testing accommodations. Deviating from printed directions is considered to be a test security violation.
- **Each student should hear all of the administration directions for each test (and session, for ELA).** Do not allow administration directions to be read over the public address system. Each subject has specific directions that must be read, in their entirety, by the TA. TAs may re-read directions as requested by students.

- Allow students to ask questions about directions and procedures; you may not answer questions about test items or student responses. **Do not discuss any test questions with students before, during, or after testing.**
- Unless you are using an oral administration script to administer a test to a student with an IEP, 504 Plan, or ESOL accommodation plan, **do not pronounce words in test questions for students or read any parts of the test questions aloud or to yourself**.

Step 3 – Proctoring the Test Session

- Actively proctor the test session to make sure that students are following directions (see pages 37–38 of this manual).
- If students are using highlighters or colored pencils to highlight or mark text in their test booklets, make sure they are not using these writing instruments on their answer documents. All student responses must be marked on the answer document with a No. 2 pencil only.
- Create a seating chart for the testing session (see page 35 of this manual).
- The assessments are not timed; using the estimated test durations found on page 26 as a guideline, allow students sufficient time to finish. If students do not complete testing 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.
- Schedule breaks during testing if needed. Test booklets and answer documents must be closed during the break. Snacks are permissible, if desired; however, care must be taken to ensure that test materials are not damaged by food or drink.
- Record the names of students who missed testing on the *Student Make-up Roster* (see **Appendix A**). Directions for completion are provided 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 the safety of the students).

Make-up Testing

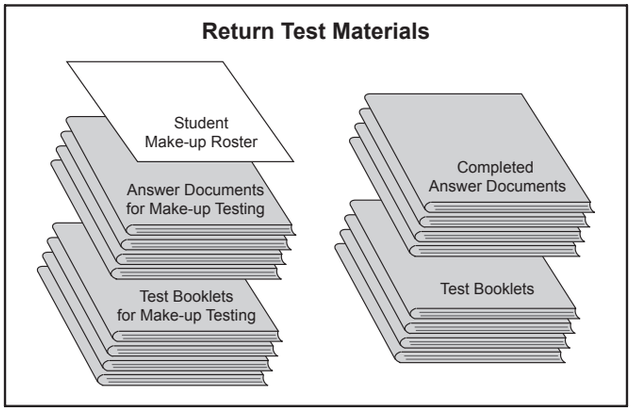
The STC will notify you if you are responsible for any make-up testing sessions. If you are asked to administer make-up tests, use the procedures given on pages 55–56 of this manual.

Test Administrator's Section—
Paper/Pencil Testing

After Test Administration

Follow these procedures at the end of each testing session.

- Make sure you have collected all test materials from students. **Note:** Grade 3 ELA answer documents should be collected and returned immediately after testing.
- Make sure you have recorded the names of students who missed the test on the *Student Make-up Roster*. Separate the test materials (answer documents and test booklets) for students who need a make-up test from the students who have completed testing.
- For any students who did not mark their answers directly in the answer document, make sure that all responses are transcribed into the answer document. This includes, but is not limited to, responses for students using large-print test booklets. See **Appendix C** (C-16 through C-19 and C-24) for special instructions regarding the return of typed/separate paper and brailled responses for the TDA item on Session 1 of the ELA test.
- Place **all** braille materials into the plastic bag in which the materials were received. Use one bag per student, per subject.
- Collect and clip together scratch paper that contains student writing.
- Make sure that all required information on pages 2 and 3 of the answer documents has been completed.
- Make sure that the Form Type and TA Initials have been coded on the appropriate page of the answer documents.
- Stack the materials as shown in the following illustration.



- Return all materials to the STC, including your seating charts and any scratch paper.
- Sign in secure materials on the security checklist. Verify that each used answer document has a student name associated with it on the security checklist. If necessary, update the preprinted name on the security checklist with the correct student name.

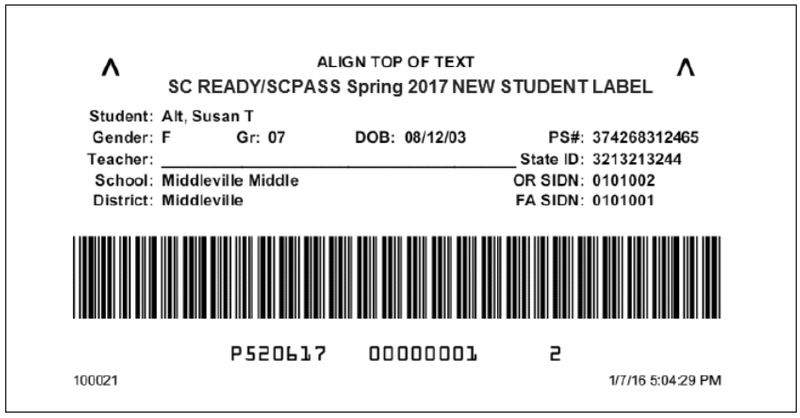
Appendix A
Labels and Forms

In this appendix, you will find a sample of the following labels and forms:

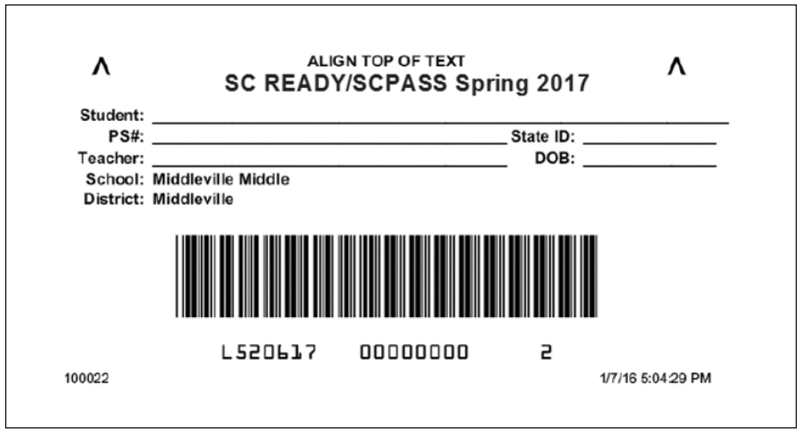
- **New Student Precode Labels**
- **Override Labels**
- **Home School Override Labels**
- **Do Not Score Labels**
- **SC READY Answer Document**
- **SCPASS Answer Document**
- **Agreement to Maintain Test Security and Confidentiality** (for District Test Coordinators and School Test Coordinators)
- **Agreement to Maintain Test Security and Confidentiality** (for Test Administrators)
- **Student Make-up Roster**
- **"Do Not Disturb" Sign**

Appendix A
Labels and Forms

New Student Precode Labels (Pink-striped)

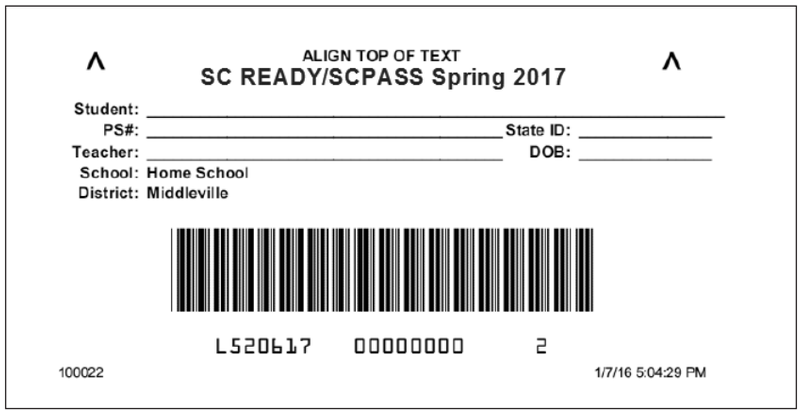


Override Labels (White)



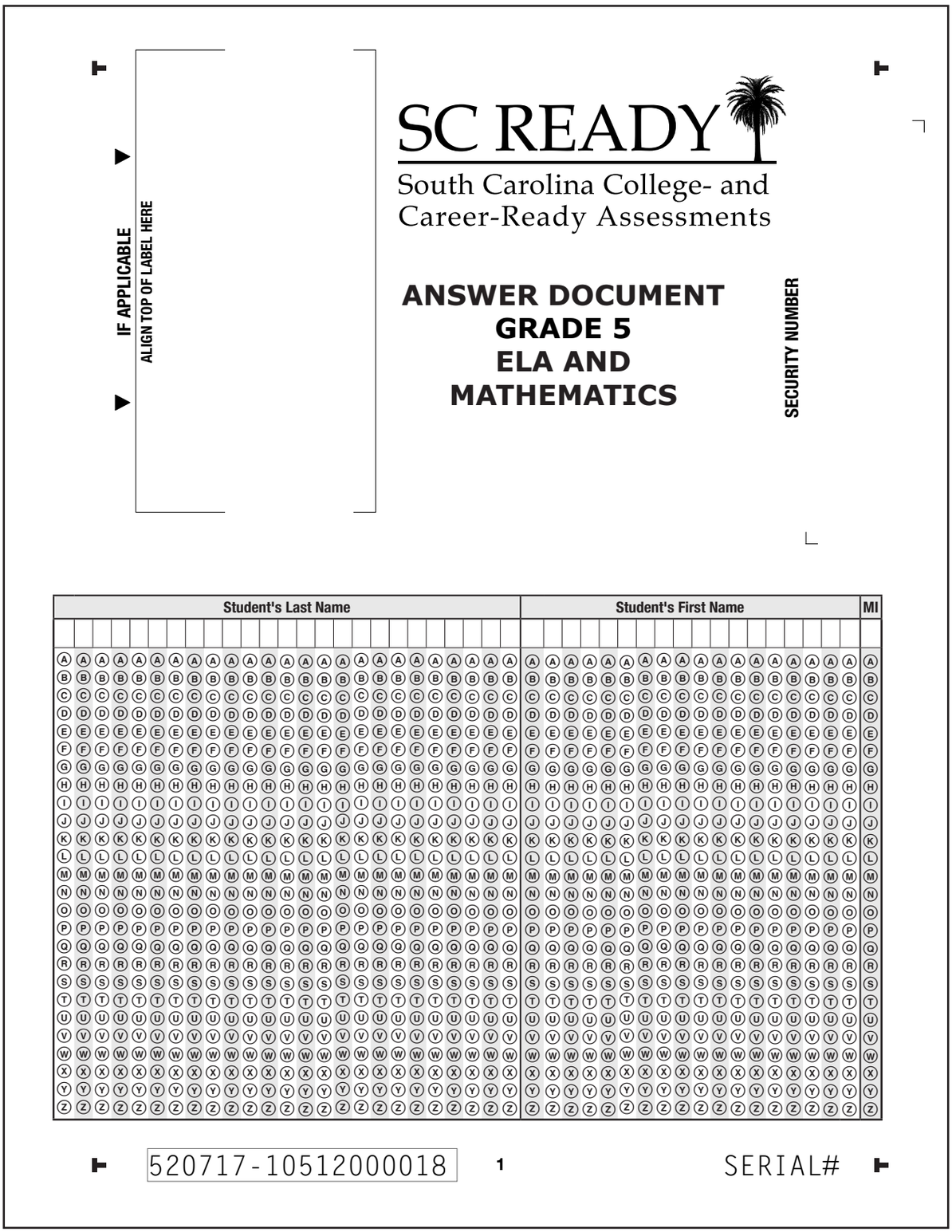
Appendix A
Labels and Forms

Home School Override Labels (Ivory)



Do Not Score Labels (Tan)

Appendix A
Labels and Forms



Appendix A
Labels and Forms

Complete the fields that were not transmitted through precode by your district.

Birth Date

Month	Day	Year
○ Jan	① ⑪ ㉑ ㉛	○ 2002
○ Feb	② ⑫ ㉒	○ 2003
○ Mar	③ ⑬ ㉓	○ 2004
○ Apr	④ ⑭ ㉔	○ 2005
○ May	⑤ ⑮ ㉕	○ 2006
○ June	⑥ ⑯ ㉖	○ 2007
○ July	⑦ ⑰ ㉗	○ 2008
○ Aug	⑧ ⑱ ㉘	○ 2009
○ Sep	⑨ ⑲ ㉙	○ 2010
○ Oct	⑩ ⑳ ㉚	
○ Nov		
○ Dec		

Gender
- ○ Female
- ○ Male

Migrant
- ○ Yes

Hispanic or Latino
- ○ Yes

Race

Mark **all** that apply.
- ○ American Indian/Alaska Native
- ○ Asian
- ○ Black/African American
- ○ Native Hawaiian/Other Pacific Islander
- ○ White

English Proficiency
- ○ Pre-functional
- ○ Beginner
- ○ Intermediate
- ○ Advanced
- ○ Initially English Proficient
- ○ Title III First Year Exited
- ○ Title III Second Year Exited
- ○ English Speaker I
- ○ English Speaker II
- ○ Pre-functional Waiver
- ○ Beginner Waiver
- ○ Intermediate Waiver
- ○ Advanced Waiver
- ○ Fluent Waiver
- ○ Missed Annual ELD Assessment

PowerSchool Number

Student State ID

504 Plan
- ○ Yes

G
- ○ Academic
- ○ Artistic
- ○ Both

Special Education

Mark **all** that apply.
- ○ AU
- ○ DB
- ○ DD
- ○ EH
- ○ EM
- ○ HH
- ○ LD
- ○ MD
- ○ OHI
- ○ OH
- ○ PMD
- ○ SP
- ○ TBI
- ○ TM
- ○ VH

Fall Assign Code

0 1 2 3 4 5 6 7 8 9

TO BE COMPLETED FOR ELA SESSION 1

Teachers/test administrators must complete all applicable codes.

IEP/504 Standard Accommodations

Mark **all** that apply.
- ○ Setting
- ○ Timing
- ○ Scheduling
- ○ Presentation–Oral Administration Script
- ○ Presentation–Oral Administration CD-ROM
- ○ Presentation–Signed Administration Script
- ○ Presentation–Signed Administration DVD
- ○ Presentation–Other
- ○ Response Options
- ○ Supplemental Materials or Devices
- ○ Spelling

IEP Special Request Code
- ①
- ②

IEP Invalidation
- ○

Do Not Score
- ○

ESOL Accommodations

Mark **all** that apply.
- ○ Bilingual Dictionary
- ○ Directions Translated
- ○ Oral Administration
- ○ Setting
- ○ Timing
- ○ Scheduling

Test Administrator Name: _____
(Print First and Last Name)

SC READY: SECURE TEST GR5/AD S17

520717-10512000026 **2** SERIAL#

Appendix A
Labels and Forms

TO BE COMPLETED FOR ELA SESSION 2

Teachers/test administrators must complete all applicable codes.

IEP/504 Standard Accommodations
Mark **all** that apply.
○ Setting
○ Timing
○ Scheduling
○ Presentation–Oral Administration Script
○ Presentation–Oral Administration CD-ROM
○ Presentation–Signed Administration Script
○ Presentation–Signed Administration DVD
○ Presentation–Other
○ Response Options
○ Supplemental Materials or Devices

IEP Special Request Code
①
②

IEP Invalidation
○

Do Not Score
○

ESOL Accommodations
Mark **all** that apply.
○ Bilingual Dictionary
○ Directions Translated
○ Setting
○ Timing
○ Scheduling

Test Administrator Name: _____
(Print First and Last Name)

TO BE COMPLETED FOR MATHEMATICS

Teachers/test administrators must complete all applicable codes.

IEP/504 Standard Accommodations
Mark **all** that apply.
○ Setting
○ Timing
○ Scheduling
○ Presentation–Oral Administration Script
○ Presentation–Oral Administration CD-ROM
○ Presentation–Signed Administration Script
○ Presentation–Signed Administration DVD
○ Presentation–Other
○ Response Options
○ Supplemental Materials or Devices

IEP Special Request Code
①
②

IEP Invalidation
○

Do Not Score
○

ESOL Accommodations
Mark **all** that apply.
○ Bilingual Dictionary
○ Directions Translated
○ Oral Administration
○ Setting
○ Timing
○ Scheduling

Test Administrator Name: _____
(Print First and Last Name)

SC READY: SECURE TEST GR5/AD S17

520717-10512000034 **3** SERIAL#

Appendix A
Labels and Forms

ELA SESSION 1

Form Type
○ A
○ A-LP
○ A-LL
○ C-BR
○ C-SL

Start Time	
Hour	Min.
⑦ ⑫	⑩⑩
⑧ ①	⑮
⑨ ②	㉚
⑩ ③	㊺
⑪ ④	

Stop Time	
Hour	Min.
⑦ ⑫	⑩⑩
⑧ ①	⑮
⑨ ②	㉚
⑩ ③	㊺
⑪ ④	

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

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ		
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ		
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ		
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ		
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ		
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ		
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ		
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ		
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ		

11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
17.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
18.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
19.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
20.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

21.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
22.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
23.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
24.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
25.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
26.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
27.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
28.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
29.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
30.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
31.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
32.	Ⓐ	Ⓑ	Ⓒ	Ⓓ

33. TDA Question

Be sure to write your final response on pages 6 and 7 of the answer document.

SC READY: SECURE TEST GR5/AD S17

520717-10512000042 4 SERIAL#

Appendix A
Labels and Forms

ELA Session 1—TDA Final Response

SC READY: SECURE TEST GR5/AD S17

520717-10512000067 6 SERIAL#

Appendix A
Labels and Forms

ELA Session 1—TDA Final Response

STOP

SC READY: SECURE TEST GR5/AD S17

520717-10512000075 7 SERIAL#

Appendix A
Labels and Forms

ELA SESSION 2

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

TA Initials	
FI	First Initial
	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
MI	Middle Initial
	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
LI	Last Initial
	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

1.	A B C D
2.	A B C D
3.	A B C D
4.	A B C D
5.	A B C D
6.	A B C D
7.	A B C D
8.	A B C D
9.	A B C D
10.	A B C D
11.	**Part A:** A B C D
	Part B: A B C D
12.	A B C D
13.	A B C D
14.	A B C D
15.	A B C D
16.	A B C D
17.	A B C D
18.	A B C D
19.	A B C D
20.	A B C D
21.	A B C D
22.	A B C D
23.	A B C D
24.	A B C D
25.	A B C D
26.	A B C D
27.	A B C D
28.	A B C D E
29.	A B C D
30.	**Part A:** A B C D
	Part B: A B C D
31.	A B C D
32.	A B C D
33.	A B C D
34.	A B C D
35.	A B C D
36.	A B C D
37.	A B C D E F
38.	A B C D
39.	A B C D
40.	A B C D
41.	A B C D
42.	A B C D
43.	A B C D

SC READY: SECURE TEST GR5/AD S17

520717-10512000083 8 SERIAL#

Appendix A
Labels and Forms

MATHEMATICS

Form Type
○ A
○ A-LP
○ A-LL
○ C-BR
○ C-SL

Start Time	
Hour	Min.
⑦ ⑧ ⑨ ⑩ ⑪	⑫ ① ② ③ ④
	⑬ ⑮ ⑳ ㊺

Stop Time	
Hour	Min.
⑦ ⑧ ⑨ ⑩ ⑪	⑫ ① ② ③ ④
	⑬ ⑮ ⑳ ㊺

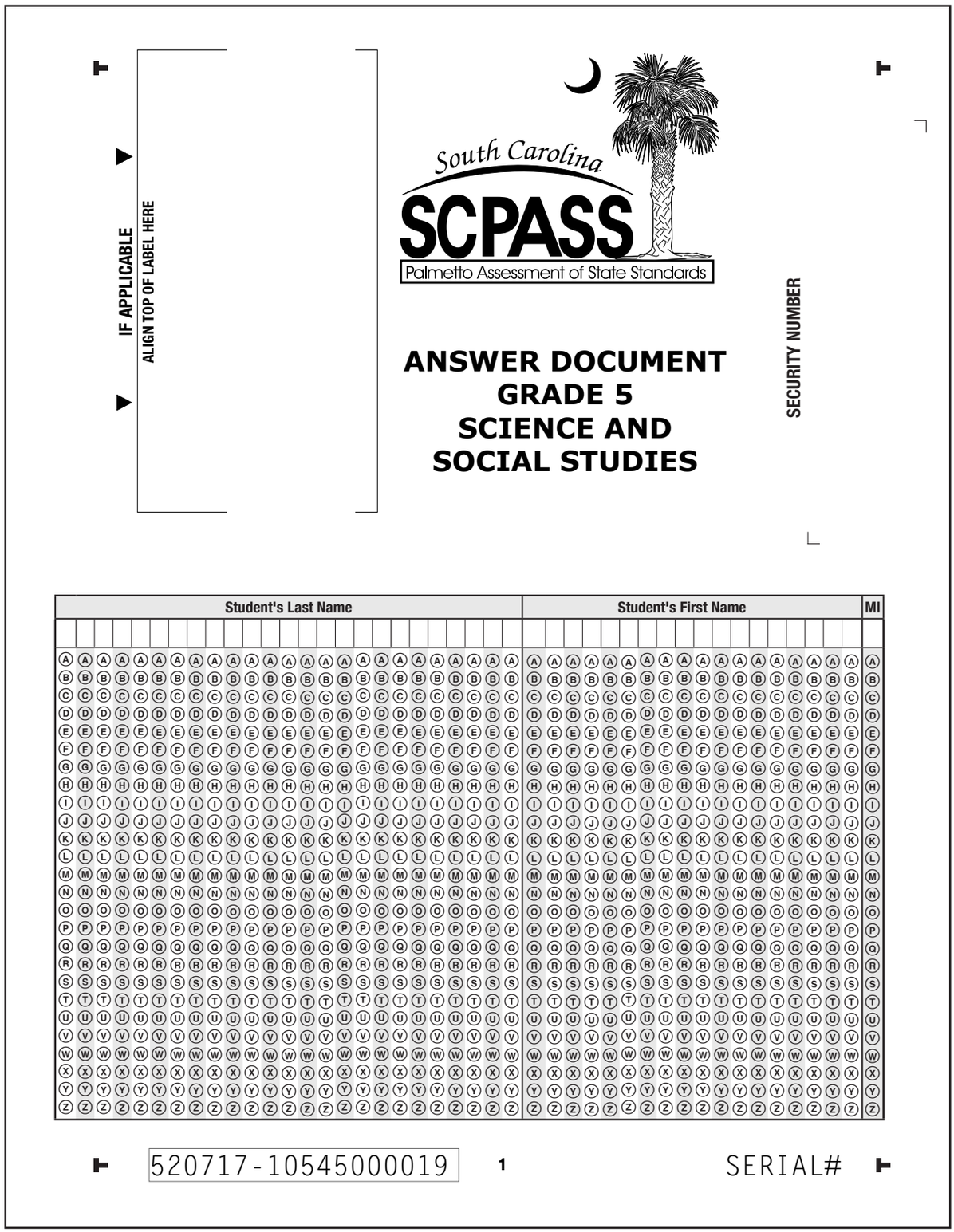
TA Initials	
FI	First Initial
	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ
MI	Middle Initial
	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ
LI	Last Initial
	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ Ⓙ Ⓚ Ⓛ Ⓜ Ⓝ Ⓞ Ⓟ Ⓠ Ⓡ Ⓢ Ⓣ Ⓤ Ⓥ Ⓦ Ⓧ Ⓨ Ⓩ

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
2.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
4.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
6.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
8.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
10.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
12.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
14.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
16.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
17.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
18.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
19.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
20.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
21.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
22.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
23.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
24.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
25.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
26.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
27.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
28.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
29.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
30.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
31.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
32.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
33.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
34.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
35.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
36.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
37.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
38.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
39.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
40.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
41.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
42.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
43.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
44.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
45.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
46.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
47.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
48.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
49.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
50.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
51.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
52.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
53.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
54.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
55.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
56.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
57.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
58.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
59.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
60.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	
61.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	

SC READY: SECURE TEST GR5/AD S17

520717-10512000109 **10** SERIAL#

Appendix A
Labels and Forms



Appendix A
Labels and Forms

Complete the fields that were not transmitted through precode by your district.

Birth Date

Month	Day	Year
○ Jan	① ⑪ ㉑ ㉛	○ 2002
○ Feb	② ⑫ ㉒	○ 2003
○ Mar	③ ⑬ ㉓	○ 2004
○ Apr	④ ⑭ ㉔	○ 2005
○ May	⑤ ⑮ ㉕	○ 2006
○ June	⑥ ⑯ ㉖	○ 2007
○ July	⑦ ⑰ ㉗	○ 2008
○ Aug	⑧ ⑱ ㉘	○ 2009
○ Sep	⑨ ⑲ ㉙	○ 2010
○ Oct	⑩ ⑳ ㉚	
○ Nov		
○ Dec		

Gender
- ○ Female
- ○ Male

Migrant
- ○ Yes

Hispanic or Latino
- ○ Yes

Race

Mark **all** that apply.
- ○ American Indian/Alaska Native
- ○ Asian
- ○ Black/African American
- ○ Native Hawaiian/Other Pacific Islander
- ○ White

English Proficiency
- ○ Pre-functional
- ○ Beginner
- ○ Intermediate
- ○ Advanced
- ○ Initially English Proficient
- ○ Title III First Year Exited
- ○ Title III Second Year Exited
- ○ English Speaker I
- ○ English Speaker II
- ○ Pre-functional Waiver
- ○ Beginner Waiver
- ○ Intermediate Waiver
- ○ Advanced Waiver
- ○ Fluent Waiver
- ○ Missed Annual ELD Assessment

PowerSchool Number

0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

504 Plan
- ○ Yes

G
- ○ Academic
- ○ Artistic
- ○ Both

Special Education

Mark **all** that apply.
- ○ AU
- ○ DB
- ○ DD
- ○ EH
- ○ EM
- ○ HH
- ○ LD
- ○ MD
- ○ OHI
- ○ OH
- ○ PMD
- ○ SP
- ○ TBI
- ○ TM
- ○ VH

Fall Assign Code

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Student State ID

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

SCPASS: SECURE TEST GR5/AD S17

520717-10545000027 **2** SERIAL#

Appendix A
Labels and Forms

TO BE COMPLETED FOR SCIENCE

Teachers/test administrators must complete all applicable codes.

IEP/504 Standard Accommodations
Mark **all** that apply.
○ Setting
○ Timing
○ Scheduling
○ Presentation - Oral Administration Script
○ Presentation - Oral Administration CD-ROM
○ Presentation - Signed Administration Script
○ Presentation - Signed Administration DVD
○ Presentation - Other
○ Response Options
○ Supplemental Materials or Devices

IEP Special Request Code
①
②

IEP Invalidation
○

Do Not Score
○

ESOL Accommodations
Mark **all** that apply.
○ Bilingual Dictionary
○ Directions Translated
○ Individual and Small Group Administration
○ Oral Administration
○ Scheduling
○ Timing

Test Administrator Name: _____
(Print First and Last Name)

TO BE COMPLETED FOR SOCIAL STUDIES

Teachers/test administrators must complete all applicable codes.

IEP/504 Standard Accommodations
Mark **all** that apply.
○ Setting
○ Timing
○ Scheduling
○ Presentation - Oral Administration Script
○ Presentation - Oral Administration CD-ROM
○ Presentation - Signed Administration Script
○ Presentation - Signed Administration DVD
○ Presentation - Other
○ Response Options
○ Supplemental Materials or Devices

IEP Special Request Code
①
②

IEP Invalidation
○

Do Not Score
○

ESOL Accommodations
Mark **all** that apply.
○ Bilingual Dictionary
○ Directions Translated
○ Individual and Small Group Administration
○ Oral Administration
○ Scheduling
○ Timing

Test Administrator Name: _____
(Print First and Last Name)

SCPASS: SECURE TEST GR5/AD S17

520717-10545000035 **3** SERIAL#

Appendix A
Labels and Forms

SCIENCE

Form Type
○ A
○ A-LP
○ A-LL
○ C-BR
○ C-SL

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

TA Initials	
FI	First Initial
	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
MI	Middle Initial
	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
LI	Last Initial
	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

1.	A	B	C	D
2.	F	G	H	I
3.	A	B	C	D
4.	F	G	H	I
5.	A	B	C	D
6.	F	G	H	I
7.	A	B	C	D
8.	F	G	H	I
9.	A	B	C	D
10.	F	G	H	I
11.	A	B	C	D
12.	F	G	H	I
13.	A	B	C	D
14.	F	G	H	I
15.	A	B	C	D
16.	F	G	H	I
17.	A	B	C	D
18.	F	G	H	I
19.	A	B	C	D
20.	F	G	H	I
21.	A	B	C	D
22.	F	G	H	I
23.	A	B	C	D
24.	F	G	H	I

25.	A	B	C	D
26.	F	G	H	I
27.	A	B	C	D
28.	F	G	H	I
29.	A	B	C	D
30.	F	G	H	I
31.	A	B	C	D
32.	F	G	H	I
33.	A	B	C	D
34.	F	G	H	I
35.	A	B	C	D
36.	F	G	H	I
37.	A	B	C	D
38.	F	G	H	I
39.	A	B	C	D
40.	F	G	H	I
41.	A	B	C	D
42.	F	G	H	I
43.	A	B	C	D
44.	F	G	H	I
45.	A	B	C	D
46.	F	G	H	I
47.	A	B	C	D
48.	F	G	H	I

49.	A	B	C	D
50.	F	G	H	I
51.	A	B	C	D
52.	F	G	H	I
53.	A	B	C	D
54.	F	G	H	I
55.	A	B	C	D
56.	F	G	H	I

SCPASS: SECURE TEST GR5/AD S17

520717-10545000043 4 SERIAL#

Appendix A
Labels and Forms

SOCIAL STUDIES

Form Type
○ A
○ A-LP
○ A-LL
○ C-BR
○ C-SL

Start Time		Stop Time	
Hour	Min.	Hour	Min.
⑦ ⑫	⑩⑩	⑦ ⑫	⑩⑩
⑧ ①	⑮	⑧ ①	⑮
⑨ ②	㉚	⑨ ②	㉚
⑩ ③	㊺	⑩ ③	㊺
⑪ ④		⑪ ④	

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

1.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	25.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2.	Ⓕ	Ⓖ	Ⓗ	Ⓘ	26.	Ⓕ	Ⓖ	Ⓗ	Ⓘ
3.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	27.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4.	Ⓕ	Ⓖ	Ⓗ	Ⓘ	28.	Ⓕ	Ⓖ	Ⓗ	Ⓘ
5.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	29.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6.	Ⓕ	Ⓖ	Ⓗ	Ⓘ	30.	Ⓕ	Ⓖ	Ⓗ	Ⓘ
7.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	31.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8.	Ⓕ	Ⓖ	Ⓗ	Ⓘ	32.	Ⓕ	Ⓖ	Ⓗ	Ⓘ
9.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	33.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10.	Ⓕ	Ⓖ	Ⓗ	Ⓘ	34.	Ⓕ	Ⓖ	Ⓗ	Ⓘ
11.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	35.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12.	Ⓕ	Ⓖ	Ⓗ	Ⓘ	36.	Ⓕ	Ⓖ	Ⓗ	Ⓘ
13.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	37.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14.	Ⓕ	Ⓖ	Ⓗ	Ⓘ	38.	Ⓕ	Ⓖ	Ⓗ	Ⓘ
15.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	39.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16.	Ⓕ	Ⓖ	Ⓗ	Ⓘ	40.	Ⓕ	Ⓖ	Ⓗ	Ⓘ
17.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	41.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
18.	Ⓕ	Ⓖ	Ⓗ	Ⓘ	42.	Ⓕ	Ⓖ	Ⓗ	Ⓘ
19.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	43.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
20.	Ⓕ	Ⓖ	Ⓗ	Ⓘ	44.	Ⓕ	Ⓖ	Ⓗ	Ⓘ
21.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	45.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
22.	Ⓕ	Ⓖ	Ⓗ	Ⓘ	46.	Ⓕ	Ⓖ	Ⓗ	Ⓘ
23.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	47.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
24.	Ⓕ	Ⓖ	Ⓗ	Ⓘ	48.	Ⓕ	Ⓖ	Ⓗ	Ⓘ

49.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
50.	Ⓕ	Ⓖ	Ⓗ	Ⓘ
51.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
52.	Ⓕ	Ⓖ	Ⓗ	Ⓘ
53.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
54.	Ⓕ	Ⓖ	Ⓗ	Ⓘ
55.	Ⓐ	Ⓑ	Ⓒ	Ⓓ
56.	Ⓕ	Ⓖ	Ⓗ	Ⓘ

SCPASS: SECURE TEST GR5/AD S17

520717-10545000068 6 SERIAL#

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

SCPASS and SC READY
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 SCPASS and SC READY.

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.

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
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

SCPASS and SC READY
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 SCPASS and SC READY.

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.

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

STUDENT MAKE-UP ROSTER

District Name _____ Test Administrator _____

School Name _____ Grade _____

Students who partially or totally missed any regular SC READY or SCPASS test(s) must be scheduled for make-up.

Directions to the Teacher/Test Administrator:

1. List the name for each student who needs to make up any SC READY or SCPASS test(s).
2. For each student, place an "X" in the appropriate "Needs Make-up" column for each test or portion of a test to be made up.

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 appropriate "Attended Make-up?" column.
2. At the completion of testing each day, return ALL materials to the School Test Coordinator.

Student's Name	Needs Make-up					Attended Make-up? Yes or No				
	ELA S1	ELA S2	Math	Sci	SS	ELA S1	ELA S2	Math	Sci	SS
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										

Appendix A
Labels and Forms

SC READY and SCPASS 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.

SC READY

South Carolina College- and Career-Ready Assessments

South Carolina SCPASS

Palmetto Assessment of State Standards

DO NOT DISTURB

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 is available in electronic format posted to the eDIRECT documents page. To access the guide, visit https://sc.drcedirect.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.

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.

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

Appendix B
eDIRECT for Online Testing

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**.

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

SC READY and SCPASS INSIGHT
Actions for Online Testing Scenarios

Scenario	DTC Action	SCDE Action	DRC Action
Student Does Not Finish (Not Enough Time) 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.	The DTC must notify the SCDE (Susan Creighton) and the SC Project Team via e-mail. The DTC must include the date that the student plans to complete testing.	The SCDE will determine whether or not the student can continue testing and will respond in writing to the DTC and the SC Project Team.	Upon receiving instruction from the SCDE, the SC Project Team will unlock the student's test on the morning of the date the student is scheduled to complete testing, and will notify the DTC when the student can continue testing. The SC Project Team will also notify the DTC that the student should not go back to any questions he/she had previously answered.
Student Does Not Finish (Student Illness or Power/Internet Outage) 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.	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.	*No action required.*	*No action required.*
'Review/End' – Finish Same Day Student begins testing, but accidentally presses the 'Review/End' button instead of the 'Pause' button. Student needs to complete testing—**the same day.**	The DTC may unlock the student's test. The DTC may not give the STC permission (in eDIRECT) to unlock the test.	*No action required.*	*No action required.*
'Review/End' – Finish Different Day Student begins testing, but accidentally presses the 'Review/End' button instead of the 'Pause' button. Student needs to complete testing—**on a day other than when the student started testing.**	The DTC must notify the SCDE (Susan Creighton) and the SC Project Team via e-mail. The DTC must include the date that the student plans to complete testing. The SC Project Team will also notify the DTC that the student should not go back to any questions he/she had previously answered.	*No action required.*	*No action required.*
Missing Accommodations 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. **The student should remain in the testing room if possible.**	The DTC must notify the SCDE (Susan Creighton) and the SC Project Team via e-mail.	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 14, Actions for IEP Violations That Occur During Online Testing.	Upon receiving instruction from the SCDE, the SC Project Team will work with the DTC to ensure the correct accommodation is assigned and will reissue a test form to the student. The SC Project Team will notify the DTC when the student can continue testing.

Appendix B
eDIRECT for Online Testing

Appendix C
Testing Students with Documented Disabilities

Table of Contents

A. General Information C-2
1. Definition of a Student with Disabilities C-2
2. Student Participation C-2
3. IEP and 504 Accommodation Plan Requirements C-2
4. Test Security Violations C-2
5. Special Requests C-3

B. IEP/504 Standard Accommodations C-3

C. IEP/504 Non-Standard Accommodations C-3

D. Examples of Standard Accommodations C-4
Table I — Examples of IEP/504 Standard Accommodations C-4

E. Instructions for Use and Administrative Procedures C-5
1. Setting C-5
2. Timing C-5
3. Scheduling C-5
4. Presentation C-6
Table II — Customized Materials for SC READY and SCPASS C-7
5. Response Options C-16
Table III — Procedures for Marking and Scoring of Student Responses (Paper/Pencil Testing) C-16
6. Supplemental Materials and Devices C-24
7. Spelling — TDA Item Only C-25
8. Coding of Answer Documents C-26

F. Additional Information C-28
Special Circumstances Request Form C-29
Security Affidavit Form for Alternative Response Options C-31

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

Students in grades 3–8 (grades 4–8 for SCPASS) with a current Individualized Education Program (IEP) or 504 Accommodation Plan must participate in the assessment. The student's IEP team determines whether the student will participate in the assessment in the same manner as other students, with accommodations, or with the South Carolina National Center and State Collaborative (SC-NCSC) alternate assessment (SC-Alt for SCPASS).

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 SC READY and SCPASS. 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 who do not use accommodations." (*Standards for Educational and Psychological Testing*, by AERA, APA, & NCME, 2014, 190)

Accommodations and/or supplemental materials and devices 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 that is tested and invalidate the 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. 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 14–17 of this manual for procedures that must be followed to report these security violations.

Appendix C
Testing Students with Documented Disabilities

5. Special Requests

The IEP team or 504 Accommodation Plan team may determine if a student requires an accommodation or 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-29 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 Anne Mruz at 803-734-8886. **If approved, you will be given a special request code to enter on the student's answer document or into Student Management for online testers.** The code "1" is used to indicate the special request is a standard accommodation. If you have any further questions, contact Anne at amruz@ed.sc.gov or 803-734-8034.

NOTE: *Special requests are not required for a student who cannot write because of an injury (e.g., sprain, broken bone). See page 30 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 used during the SC READY and SCPASS.

C. IEP/504 Non-Standard Accommodations

A non-standard accommodation is a change in the testing environment, procedures, or presentation that may **alter the construct that a test measures or change the meaning of the test scores. Students using non-standard accommodations are considered non-participants for accountability purposes.**

See *Frequently Asked Questions (FAQs): Testing Students with Disabilities* for more information on determining appropriate testing accommodations for students with disabilities. http://ed.sc.gov/scdoe/assets/File/tests/assessment-information/testing-swd/FAQs_June2013update.pdf.

Appendix C
Testing Students with Documented Disabilities

D. Examples of Standard Accommodations

Table I presents the types of standard accommodations used during SC READY and SCPASS testing.

Table I — Examples of IEP/504 Standard Accommodations

IEP/504 Standard Accommodation	Examples
Setting	preferential seating separate location small group * individual administration
Timing	frequent breaks * extended breaks *
Scheduling	afternoon administration * multiple testing sessions per day * multiple testing days *
Presentation	highlighting * cueing * reading aloud to self * repeating/signing directions * customized forms * oral or signed administration (N/A for grade 3 ELA) *
Response Options	typing responses * writing responses on bold-line paper or other special paper * non-verbal indication of selected responses * dictation of responses * braille test responses * responding in test booklet *
Text-Dependent Analysis Response Options	word processors with spell-check, grammar-check, and word prediction programs disabled * spelling *
Supplemental Materials and Devices	provided by the district *
Special Circumstances	use the form in Section F of this appendix

Items with an asterisk (*) have instructions for use and administration listed on the following pages by category of accommodation.

NOTE: Students who use prescribed eyeglasses or hearing aids should be reminded to wear them during testing.

Appendix C
Testing Students with Documented Disabilities

E. Instructions for Use and Administrative Procedures

This section provides specific information about some of the accommodations allowed during testing. For all administrations, 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 (e.g., instead of telling a student to "Mark your answers," you may say, "Point to your answer, and I will mark your answer").

1. Setting

SC READY and SCPASS should be administered in a setting appropriate to the student's individual needs. A student may be assigned to a small group/individual testing because he/she requires testing in a small group/individual environment or because one or more accommodations that he/she requires must be administered in a small group or individual testing session.

NOTE: *The size of a small group administration should be consistent with the group size for routine classroom assessments.*

2. Timing

SC READY and SCPASS tests are not timed. Students should complete each test (or test session for ELA) during the school day when possible. Any timing accommodations must be monitored to maintain test security. Timing accommodations may include frequent and/or 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 go back to previously completed questions on the test after a break.*

3. Scheduling

The student may take portions of the SC READY or SCPASS over several days, as long as all testing is completed by the last day of make-up testing. Students must begin the test 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 session.
- For students testing online over multiple days, the student's test must be unlocked each day. Please refer to pages B-1 and B-3 for more information about unlocking tests.

- 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.

NOTE: *The text-dependent analysis (TDA) question on Session 1 of the ELA test must be completed in one day.*

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 the Form A test booklet or any customized test booklet.

  - The TA may highlight key words or phrases for students in the **directions only**.
  - The TA may highlight directions only immediately after reading directions to the entire testing group.
  - The student may highlight words, phrases, sentences, and so on, in test items in the customized test booklets.
  - There is also a highlighter tool available for each item in the online testing system.

- **Cueing**

  The TA may write cues, use cue symbols, or orally cue the **directions only** in the test booklet (e.g., providing arrows, stop signs, or phrases). If using oral cueing, the TA should read the test directions only from the student's test booklet to individual students. This may require an individual administration.

- **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 **only** directions or other information that is normally read aloud to students. (This accommodation does NOT require a signed administration script, sign language DVD, or online signed administration.)

- **Customized materials**

  Customized test booklets are ordered through precode in the customized test booklet fields. Additional customized materials can be ordered from the contractor by the DTC. No overage will be sent for customized test booklets or other customized materials.

  Table II presents the types of customized materials used during SC READY and SCPASS.

Appendix C
Testing Students with Documented Disabilities

Table II — Customized Materials for SC READY and SCPASS

Test Materials	For the student who:	The TA will:
Braille (Form C-BR)	reads classroom materials in braille	verify that the student has the appropriate test booklet and all other materials needed for testing
Large-Print* (Form A)	has difficulty reading text in a standard size font	
Loose-Leaf* (Form A)	needs to remove single-sided individual pages for any subject and/or needs one item per page for all subjects except for ELA	
Sign Language* (Form C-SL)	is deaf or hard of hearing	
Form A Oral Administration Script (OAS) or Audio CD-ROM*	needs an oral administration of the test (directions, questions, and most answer choices)	verify that the student is using either a Form A regular print, large-print, or loose-leaf test booklet
Braille Oral Administration Script	needs an oral administration and is using a braille test booklet	verify that the student is using a braille test booklet
Signed Administration Script	needs a signed administration (directions, questions, and most answer choices)	verify that the student is using a sign language test booklet
Sign Language DVD* (ASL)	needs a signed administration in ASL (directions, questions, and most answer choices)	verify that the student is using a sign language test booklet

* These accommodations are also available in the online system.

Appendix C
Testing Students with Documented Disabilities

- **Braille Test Booklets (Form C-BR)**

  The braille tests, for students who read classroom materials in braille, have been reviewed for appropriateness for students who are blind or visually-impaired. Students may write their extended-response to the TDA item for the ELA Session 1 test on Braille paper. The contractor will transcribe these extended-responses. All remaining responses may be written on braille paper or marked in the test booklet. Those responses must be transferred into a scannable answer document by the school or district.

  Braille test booklets are available for all subjects and grades tested and are used with the following supplemental materials:

  Administration Directions Manual (*ADM*)—for information normally read aloud to all students.

  Braille Test Administrator's (*TA*) *Notes* are provided with the braille test materials for each subject and grade. The TA Notes provide additional information to TAs regarding changes in the wording or graphics in test items, special instructions for administration, supplemental materials needed during testing, or options for student responses. The TA Notes, in conjunction with the print version of the braille test booklet, provide the same information as the student's braille test booklet. **TAs should carefully review the Braille TA Notes before testing to ensure that all needed materials are available during testing.**

  If needed, braille periodic tables are packaged with the grade 7 science tests.

  Braille Oral Administration Script (*OAS*)—for students whose IEPs or 504 Plans require an oral administration of the braille test.

- **Large-Print Test Booklets (Form A-LP)**

  The large-print test booklet is provided for students who have difficulty reading text in a standard size font. The large-print version is a 9-inch by 12-inch spiral-bound booklet with text in 18-point sans serif type. Students' responses for **all** questions may be marked in the large-print booklet, but must be transferred into a scannable answer document.

  If needed, large-print periodic tables are packaged with the grade 7 science tests.

- **Loose-Leaf Test Booklets (Form A-LL)**

  These test booklets are printed single-sided and bound in 3-ring binders for all subjects. This form contains one test item per page for mathematics, science, and social studies. The TA may remove and reinsert the pages for the student. Students using loose-leaf test booklets should record their responses directly into their scannable answer documents.

  If needed, periodic tables are packaged with the grade 7 science tests.

- **Sign Language Test Booklets (Form C-SL)**

  The sign language tests have been reviewed for appropriateness for students who are deaf or hard of hearing. Students using sign language test booklets should record their responses directly into the scannable answer documents.

  If needed, periodic tables are packaged with the grade 7 science tests.

Appendix C
Testing Students with Documented Disabilities

- ***Form A Oral Administration Scripts* (*OAS*), Oral Administration Audio CD-ROMs, and Human Voice Audio (HVA)**

  Oral Administration Scripts (OAS) provide the directions to TAs regarding the appropriate way to read test questions and answer choices to the student(s). Some answer choices must be read by the students since reading aloud may cue the answer. Students must also read some portions of test questions and answer choices that are comprised of numbers or graphics (e.g., pictures, diagrams, maps, graphs, tables).

  Oral Administration Audio CD-ROMs may be used to administer the test orally to the student instead of using an OAS. The Audio CD-ROM administration requires student access to a computer, and the student must use a test booklet with the CD-ROM. The CD-ROM only provides the auditory portion of the assessment. Students answer test questions in the appropriate answer document while listening to the CD-ROM.

  Audio CD-ROMs are available for all grades and may be used with Form A regular print, large-print, or loose-leaf test booklets.

  Human Voice Audio (HVA) may be used for students who are testing online and require an oral administration test.

- **Braille *Oral Administration Scripts* (*OAS*)**

  Like the *Form A OAS*s, the Braille *OAS*s provide directions to the TA regarding the appropriate way to read test questions and answer choices to the student. *Braille OAS*s are for all subjects and must be used with the Form C-BR braille test booklets.

- ***Signed Administration Scripts* (*SAS*), ASL DVDs, and Video Sign Language (VSL)**

  If the student needs only the directions signed, a script or DVD is not required. Use the *Administration Directions Manual* (*ADM*) for signing directions and other information normally read aloud to all students. For students whose IEPs or 504 Plans require a signed administration accommodation (including directions, questions, and some answer choices), one of the following must be used.

  ***Signed Administration Scripts* (*SAS*)**—These scripts provide the sign language interpreter or transliterators with specific directions on the appropriate sign to use for some terms and specify when to use conceptual signs and when to finger spell certain words in the questions and some answer choices.

  Signed Administration Scripts (*SAS*) provide the directions to TAs regarding the appropriate way to sign test questions and answer choices to the student(s). Some answer choices must be read by the students since signing may cue the answer. Students must also read some portions of test questions and answer choices that are comprised of numbers or graphics (e.g., pictures, diagrams, maps, graphs, tables).

  *Form C SAS*s are available for all subjects and must be used with Form C-SL sign language test booklets.

  ASL DVDs—The sign language DVDs include the test directions, questions, and some answer choices signed in American Sign Language (ASL). If the DVD is used, the student must also have a Form C-SL test booklet.

Video Sign Language (VSL)—may be used for students who are testing online and require a signed administration of the Form C-SL test.

- **Oral Administration Procedures – *OAS*, Audio CD-ROM, or HVA**

  To prepare for the oral administration of the test with an *Oral Administration Script* (*OAS*), the TA may review the *OAS* 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.

  To prepare for an oral administration with an audio CD-ROM, TAs may review the directions in the "insert" from the CD-ROM case only. This review may take place two business days before the test. The audio CD-ROM **may not** be reviewed. The audio CD-ROM is in read-only memory (ROM) format and cannot be copied.

  Any student who will be using an online oral administration (HVA) accommodation should complete the Online Tools Training (OTT) **prior to** the operational window to ensure that the online HVA accommodation is operating properly and that students have an opportunity to become familiar with its use.

  Specific procedures for an oral administration using an *OAS*, audio CD-ROM, or online HVA are presented on pages C-11, C-12, and C-13.

Appendix C
Testing Students with Documented Disabilities

Procedures for Using Form A or Braille Oral Administration Script (OAS)

The Form A *OAS* can be used with Form A regular print, large-print, and loose-leaf test booklets. The Braille *OAS* is used with Form C Braille test booklets.

1. Begin the administration by reading aloud the administration directions from the appropriate pages of the *ADM*. Then, follow the directions in the *OAS* for the rest of the administration.
2. Read the script exactly as it is written. No changes in the wording of the items are allowed. Be aware of the grammatical make-up and structure of the items. An unconscious pause, change of inflection, and/or facial expression can be misleading or distracting to the student. Allow breaks in your voice to convey commas, end-of-sentence punctuation, and paragraph breaks.
3. 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.
   a. Read the test items and answer choices exactly as directed in the oral script.
   b. When answer choices are to be read aloud, read all answer choices even if the student chooses an answer before you have finished reading.
   c. For some items, 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 to a student, if requested.
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.
   a. Students may request to skip an item and return to it later.
   b. Repeat questions as requested. The entire 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. At the end of the day's testing session, reread any specific items as requested by the student.

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) about any test items. Try to respond to student questions by repeating instructions or by repeating test questions as needed.*

Appendix C
Testing Students with Documented Disabilities

Oral Administration Procedures for Form A Audio CD-ROM

The Form A audio CD-ROMs can be used with Form A regular print, large-print, and loose-leaf test booklets.

1. Make sure that you have the appropriate and correct number of audio CD-ROMs and computers. Each student must have his/her own CD-ROM, computer, and headphones.
2. Review the insert packaged with the audio CD-ROMs regarding login procedures and other important information.
3. Begin the administration by reading aloud the administration directions from the appropriate pages of the *ADM*. Then, follow the audio CD-ROM procedures for the rest of the administration.
4. Students work at their own pace and may replay questions as many times as necessary.
5. For some items, 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 insert, individual words may be read aloud to a student, if requested.

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) about any test items. Try to respond to student questions by repeating instructions or by instructing the student to replay the test questions as needed.*

Appendix C
Testing Students with Documented Disabilities

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 testing device and set of headphones. All other requirements are built-in functions of the online software.

1. Because students will be wearing headphones after testing begins, explain to them, before log-in, what they should do after they have finished the test and you have collected their Test Tickets (e.g., that you will allow them to read quietly at their seats).
2. Begin the administration by reading aloud the online administration directions in the *ADM*.
3. Read the administration 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 questions as needed. Items may be repeated as many times as necessary. During testing, periodically check with students to make sure the audio is working.
6. 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.

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 or test questions as needed.*

***Note:** Use of a TSM is mandatory to use this feature.

Appendix C
Testing Students with Documented Disabilities

- **Signed Administration Procedures – *SAS*, DVD, or VSL**

  To prepare for a signed administration, the TA and/or sign language interpreter may review the *Signed Administration Script* (*SAS*) or DVD 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.

  Any student who will be using an online signed administration (VSL) accommodation should complete the Online Tools Training (OTT) **prior to** the operational window to ensure that the online VSL accommodation is operating properly and that the students have an opportunity to become familiar with its use.

Procedures for Using Signed Administration Script (SAS) or DVD

1. Begin the administration by signing the administration directions from the appropriate pages of the *ADM*.
2. The *SAS* must be followed exactly as written. The TA or sign language interpreter must not interpret test item content beyond what is allowed by the script.
3. Using a DVD: The video will be the "administrator" of the entire test. 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.
4. Students may ask that questions be signed again. These may be repeated as many times as is 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.

*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) about any test items. Try to respond to student questions by repeating instructions or test questions as needed.*

Appendix C
Testing Students with Documented Disabilities

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

1. Begin the administration by reading or signing the online administration directions in the *ADM*.
2. 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.
3. 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.
4. Students will work at their own pace and may replay passages and/or questions as needed.
5. 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.
6. 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.

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 items. Try to respond to student questions by instructing them to replay instructions, passages, or test questions as needed.*

*** Note**: Use of a TSM is mandatory to use this feature.

Appendix C
Testing Students with Documented Disabilities

5. Response Options

The following chart provides a summary of the ways in which students using Form A or customized materials may record answers in test booklets and/or answer documents.

Table III — Procedures for Marking and Scoring of Student Responses (Paper/Pencil Testing)

Form/Type	ELA Session 1*	ELA Session 2, Mathematics, Science, and Social Studies
Form A (A)	Student marks or writes all answers in scannable answer document.	Student marks answers in scannable answer document.
Form C Braille	Student uses Braillewriter, slate and stylus, or electronic Braille note-taking device; student may Braille up to 4 pages for the TDA response. *TA transcribes all selected responses into scannable answer document; contractor transcribes TDA response.*	Student uses Braillewriter, slate and stylus, or electronic Braille note-taking device; *TA transcribes responses into scannable answer document.*
Form C Sign Language	Student marks or writes all answers in scannable answer document.	Student marks answers in scannable answer document.
Form A Loose-Leaf (A-LL)	Student marks or writes all answers in scannable answer document.	Student marks answers in scannable answer document.
Form A Large-Print (A-LP)	Student marks or writes all answers in test booklet. *TA transcribes all selected responses and TDA response into scannable answer document.*	Student marks answers in test booklet; *TA transcribes responses into scannable answer document.*

***** The ELA Session 1 test is composed of selected response items (which may include evidence-based selected response items) and a text-dependent analysis (TDA) item. The TDA requires an extended written response.

- **Responding on Separate Paper (Typed Responses, Bold-Line or Other Special Paper)** ***ELA Session 1 Text-Dependent Analysis (TDA) Item Only***
  - The responding on separate paper accommodation is available only for the text-dependent analysis (TDA) item administered during ELA Session 1. Responses may be typed or handwritten.
  - For typed responses, either a typewriter or word processor may be used.
  - The students must be monitored while using a computer.
  - Students may not use computer-enhanced writing programs (e.g., online thesaurus, spell-check, grammar-check, or word prediction software) when responding to the TDA item on the ELA Session 1 test.

- Students may use bold-line or other special paper for responding to the TDA item, including planning their TDA responses or writing a rough draft. The district must provide the student with these materials.
- Students responding on separate paper may use any Form A or customized test booklet (Braille, large-print, loose-leaf, or sign language).

Note: All typed/separate paper responses must fit in the specified area on the "ELA Session 1—TDA Final Response" pages (pages 6 and 7) of the answer document. See pages B-1 and C-19 for details. For typed responses, margins of 1.5" on each edge are recommended.

Computer Software Processes for Typed Responses

Students **must** type responses in a text editor that does not have spelling or grammar checking capabilities (such as text edit or Notepad.exe, **not** Word).

A student may not use computer-enhanced writing programs (e.g., online dictionaries, online thesaurus, spell-check, grammar-check, or word prediction software) when responding to the TDA item. See page C-24 for accommodating students who are blind.

All students must be monitored while using a computer. The content must be deleted from the computer after the final response is printed.

No additional copies of any response should be made or downloaded under any circumstances. NOTE: ***If students type their selected responses,*** *these responses must be transcribed into the appropriate section of the answer document. Two individuals (i.e., TA and monitor) should complete this task. Make sure that all student responses are carefully checked for accuracy and that all student demographic information is completed as appropriate. The test booklet and answer document should be returned with the rest of the materials.*

Procedures for returning typed/separate paper extended-responses are outlined on page C-18. This process will allow for the automated scanning and scoring of ELA Session 1 TDA responses that are returned on separate sheets of paper (including bold-line or other special paper).

NOTE: The typed/separate paper response process outlined on page C-18 does not apply to TDA responses for students who use Braille or large-print materials as described below.

- For **brailled** TDA responses, the TA must write the words "Final Response" at the top of each sheet of the student's final response. Each sheet must also be identified with the student's full name and answer document security number. Place the sheet(s) inside the student's answer document and return all Braille materials in the plastic bag in which they were received and return in the scorable boxes.
- For TDA responses written directly on the "ELA Session 1—TDA Final Response" pages of the **large-print** test booklet, TAs must transcribe the TDA response directly into the appropriate pages of the answer document before the document is returned for scoring.

Appendix C
Testing Students with Documented Disabilities

Typed/Separate Paper Response Process for TDA Item—This process should be used for students who respond to the TDA item on separate paper (except as noted on the bottom of page C-17).

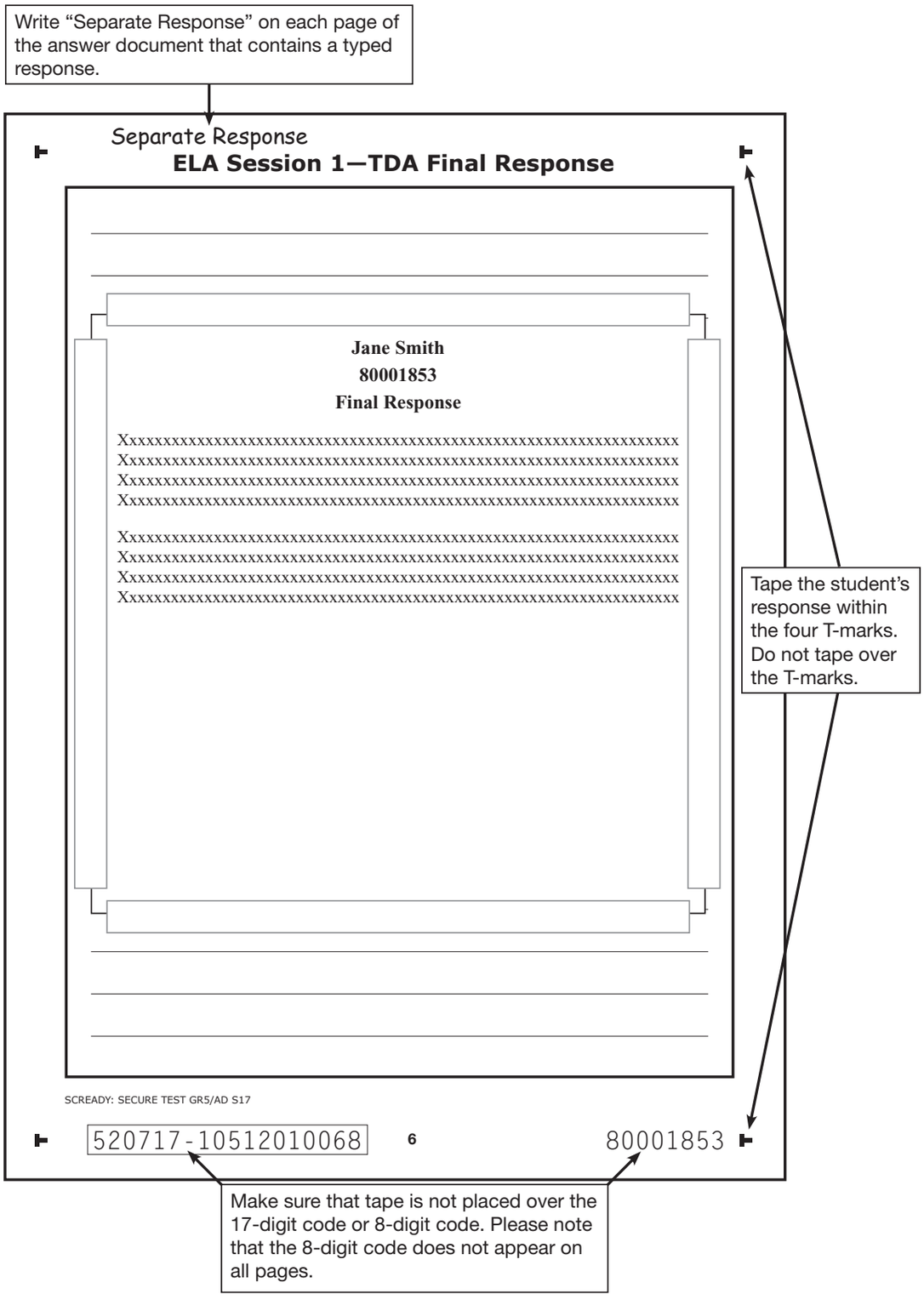
1. Establish the appropriate margins for the TDA response on the paper being used. For typed responses, suggested margins are 1.5" on each edge of the document. However, this may need to be adjusted depending on the computer, printer, and paper used. (See step 3 below and the diagram on the next page to help determine the margins needed.) **Note that the final response cannot exceed two sheets of paper.**
2. On each sheet of the student's final response, type or write (in No. 2 pencil) "ELA Session 1—TDA Final Response" and the following information:
   - the student's full name, and
   - the answer document security number (the 8-digit code found in the bottom right-hand corner of some "ELA Session 1—TDA Final Response" pages).
3. Cut out and securely tape the student's response on the "ELA Session 1—TDA Final Response" page(s) in the answer document (pages 6 and 7). See the diagram on page C-19.
   - Apply scotch tape on all four sides of each sheet so that the response is securely adhered to the answer document.
   - **Important:** Ensure that each T-mark in all four corners of the answer document page remains visible and "tape-free."
   - **Important:** Ensure that the 8-digit code (for example, 80001853) in the bottom-right corner of the page remains visible and "tape-free."
   - **Important:** Ensure that the 17-digit code (for example, 520717-10512010068) in the bottom-left corner of the page remains visible and "tape-free."

Note: The response taped on pages 6 and 7 of the answer document will be considered the student's final response. Any additional pages submitted outside of the allotted space in the answer document or returned separately (and not taped inside the answer document) will not be scored.

4. At the top of each applicable page of the answer document, write "Separate Response" (in No. 2 pencil).
5. Return these answer documents with all other answer documents in the scorable boxes.

For security purposes, no additional copies (electronic or paper) of any response should be saved in the school or district.

Appendix C
Testing Students with Documented Disabilities



Appendix C
Testing Students with Documented Disabilities

- **Non-Verbal Indication of Selected Responses**

  Students may indicate their selected responses non-verbally to the TA (e.g., by pointing or by using a personal communication device). These may include responses to selected response items, evidence-based selected response items, and numeric/gridded responses on the grades 6–8 mathematics tests.

Procedures for Non-Verbal Indication of Selected Responses
A monitor must be present during the administration or a video recording must be made of the entire administration. (Any equipment used for video recording must be school- or district-owned.)
1. The student will indicate answers non-verbally by pointing to selected responses in the test booklet (or by other means such as index cards) or by using a personal communication device. The TA will mark the student's answers in the answer document or online test. 2. The video recording (if applicable) must be saved to a USB device or a DVD; labeled with the following demographic information: district name, school name, student name, student state ID, birth date, gender, and answer document security number; 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.

Appendix C
Testing Students with Documented Disabilities

- **Dictation of Responses**

  Students may dictate their answers for selected response 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 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 appropriate answer document or online test. 2. The student may watch as the scribe marks the responses. 3. The audio recording (if applicable) must be saved to a DVD/CD or USB device; labeled with the following demographic information: district name, school name, student name, student state ID, birth date, gender, and answer document security number; 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

- **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 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 SC READY 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 written in the answer document.** 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 (without the student looking at the draft) and asks the student to spell three words per each line of text (excluding words such as "a," "an," "the"). The student must spell all of the designated words even if the words are repeated from a previous line. The TA or scribe repeats the student's spelling aloud to allow the student to double-check the spelling.
   a. When dictating the spelling, the student may write the word on a separate sheet of paper using any appropriate mode, or if necessary, as the student spells each word, the scribe may write the word on a separate sheet of paper for the student to see.
   b. If the student misspells a word, the scribe must write it using the student's spelling throughout the response.
   c. If the student is asked to spell the same word twice and spells it incorrectly the first time and correctly the second time, the scribe must spell it correctly in any subsequent spellings. The scribe does not correct the first spelling of the word unless the student requests a change.
4. After completion of the spelling dictation, the student must indicate instructions on punctuation, capitalization, and paragraphing if he/she did not do so while dictating the draft.
5. 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.
6. When all corrections are made to the satisfaction of the student, this is considered the final response and the TA ends the audio recording.
7. The TA transfers the student's final response into the appropriate answer document or online test. The student may proofread the final response.
8. 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.
9. 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.

- **Braille Response Options**

  Students may use a braillewriter, slate and stylus, or electronic Braille note-taking device for answering items. Students' brailled responses for all selected response items must be transcribed to the appropriate answer document before they are returned to the contractor. The contractor will transcribe brailled responses for the text-dependent analysis (TDA) items.

Procedures for Braille Responses
Students may use a Braillewriter, slate and stylus, or electronic Braille note-taker, provided by the district, to answer test items. Selected responses marked in the Braille test booklet or submitted in Braille must be transcribed by the TA into a scannable answer document. The contractor will transcribe TDA responses. The student's Brailled responses should be identified by student name and returned in the plastic bag with the student's other Braille materials and returned in a scorable box.

- **Responding in the test booklet**

  Students may circle or mark their answers for all selected response items in their test booklets. These responses should then be transcribed to the appropriate answer document. Two individuals must complete this task. Make sure that all student responses are carefully checked for accuracy and that all appropriate student demographic information is completed. The test booklet and answer document should be returned with the rest of the test materials in a scorable box.

6. 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 their 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.

For materials and devices not listed below, please see Section F of this appendix for the Special Circumstances Request form.

- 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)
- Colored overlays
- Pointer, non-calibrated ruler, template, or other devices to assist in maintaining visual attention
- Braillewriter, Braille note-taking device, typewriter, or word processor
- Pencil grips or large-diameter pencil

- Special adaptive/assistive devices (e.g., adaptive keyboard, this does not include speech to text software)
- Television monitor/enlarged screen
- Adaptive or special furniture
- Graph paper for mathematics portion of the test
- Abacus or number line (may only be used during the calculator section of the grades 6–8 mathematics tests)

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.*

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

7. Spelling – TDA Item Only

The spelling accommodation **may be used only for the text-dependent analysis (TDA) item on Session 1 of the ELA test.** Students may use the following:

- A poor speller's dictionary (e.g., *The Misspeller's Dictionary*) may be used to allow a student to look up a word phonetically to determine the correct spelling.
- An electronic speller that has only spelling corrections, listing of words, and easily confused word applications may be used. Other applications provided in electronic speller devices must not be used. The TA must prohibit student access to all other applications associated with the device.
- Online dictionaries are only allowed for use by blind students.

NOTE: *This accommodation does not include teacher- or student-made dictionaries, picture dictionaries, or word lists.*

Appendix C
Testing Students with Documented Disabilities

8. Coding of Answer Documents

Ensure that all applicable fields on the answer documents are coded correctly for students using customized materials and other testing accommodations. The accommodations fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes. The accommodation fields are presented below. Note that the "Form Type" (A, A-LP, A-LL, C-BR, or C-SL) must also be coded accurately.

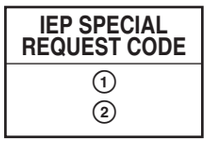
ELA Session 1	ELA Session 2	Mathematics
IEP/504 Standard Accommodations Mark **all** that apply.	**IEP/504 Standard Accommodations** Mark **all** that apply.	**IEP/504 Standard Accommodations** Mark **all** that apply.
• **Setting** • **Timing** • **Scheduling** • **Presentation – Other** • **Response Options** • **Supplemental Materials or Devices** • **Spelling** • **Presentation – Oral Administration Script*** • **Presentation – Oral Administration CD-ROM*** • **Presentation – Signed Administration Script*** • **Presentation – Signed Administration DVD***	• **Setting** • **Timing** • **Scheduling** • **Presentation – Other** • **Response Options** • **Supplemental Materials or Devices** • **Presentation – Oral Administration Script*** • **Presentation – Oral Administration CD-ROM*** • **Presentation – Signed Administration Script*** • **Presentation – Signed Administration DVD***	• **Setting** • **Timing** • **Scheduling** • **Presentation – Oral Administration Script** • **Presentation – Oral Administration CD-ROM** • **Presentation – Signed Administration Script** • **Presentation – Signed Administration DVD** • **Presentation – Other** • **Response Options** • **Supplemental Materials or Devices**

***** Only applies to ELA grades 4–8.

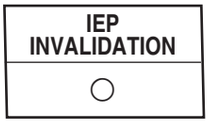
Appendix C
Testing Students with Documented Disabilities

Science	Social Studies
IEP/504 Standard Accommodations Mark **all** that apply.	**IEP/504 Standard Accommodations** Mark **all** that apply.
• **Setting** • **Timing** • **Scheduling** • **Presentation – Oral Administration Script** • **Presentation – Oral Administration CD-ROM** • **Presentation – Signed Administration Script** • **Presentation – Signed Administration DVD** • **Presentation – Other** • **Response Options** • **Supplemental Materials or Devices**	• **Setting** • **Timing** • **Scheduling** • **Presentation – Oral Administration Script** • **Presentation – Oral Administration CD-ROM** • **Presentation – Signed Administration Script** • **Presentation – Signed Administration DVD** • **Presentation – Other** • **Response Options** • **Supplemental Materials or Devices**

IEP Special Request Code and IEP Invalidation



- *If applicable, bubble the IEP Special Request Code. Use only the code you were given to ensure that students are properly identified.*



- *If applicable, invalidate the test administration by darkening the IEP Invalidation bubble on the student's answer document for the appropriate test.*

Appendix C
Testing Students with Documented Disabilities

F. Additional Information

In this section, you will find the following:

- **Special Circumstances Request Form** – Use this form to request an accommodation or supplemental device that is not addressed in this appendix. 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 Administration of SC READY and SCPASS

Student Name: _____ Student State ID#: _____

District: _____ PowerSchool #: _____

School: _____ Testing Date(s): _____

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) School Representative Phone Number

_____ _____

District Test Coordinator Name (Print) District Test Coordinator Phone Number

_____ _____

District Test Coordinator (Signature & Date) District Test Coordinator Fax Number

Please fax this form and appropriate documentation to Anne Mruz at (803) 734-8886 ***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

SC READY and SCPASS 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 to ESOL/EL Students

Definition

An "English Learner" (EL) is defined as a student who has a primary language other than English and has difficulties speaking, reading, writing, or understanding the English language. This lack of proficiency is determined by a language assessment instrument. (See chart on page D-2.)

Format

SC READY and SCPASS are **not** available in alternate language formats; all ESOL/EL students must take these tests in English. **TAs may not translate any part of the SC READY or SCPASS except the test directions.**

Participation

All ESOL/EL students are required to take the SCPASS science and social studies tests and the SC READY English language arts (ELA) and mathematics tests, with the following exceptions:

- Students enrolled in U.S. schools for less than one year and who score less than "Initially Proficient" (PowerSchool English Language Proficiency 1.0–6NE or A–E, or X) based upon their scores on an English language proficiency (ELP) assessment are allowed a one-time exemption from the SC READY ELA test. However, if these students take the ELA test in their first year, their scores will not be counted for federal or state calculations as long as they have taken an English language proficiency test in place of the ELA test.
- Students who were born in the United States or its territories, but who enter U.S. schools for the first time and who have less than one year in U.S. schools are also allowed this one-time exemption from the SC READY ELA test if they score less than "Initially Proficient" (PowerSchool 1.0–6NE or A–E, or X) based on their ELP scores. However, if these students take the ELA test in their first year, their scores will not be counted for federal or state calculations as long as they have taken an English language proficiency test. Code these **very few** students as RTN-US in the "Birth Country" field of PowerSchool and enter a date in the "Date Entered US Schools" field.

If a student meets the first year exemption criteria as outlined above, his or her scores on ALL tests will not count for federal or state calculations.

These exemptions can only be used one time even if the one year time limit for the exemption occurs over several years' time. If a student meets this exemption criteria but receives a precoded answer document, darken the "Do Not Score" bubble for the appropriate subject(s) on the student's answer document.

Preparation Before Administering

ESOL/EL students may receive special test preparation instruction prior to the administration of SC READY and/or SCPASS. This instruction may cover test format, directions, answer document use, and test-taking strategies. If students will be taking the test online, they should use the Tutorial and Online Tools Training (OTT) **prior to** the testing window.

Appendix D
Administration to ESOL/EL Students

Precode – 2016–2017 English Proficiency Codes

SC English Language Proficiency	Full Description	Dropdown List Description
Blank	NA.	Select a value
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
2.0-2.9	Student scored "Beginner" on an ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s).	Beginner
3.0-3.9	Student scored "Intermediate" on an ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s).	Intermediate
4.0-4.9	Student scored "Advanced" on an ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s).	Advanced
5.0-5.9	Student scored Level 5—may not be English Proficient at grade level. • A student could have a composite score of 5-5.9 on the 2015 ACCESS but will result in the student **not** scoring FEP (A student must score a 5 in each of the four domains).	Initially Proficient
6NE	Student scored a composite score of 6 but did not exit (i.e., did not score 5 or higher on every one of the four domains).	
6P	Student scored proficient (Level = 5 to 6) and is no longer funded by Title III—monitored and can receive accommodations on assessments.	1st Year Exited
7P	Student is in second year of exited status—monitored and can receive accommodations on assessments.	2nd Year Exited
8	Former LEP student or Bilingual (student scored Fully English Proficient on an Initial Placement Test.)	English Speaker I
9	Student is a native English speaker.	English Speaker II
A	Student scored "Pre-functional" on an ELP assessment and is not receiving direct ESOL services based on parent refusal. Served by mainstream teachers only.	Pre-functional Waiver
B	Student scored "Beginner" on an ELP assessment and is not receiving direct ESOL services based on parent refusal. Served by mainstream teachers only.	Beginner Waiver
C	Student scored "Intermediate" on an ELP assessment and is not receiving direct ESOL services based on parent refusal. Served by mainstream teachers only.	Intermediate Waiver
D	Student scored "Advanced" on an ELP assessment and is not receiving direct ESOL services based on parent refusal. Served by mainstream teachers only.	Advanced Waiver
E	Student scored "Fluent" on an ELP assessment but did not receive a 5 in each of the four assessed domains. Student is not receiving direct ESOL services based on parent refusal. Served by mainstream teachers only.	Fluent Waiver
X	Student has been identified as an LEP student through a former assessment. However, there is no score from the previous school year.	Student missed annual ELD assessment

Appendix D
Administration to ESOL/EL Students

For questions, contact the Title III/ESOL Coordinator in the Office of Federal and State Accountability at 803-734-8118.

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 SC READY or SCPASS, complete the appropriate ESOL Accommodations codes on the student's answer document.

The following accommodations may be used by ESOL/EL students on the SC READY and SCPASS tests:

- **Bilingual Dictionary** – Students may use a word-for-word bilingual dictionary during the SC READY and SCPASS 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. The word-for-word dictionary used during testing should be one used by the student for instruction and assessment throughout the school year.
- **Reword and/or Translate Directions** – The administration directions in the *ADM* 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.** The rewording and/or translation of directions cannot go beyond the scope and meaning of the written directions.
- **Oral Administration** – Students may receive an oral administration of the SC READY and SCPASS tests. Oral administrations of these tests are accommodations because these tests assess knowledge of the content standards, not reading ability. An *Oral Administration Script* (*OAS*), Oral Administration Audio CD-ROM, or the Human Voice Audio (HVA) accommodation for online testing must be used in all cases. Refer to **Appendix C**, pages C-9 through C-13, for a description of these oral administration materials and procedures.

  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-9 and C-11.)

  An **Oral Administration Audio CD-ROM** can be used instead of the *OAS* with a student who can use a computer to listen to the directions, test questions, and answer choices. The student must use a paper/pencil test booklet with the CD-ROM. The CD-ROM contains the same information and wording as the *Oral Administration Script* but allows the student to take the test independently. (See **Appendix C**, pages C-9 and C-12.)

  The **Human Voice Audio (HVA)** accommodation should be used instead of the *OAS* or audio CD-ROM if the student is an online tester. (See **Appendix C**, pages C-9 and C-13.)

Appendix D
Administration to ESOL/EL Students

- **Administration of Oral Administration of ELA Session 1 Only (Grades 4–8)** – Students who are ELL can only have oral administration during Session 1 of the ELA assessment (grades 4–8). Additionally, some special education students may only need oral administration of Session 1 of the ELA assessment.

  DRC INSIGHT does not allow for oral administration to be turned off between Sessions 1 and 2. For students receiving oral administration of only Session 1 of the ELA assessment, districts will need to choose a procedure from the three options listed below to ensure that students receive oral administration on Session 1 only and that a test security violation does not occur.

  1. Have these students paper/pencil test and use Audio CD-ROMs or oral administration scripts for ELA Session 1 only; the TAs should not distribute Audio CD-ROMs (or read from a paper script) for ELA Session 2.
  2. Have Test Administrators plug in headphones for online testing of ELA Session 1, but don't allow students to wear them for ELA Session 2.
  3. For individual administrations only, and in which a student is not wearing headphones, have Test Administrators mute the computers for online testing during ELA Session 2.

- **Setting** – The SC READY and SCPASS 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** – SC READY and SCPASS tests are not timed. Students should complete each test (or test session for ELA) during the school day when possible. Any timing accommodations must be monitored to maintain test security. (See page C-5 for details.) Timing accommodations may include the following:
  - frequent breaks in the testing room without contact with other students.
  - extended breaks that may involve contact with other students as long as contact is monitored to ensure there is no discussion of the assessment.

- **Scheduling** – The student may take portions of the SC READY and SCPASS over several days, as long as all testing is completed by the last day of make-up testing. Students may not go back to previously completed sections of the test. (See page C-5 for details.) Scheduling accommodations may include the following:
  - administering the test in the afternoon rather than the morning.
  - administering the test in one day with several testing sessions per day.
  - administering the test over several days with one or several testing sessions per day.

Appendix D
Administration to ESOL/EL Students

Procedures – The following procedures should be followed when using the scheduling accommodation:

- Estimate the duration of each testing session for the student. This should be based on 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 session.
- For students testing online over multiple days, the student's test must be unlocked each day. Please refer to pages B-1 and B-3 for more information about unlocking tests.
- 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.

Customized Materials

ESOL/EL 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 are available for this purpose.

For online testers, sign language, large-print, and loose-leaf 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/EL students with disabilities.

Appendix D
Administration 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.

Appendix E
Monitor's Section

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.

Appendix E
Monitor's Section

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.

Appendix E
Monitor's Section

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.

Appendix E
Monitor's Section

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 (see pages E-25 and E-26).

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 of the answer documents. **However, it is not permissible to stop and read test items or students' responses in students' test booklets, answer documents, or the 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, answer documents, scratch paper) as directed by the TA.
- Ensure that students receive the correct answer documents or test tickets.
- 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.

Appendix E
Monitor's Section

- 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 school students in grades three through eight must be tested with the SC READY or the South Carolina National Center and State Collaborative (SC-NCSC) alternate assessment.

All public school students in grades four through eight must be tested with the SCPASS or the South Carolina Alternate Assessment (SC-Alt).

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 ESOL/EL students, charter school students (including those in virtual charter schools), and students who are incarcerated. All public school students who are in attendance during the SC READY and SCPASS testing window, including make-up dates, must participate in the assessment.

Special Groups of Students

Students with Disabilities—Students with disabilities must participate in SC READY and SCPASS testing or in the SC-NCSC and SC-Alt alternate assessment in accordance with their Individualized Education Program (IEP) or 504 Accommodation Plan. See **Appendix C** for guidelines on testing students with disabilities.

Suspended Students—Students (with or without disabilities) who are suspended must be tested. The district or school may consider delaying the suspension dates, bringing the student(s) into the school during the suspension period for testing purposes only, or testing the student(s) in an alternate location.

Home School Students—Home school students are defined as those students whose parents or guardians teach their children at home. Students whose home school program is registered through the district 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 TA if the test is administered at the student's home.

It is recommended, but not required, that a monitor accompany 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.

Appendix E
Monitor's Section

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 the 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 where it is documented that the student is not physically and/or mentally able to take the test. It is a 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 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 are required to take the SC READY and SCPASS tests with a few exceptions for the ELA test. See **Appendix D** for more information on the administration of the SC READY and SCPASS to ESOL/EL students.

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.

Non-Public School Students—Non-public school students do **not** participate in SC READY or SCPASS testing. These include:

Expelled Students—Expelled students are no longer enrolled in public school and do not participate in state testing unless the expelled student has an IEP. When a student with an IEP has been expelled, a new IEP must be written that outlines services to be provided during the expulsion period and the manner in which the student will be tested.

Non-District Affiliated Home School Students—Home school students who are registered through one of the professional home school organizations are home schooled outside the district's authority, are not enrolled in public school, and are not tested with SC READY or SCPASS. These students are considered private school students.

Private School Students—Students who attend private school are not enrolled in public school and are not tested with SC READY or SCPASS.

Appendix E
Monitor's Section

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 assessment during the testing window including make-up days).

Residential Treatment Facilities

All students placed in a Residential Treatment Facility (RTF) must participate in statewide assessments. For accountability purposes, the assessment scores for students residing in RTFs will 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 will be reflected on a separate line on the facility school district's report card and will not be included in the overall performance rating of the facility school district.

A proviso describes policies and procedures regarding enrollment, funding, and educational services for students enrolled in Residential Treatment Facilities. A link to a reprint of this proviso is located on the Office of Assessment's website, under "Additional Resources," at http://ed.sc.gov/tests/assessment-information/.

The proviso requires that students receive educational services from the school district in which the RTF is located. The facility school districts are required to provide all educational programs and services for students, both with and without disabilities, who are referred, authorized, or placed by the state in the RTF.

If a child is placed in a RTF by the child's parent or guardian and is not referred, authorized, or placed by the state, the facility school district may choose to provide the educational program to the child and must negotiate with the resident school district for services through medical homebound procedures.

If a child from out-of-state is placed in a RTF by an out-of-state school district or agency, the child's home state remains responsible for the educational services. The facility school district may choose to provide the educational program to the child and can contract with the appropriate entity for payment of the educational services provided to the child.

RTFs must notify the facility school district as soon as practical, of a student's admission to the RTF. RTFs, the facility school districts, and the Department of Education shall use their best efforts to secure and/or exchange information, including documents and records necessary to provide appropriate educational services and/or related services (e.g., testing) as necessary to assist the facility school district in determining the resident school district.

Procedures for Testing 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. 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 SC READY or SCPASS 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, 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. 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. elect to receive a zero on the test participation standard for not testing 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 the SCDE with a written request for an alternative schedule.

Districts must notify the Office of Assessment, in writing, that out-of-state testing will occur and must provide the following information: district, school, name of test, student's name, student's grade, name of professional who will administer the test, dates of the test administration, and the location of the testing.

Testing Dates

As stated in the State Board Regulations, all schools must administer tests on the dates 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 requiring a scheduling accommodation as directed in an IEP, 504 Plan, or ESOL accommodation plan. The SC READY and SCPASS test administration window is April 17–June 12. The assessments must be administered during the last thirty school days as determined by each district's instructional calendar.

Appendix E
Monitor's Section

Parent Notification

Preparing students and parents for the SC READY and SCPASS 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 should post the testing schedule on their websites.
- 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 device(s) that can be used for communicating, timing, creating images, or storing images. These devices will be collected by the TA and returned after each test session is completed.
- 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

The SC READY and SCPASS tests are not timed. The test sessions **must begin and end on the same day** unless the student has an IEP, 504 Plan, or ESOL accommodation plan specifying administration of a single test over several days. It is important to schedule testing sessions with an appropriate amount of time to allow students to finish. **Testing sessions beginning late in the school day should be avoided.**

Shown below are estimated test durations for SC READY and SCPASS. DTCs/STCs should use this information as a guideline for scheduling test sessions.

Grades	ELA Session 1	ELA Session 2	Mathematics
3–8	2 hours	1.5 hours	2 hours

Grades	Science	Social Studies
4–8	1 hour	1 hour

- 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 activities to engage students while waiting for other students to finish a test. Students should not be allowed to engage with content related to the subject being tested. Examples of appropriate activities 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.

Appendix E
Monitor's Section

- 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 testing system, writing, and working out problems), the TA must allow the student to continue with the test. 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 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 testing. District policy should dictate whether staying after school to complete tests is an acceptable option.
- If students have not completed testing 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.
- Silent breaks may be scheduled during testing, as needed. Test booklets and answer documents must be closed, or online tests must be paused, during breaks. Snacks are permissible, if desired; however, care must be taken to ensure that test materials or online testing equipment are not damaged by food or drink.

Calculator Policy for SC READY Mathematics and SCPASS Science, Grades 6–8 Only

For SC READY, the grades 6, 7, and 8 mathematics tests will be divided into two sections: a calculator section, followed by a no-calculator section. The use of calculators is allowed only during the calculator section of the grades 6–8 mathematics tests. Calculator use is **not** permitted during the grades 3–5 mathematics tests or during the no-calculator section of the grades 6–8 mathematics tests.

The use of calculators is also allowed for all students taking the grades 6, 7, and 8 SCPASS science tests.

School- or student-owned calculators may be used. Students taking the grades 6–8 science and the grades 6 and 7 mathematics tests online will have access to a built-in basic four-function calculator. Students taking the grade 8 mathematics test online will have access to a built-in basic calculator, a scientific calculator, and a graphing tool. Students taking the grades 6–8 mathematics and science tests online may use a handheld school- or student-owned calculator during the calculator section as long as the calculator complies with this policy.

Types of Calculators Allowed

The use of **a basic four-function calculator for science grades 6–8 and mathematics grades 6 and 7, and a basic or scientific calculator for mathematics grade 8, is recommended**; however, test-takers may use any four-function, scientific, or graphing calculator during the calculator section of the grades 6–8 mathematics tests **unless** it has any of the prohibited features described below.

- calculators with built-in computer algebra systems (CAS), including:
  - Texas Instruments: all model numbers that begin with **TI-89** or **TI-92** and the **TI-Nspire CAS**—Note: The TI-Nspire (non-CAS) is permitted.

  - Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G**, **HP 49G**, or **HP 50G**
  - Casio: **Algebra fx 2.0**, **ClassPad 300** and **ClassPad 330**, and all model numbers that begin with **CFX-9970G**
- handheld, tablet, or laptop computers, including PDAs
- calculators with wireless capability, such as Bluetooth or an infrared data port
- electronic writing pads or pen-input devices
- calculators built into cell phones or any other electronic communication devices
- calculators with a typewriter keypad (letter keys in QWERTY format)
- calculators that "talk" or otherwise make noise, such as the AudioCalc

To help maintain test security, **the memory of every calculator used during testing must be cleared by an STC or TA before and after testing** to clear all applications and programs. Students should not be allowed to share graphing calculators during the mathematics test unless the memory is cleared each time the calculator changes hands.

Students who wish to use their own calculators during the test must be told in advance of the test day to back up all data and programs that they wish to save. The memory of every calculator used in testing must be cleared of all data, applications, and programs before testing. **If a student is unwilling to have his or her calculator's memory cleared, the student may not use that calculator during the test.** Some calculators have special features such as Test Guard and Press-to-Test which disable applications and programs during test administration. A TA may activate such features on these calculators instead of resetting the memory. Information is available from the manufacturers.

Note: Calculator use is not permitted during the grades 3–5 mathematics and science tests or during the no-calculator section of the grades 6–8 mathematics tests.

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, 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 these devices during testing (e.g., having students place all devices in backpacks and putting all backpacks in front of the room as students enter). All electronic devices must be collected before students begin taking the test 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.

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 oral administration with an audio CD-ROM.) Also, supported tablet devices may be used for online testing if extra 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. Once the student completes the test, he/she must discontinue use of the device while other students are testing.

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 SC READY and SCPASS.

- Tests should be administered in a familiar classroom or computer lab setting to reduce student test anxiety and simplify test security.
- Students should be tested in classrooms or computer labs 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 and/or folders 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 use during testing; it may be removed from this manual and taped to the outside of the classroom or computer lab 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.

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 the test booklets, answer documents, online testing rosters, 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 that student workstations are not compromised.

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, re-schedule the test administered that day to one of the remaining days of the testing window. Any remaining tests should be administered as scheduled.

Appendix E
Monitor's Section

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

Student Cheating

- The school should follow policies and procedures established by the district for investigating and documenting suspected student cheating incidents.
- If cheating is confirmed for a paper/pencil tester, the STC may choose to bubble the "Do Not Score" bubble in the appropriate subject (or session for ELA) area section of 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 to invalidate the test.
- Do not report student cheating to the SCDE unless electronic devices are involved in the incident.
- 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.

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 on the paper answer document or into the online testing system because of an injury, such as a broken arm, testing may be delayed to a later date within the testing window, and/or the student may be offered any of the options listed as a standard accommodation in **Appendix C** of this manual.

These accommodations include changing the setting, timing, scheduling, 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 a broken arm. Other alternatives include having the student indicate the answer choices non-verbally (pointing) or dictating responses to a qualified individual. In each case, the TA and STC should follow the guidelines set forth in **Appendix C** (see pages C-4 and C-16 through C-24); the accommodation(s) used should be documented in school records, but **not coded** on the student's answer document. If necessary, call the Office of Assessment to discuss possible alternative test dates.

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, the TA should 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 online 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 complete the following steps:

1. Click **Pause Test**.
2. Click **Exit** on the **Pause** screen.
3. The question "Are you sure you want to Exit and Close the test?" will be asked. Click **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 clicking **Review/End Test**, or if the student needs to finish testing on another day, refer to page B-3 for more information. The student's name should be added 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 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 in the "Notes" column 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 security checklist. Student responses must be transferred from a damaged answer document to a new answer document in a supervised, secure setting.

Test Administration Manual (TAM)

The *TAM* provides policies and procedures for all test administration personnel to read and implement during the administration of the SC READY and SCPASS tests.

- The *TAM* is **not** a secure document. It includes both online and paper/pencil testing information.
- *TAM*s should be distributed to STCs and TAs as soon as possible after receipt.
- It is recommended that STCs, TAs, and monitors read the *TAM* prior to the pretest training session.

Appendix E
Monitor's Section

Administration Directions Manual (ADM)

The *ADM* provides test administration directions for both online and paper/pencil testing.

- 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.

eDIRECT User Guide

The *eDIRECT User Guide* discusses eDIRECT, the interface to the administrative functions of the DRC INSIGHT Online Learning System.

Materials Receipt and Return (MMR) Supplement (formerly DTC Supplement)

The *MRR Supplement* is distributed to DTCs and ship-to-school sites via eDIRECT and provides additional information regarding materials receipt and return procedures.

Secure Materials

Secure test materials include:

- any test session ticket or testing roster printed through the online testing system, Large-Print TA Notes for online testers, 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), audio CD-ROMS, signed administration scripts, DVDs, 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 or supplies.

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.

Appendix E
Monitor's Section

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. STCs should not sign out or distribute secure materials to TAs (including online test session tickets) until the day of the test. See page E-18 and **Appendix C** (pages C-10 and C-14) for rules regarding TA access to oral and signed administration materials before testing.

Test Items

SC READY and SCPASS test items are secure. It is not permissible for any school or district personnel to open test booklets or to 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 an oral or signed administration of a test.

Teachers must not discuss test items with students or **pronounce words for students** even if students ask questions about content on the tests. As indicated in the administration directions for each test, TAs may answer questions only about directions; they must not discuss any test questions or answer choices. 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.**

TAs should take extra care when reviewing subject content or answering questions during the testing window. **On testing days, no further content-related instruction or review with students should be conducted after the TA has received secure materials.**

Coding of Demographic Information

Supervised sessions for the coding of student demographic information on the answer documents may be held no more than two weeks before testing. Coding sessions may also be held after testing. All sessions must be supervised by the STC. Access to the answer documents is restricted to the coding on pages 1–3 of the answer documents (outside and inside front covers).

Please note that the **test administrator's name** must be handwritten by the TA on the designated line for **each subject** on pages 2 and/or 3 of the answer document. In addition, students will be instructed to write and hand-code the **test administrator's initials** for each subject.

Preparing Students for Online Testing

All students who will be testing any subjects online should complete the Online Tools Training (OTT) and tutorials **prior to** the first day of online testing. OTTs and tutorials will be available on or before February 10.

Appendix E
Monitor's Section

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), *Signed Administration Script*, or ASL DVD **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-9 and C-14.

Dictionaries and Thesauruses

- Students are not allowed to use a dictionary or thesaurus on any of the SC READY or SCPASS tests. **Note:** As indicated in **Appendix C**, students with disabilities may use a poor speller's dictionary as an accommodation for the TDA item only (i.e., the text-dependent analysis item in Session 1 of the ELA test). As indicated in **Appendix D**, ESOL/EL students may use a word-for-word bilingual dictionary as an accommodation during any SC READY and SCPASS tests.
- 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.

Color Overlays, Highlighters, and Colored Pencils

- **All students** may use colored overlays, highlighters, and colored pencils for any paper/pencil tests. Students may use highlighters to highlight text in the test booklets. Highlighters must not be used on any pages of the answer document.
- All students may use black lead or colored pencils to underline text, take notes, or do scratch work within the test booklets. Only a No. 2 pencil can be used to mark answers on the answer document.
- A colored background option and highlighter tool are available in the online testing system.

Appendix E
Monitor's Section

Seating Charts

TAs are required to create a seating chart for each testing session showing the testing locations of all students in the classroom. This is a requirement for both paper/pencil and online testing. 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 session for ELA), grade level, 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 Manual (ADM)

TAs must read the administration directions within the *ADM* for each test. 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.

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. It is essential that all TAs follow the established administration procedures in order to ensure fair and accurate test results. TAs may clarify or repeat test directions; TAs may not assist with actual test items.
- TAs and monitors should quietly move around the room, walking up and down the aisles to check that students are following the directions for marking or entering responses on the paper answer document or into the online testing system.
- TAs and monitors should be on the lookout for prohibited student behaviors, such as copying from other students, student talking, or student use of electronic devices. 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.
- TAs and monitors must not engage in any unnecessary conversation or make and receive telephone calls during the test unless the call is related to an emergency such as a student illness or a technology issue with one or more computers or devices used for testing. TAs must not work on a computer, tablet, or similar device or engage in any other distracting activity such as talking or texting on a cell phone. Any electronic devices must be silenced during testing.

Appendix E
Monitor's Section

- During the testing session, the TA should create a seating chart indicating each student's first initial and last name and location within the classroom configuration (see page E-19).
- 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 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 or computer lab environment and determine what additional measures, such as partitions and/or folders, privacy filters, 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 partitions/folders, privacy filters, 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.
- Student access to and use of computers prior to the beginning of the test should be monitored to ensure that students do not activate software or other resources that could interfere with the security and integrity of the test.
- TAs should ensure that each student receives the correct test ticket. Test tickets must not be distributed to students until immediately before logging in to an actual test session. 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.
- Student test tickets should be collected soon after students have logged in and begun testing. The TA must collect student test tickets and any other test materials before students leave the testing room. These materials and the online testing roster must be stored in a secure location.
- 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. An IT person/resource should be available to assist TAs with such issues.
- Students are not allowed to use a dictionary or thesaurus on any of the SC READY or SCPASS tests. **Note:** As indicated in **Appendix C**, students with disabilities may use a poor speller's dictionary as an accommodation for the TDA item only (i.e., the text-dependent analysis item in Session 1 of the ELA test). As indicated in **Appendix D**, ESOL/EL students may use a word-for-word bilingual dictionary as an accommodation during any SC READY and SCPASS tests.
- 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.

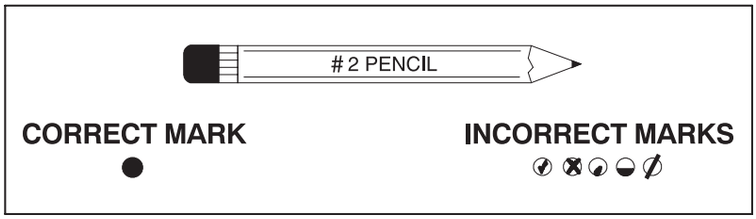
Appendix E
Monitor's Section

- For grades 6–8 mathematics, TAs and monitors should make sure they administer the **calculator** section of the online test before the **no-calculator** section. Do **not** distribute a student's test ticket for the no-calculator section until the student has completed the calculator section. If the student was using a hand-held calculator during the calculator section, be sure to collect the calculator before distributing the no-calculator section test ticket.

Note: TAs will have secure TA Notes for students who use large-print booklets as testing accommodations during online test administrations.

Proctoring 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 or signed administration or other customized test materials.
- 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 ELA Session 1, it is permissible for TAs to remind students to ensure they are writing their responses on the correct pages of the answer document.
- Students are not allowed to use a dictionary or thesaurus on any of the SC READY or SCPASS tests. **Note:** As indicated in **Appendix C**, students with disabilities may use a poor speller's dictionary as an accommodation for the TDA item only (i.e., the text-dependent analysis item in Session 1 of the ELA test). As indicated in **Appendix D**, ESOL/EL students may use a word-for-word bilingual dictionary as an accommodation during any SC READY and SCPASS tests.
- 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 Session 1 of the ELA test. TAs may remind students not to proceed to Session 2 in the answer document. When Session 2 is administered the following day, TAs and monitors should make sure students do not go back to work on their Session 1 responses.
- For grades 6–8 mathematics, TAs and monitors should make sure students do not go back to work on the **Calculator** section of the test after they have proceeded to the **No-Calculator** section of the test.

Appendix E
Monitor's Section

Make-up Testing

The administration of one make-up test per day is recommended. However, students may take **two** make-up tests per day, if absolutely necessary.

Administration of an Incorrect Test or Accommodation

Only one form of each SC READY or SCPASS test may be administered to each student. To maintain test security of the tests, **there is no opportunity for a student to take an additional test or a retest in the same administration if a mistake has been made**. This policy also applies to the misadministration of student accommodations. For example, if a student incorrectly receives or fails to receive an oral administration of the mathematics test, schools can not give the student a retest to correct the error.

NOTE: See page 18 of this manual for guidance regarding misadministrations of student accommodations that occur during online testing.

Materials Sent to the Schools

For Online Testing

- Testing rosters and student test tickets (with login information) must be printed via eDIRECT for all test sessions.
- For grades 6 through 8 science and 6 and 7 mathematics administrations, a basic four-function calculator is provided in the online testing system. For the grade 8 mathematics administration, a basic four-function and a scientific calculator is provided in the online testing system.
- For grade 7 science, a Periodic Table is provided in the online testing system.
- For ELA, a Writer's Checklist and Scoring Guidelines are provided in the online testing system for use with the TDA item.
- For students with large-print accommodations, secure TA Notes are sent for use, if needed, during online testing. These TA Notes should be checked out and in via the electronic security checklist and returned in a nonscorable box.

For Paper/Pencil Testing

- ELA Test Booklets—one for each student, plus overage
- Mathematics Test Booklets—one for each student, plus overage
- Science Test Booklets—one for each student, plus overage
- Social Studies Test Booklets—one for each student, plus overage
- Answer Documents—one for each student, except for grade 3, where an ELA answer document and math answer document are provided separately, plus overage
- "Do Not Score" Labels
- New Student Precode Labels and Override Labels

Appendix E
Monitor's Section

- Customized Test Materials—if ordered, for students with testing accommodations
- Periodic Tables for grade 7 science

Materials Supplied by the Schools

For Online Testing

- **Scratch paper:** Students may use scratch paper for the science tests and all portions of the SC READY tests to write rough drafts or work out problems. It is permissible for students to use blank paper, lined paper, graph paper, or index cards as scratch paper. Any writing completed on scratch paper during online testing must be securely destroyed at the completion of testing; it should not be returned to the contractor.
- **Calculators–Mathematics and Science Grades 6–8 only:** Students who take the test online may use their own calculators or calculators provided by the school during the grades 6, 7, and 8 mathematics and science tests if they follow the calculator use policy on pages 27–28 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 ESOL/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.

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 SC READY and SCPASS answer documents. Students may use their own No. 2 pencils.
- **Calculators–Mathematics and Science Grades 6–8 only:** Students may use their own calculators or calculators provided by the school during the grades 6, 7, and 8 mathematics and science tests if they follow the calculator use policy on pages 27–28 of this manual.
- **Scratch paper:** Students may use scratch paper for all portions of the SC READY or SCPASS science tests to write rough drafts or work out problems. It is permissible for students to use blank paper, lined paper, graph paper, or index cards as scratch paper. Any writing completed on scratch paper during paper/pencil testing must be collected and returned with the nonscorable materials. Anything written on the scratch paper will not be scored.
- **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.
- **Other Optional Materials:** Other optional materials that may be used by all students during the tests are color overlays, highlighters, and colored pencils (see page 35). If these materials are used during testing, they must be supplied by the schools.

Appendix E
Monitor's Section

- **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 ESOL/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.

NOTE: For paper/pencil testing, any supplementary materials that contain student writing should be returned to the contractor in the nonscorable boxes.

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

SCPASS and SC READY
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 SCPASS and SC READY.

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.

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.

_____ _____

Signature Date

_____

Print Name

_____

District and School

Index

A

Accommodations.....17, 34, 38, 39, 43, 44, 53, C-2–C-7, C-9, C-24–C-26, D-2–D-5, E-14, E-18, E-22
Online Testing..... 39, 43–45, 64, E-22
Additional Materials 20, 49, 54
Administration Directions.....5–6, 32, 35, 64, 68
Agreement to Maintain Test Security and Confidentiality Forms.....18, 41, 42, 43, 48, 61, A-17, A-19, E-25
Answer Document Label/Coding..... 33, 50–53, 56–57, A-2–A-3, C-26, E-17
Answer Document Return Form 51, 57
Audio CD-ROMs 28, 32, 68, C-7, C-9, C-10, C-12, D-3, E-12, E-16

B

Braille 1, 3, C-7–C-9, C-17, C-22, C-24, D-5
Braille Materials Return.....58, 70, C-17
Braille Oral Administration Scripts.....C-7–C-9, C-11
Braille Response Options C-16, C-24
Braille Test Administrator (TA) Notes 32, C-8, E-16
Breaks During Testing.....26, 30, 65, 69, B-1, C-4, C-5, D-4, E-10, E-14
Broken Arm..... 30, 54, 61, C-3, E-14

C

Calculators..... 27–28, 37, 38, 40, 43, 48, 63, 68, E-11–E-12, E-21, E-22, E-23
Cheating 30, 36, 45, 55, 65, 69, E-14, E-19
Colored Pencils.....35, 40, 69, E-18, E-23
Cover Sheets 40, 68, E-23
Cueing.....67, C-4, C-6, C-9
Customized Materials Table.....C-7

D

Damaged/Defective Materials 31, 49, 55, 67, E-15
Demographic Fields on Answer Document 33, 50–53, E-17
Dictation of Responses..... 30, C-4, C-21–C-23, E-14
Dictionaries and Thesauruses..... 34–36, 37, C-25, D-3, E-18, E-20, E-21
Do Not Disturb Sign..... A-23
Do Not Score Bubbles..... 30, 51, D-1, E-14
Do Not Score Labels..... 39, 51, 53, 55, 56, A-3, E-22
DTC Requirements 41

Index

E

Education Accountability Act....8
Electronic Devices....26, 28, 29, 36, 63, 68, E-12, E-13, E-19
ESOL/LEP Test Preparation....D-1–D-5
Expelled Students....23, E-7

F

Fall Assignment....2, 5, 51, 52, 57, See also Answer Document Return Form
Fire Drills....29, 65, 69, E-13

G

Guided Access....62

H

Highlighters....35, 40, 69, C-6, E-18, E-23
Home School Override Labels....50–52, A-3
Home School Students....22, 23, 51, E-6, E-7

I

IEP/504 Plans....17, 18, 40, 53, C-3, C-4, C-24, C-26, E-24
IEP Invalidation....17, 53, A-5, A-6, A-14, C-27
IEP Special Request Code....53, A-5, A-6, A-14, C-27
Illness....30–31, 46, 54, 64, 65, 69, E-14–E-15
Individual/Small Group Administration....C-4, C-5, C-10, C-13, D-4
Injury, Student....30, 54, 61, C-3, E-14
Inventory Test Materials....49–50
iPads....62

L

Labels
- Do Not Score....39, 51, 53, 55, 56, A-3, E-22
- Home School Override Labels....50–52, A-3
- New Student Precode Labels....50, 51, A-2
- Override Labels....50–52, 56, A-2–A-3

Large-Print....21, 37, 39, 70, C-7, C-8, C-11, C-12, C-16, C-17, D-5, E-21, E-22
Loose-Leaf....C-7, C-8, C-11, C-12, C-16, D-5

Index

M

Make-up Testing 18, 30, 38, 46, 54, 55, 56, 61, 66, 69, A-21, E-9, E-22
Materials Return 56–60
Materials Sent to Schools 39, E-22
Missing Materials 20, 49
Monitor Requirements/Responsibilities E-5

N

New Student Precode Labels 50–51, A-2
Non-Standard Accommodations 17, C-3

O

Online Security 43–47, 62–65
Online Testing
- Online Testing Materials C-13, C-15
- System Access B-1
- Unlocking Student Tests B-1–B-2

Oral/Signed Administration 34, 37, 49, C-2, C-7, C-9–C-15, D-3, E-18, E-22
- Online Testing 43–46, 63–65, C-13, C-15
- Paper/Pencil 37, 68, 69, C-11, C-12, C-14, E-22

Override Labels 50–52, 56, A-2–A-3

P

Parent Notification 25–26, E-10
Participation in Testing, Student 22, C-2, D-1, E-6
Performance Levels 1, 3
Periodic Table 34, 39, E-22, E-23
Power Failure 29, E-13
Precoded Students 50, 51, 53
Preprinted Answer Documents 50–52, 56
Presentation (Students with Disabilities) C-4, C-6
Private or Non-Public School Students 23, 24, E-7, E-8

Index

R

Reporting Test Security Violations 10–18, C-2, E-1–E-4
Responding in Test Booklet C-4, C-24
Response Options (Students with Disabilities) C-4, C-16–C-25

S

Scheduling (Students with Disabilities) 25, C-4, C-5, C-26, D-4, E-9
Scratch Paper 39, 40, 45, 47, 55, 58, 63, 66, 70, E-5, E-23
Seating Chart 35, 36, 44–45, 47, 55, 57, 65, 69–70, E-19, E-20
Secure Destruction of Materials 31, 39, 47, 54, E-15, E-23
Secure Materials 32, 49, 54, E-16
Security Affidavit Form for Alternative Response Options C-20–C-21, C-23, C-28, C-31
Security Checklists 20–21, 45, 47, 49, 54–55, 57, 70
Setting (Students with Disabilities) C-4, C-5, D-4
Sign Language C-6–C-9, C-14–C-16, D-5
    Online Testing C-10, C-15
Special Circumstances Request Form C-3, C-24, C-28, C-29
STC Requirements/Responsibilities 42
    Online Testing 43–47
STC Section 41–60
Student IDs 53
Student Make-Up Roster 46, 55, 56, 65, 69, 70, A-21
Students with Disabilities 17, 22, 23, 37, 43, C-1–C-32, E-6, E-7, E-21
Supplemental Materials/Devices 40, 45, 49, 68, C-2, C-3, C-4, C-24–C-25, E-24
Suspended Students 22, E-6

T

Tablet Devices 28, 29, 36, 62, 63, E-12, E-13
TA Requirements/Responsibilities 61
TA Section 61–70
Testing Dates ..... ii, 25, 46, E-9, E-22
Testing Environment 29, C-3, E-13
Test Materials 32, 39–40, 49, 54–55, C-7, E-16, E-22–E-23
Test Security Laws and Regulations 10–18, E-1–E-4
Test Security Violation 14–18, 33, C-2, E-3–E-4, E-17
Test Sessions/Student Test Tickets 19, 36, 44, 45, 47, 64, 65, 66, E-20
Text-Dependent Analysis (TDA) 3, 4, 34, 37, C-6, C-16, C-17, C-18, C-21, C-22, C-25, E-20, E-21
Timing (Students with Disabilities) 30, C-4, C-5, C-26, D-4, E-14
Translating Directions C-6, D-1, D-3

Spring 2017 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
SC READY Security Affidavit Form for Alternative Response Options	DTC	3 years
Security Checklists (electronic)	DTC STC	DTC – 1 year STC – 1 year

M520717 00500001

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, (803-734-8781). For further information on federal nondiscrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1-800-421-3481.

State Assessment System SCDE-12-0001 3800-717/TAM/S17