



**South Carolina
Alternate Assessment
(SC-Alt)**

**Test
Administration
Manual**

Spring 2016

Science/Biology
Social Studies

**2016 South Carolina Alternate Assessment
(SC-Alt) Schedule**

SC-Alt test administration training for test administrators new to the SC-Alt operational administration (those who did not administer tests in 2014 or 2015)	January 25–29, 2016
District-level SC-Alt test administration training for all test administrators	February 8–March 4, 2016
SC-Alt materials due in the districts	February 26, 2016
SC-Alt testing window	March 7–April 22, 2016
DTC-Alt ships all SC-Alt materials to American Institutes for Research (AIR)	April 27, 2016

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Introduction

Using the Test Administration Manual

The Test Administration Manual (TAM) provides the specific procedures for administering the South Carolina Alternate (SC-Alt) Science and Social Studies Assessment. Failure to follow all directions pertaining to the administration of the test as specified is a test administration violation. The test administrator (TA) (typically the student's regular teacher) should carefully follow the procedures in this manual to ensure an accurate and valid administration.

Legal Requirements for Alternate Assessment

The inclusion of students with significant cognitive disabilities in state assessments is based on a number of state and federal regulations. The Individuals with Disabilities Education Act (IDEA; 1997, 2004), Section 504 of the Rehabilitation Act of 1973, and Title I of the Elementary and Secondary Education Act (ESEA) require inclusion for all students with disabilities in the state assessment system. The State Education Accountability Act of 1998 provides for the establishment of a performance-based accountability system that includes all students.

The 1997 amendments to IDEA created the mandate for states to develop alternate assessments for students who cannot participate in the state assessment even with appropriate accommodations and to develop guidelines for the participation of these students in the alternate assessment. The 2002 amendments to ESEA require the participation of all students in the state academic assessment system. The 2003 ESEA regulations related to alternate assessment clarify that to serve the purposes of assessment under Title I, an alternate assessment must: be aligned with the state's content standards, yield results in English language arts (ELA) and mathematics, be designed and implemented in a manner that supports use of the results as an indicator of Adequate Yearly Progress (AYP), and exercise the same technical rigor as other state assessments. Beginning in the 2007–08 school year, student participation in science has been included in the federal participation calculations.

According to ESEA regulations, an alternate assessment may be based on alternate achievement standards and the results may be included in the federal accountability calculations as long as the number of proficient and advanced scores do not exceed one percent of those of all students in the grade tested at the state and district level.

An alternate achievement standard is an expectation of performance that differs in complexity from grade-level achievement standards. Alternate achievement standards must be aligned with the state's academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible.

All students must be included in the state's assessment system by participating in the state assessment with or without accommodations or in the state alternate assessment based on alternate achievement standards (AA-AAS). Decisions regarding the method of assessing students with disabilities must be made on an individual basis by the student's individualized education program (IEP) team and documented in the IEP.

Description and Purpose

The SC-Alt is an alternate assessment based on alternate achievement standards in science and social studies for students with significant cognitive disabilities. The SC-Alt is administered to students who meet the participation guidelines for alternate assessment and who are ages 9–13 or age 16 on September 1 of the assessment year (these are the ages of students who are typically in grades 4–8 and 11).

The primary purpose of the SC-Alt is to ensure that these students have the opportunity to participate in a challenging standards-based curriculum that encourages high academic expectations. An assessment that provides a measure of student achievement and an opportunity to participate in the state’s education accountability system facilitates this goal.

The assessment consists of a series of performance tasks that are linked to the grade-level academic standards at a less complex level. This linkage is described in the *South Carolina Science Extended Standards* and the *South Carolina Alternate Assessment Social Studies Instructional and Assessment Guide*, which can be found on the South Carolina Department of Education (SCDE) website.

Development

The SC-Alt tasks were developed by the testing contractor, American Institutes for Research (AIR), utilizing collaborative teams of experienced assessment writers with expertise in both the content areas and the learning characteristics of students with significant cognitive disabilities. South Carolina educators participated in all aspects of the development process, beginning with Advisory Committee input on the design of the assessment, teacher review of prototypes, participation of South Carolina educators in small-scale tryouts, and participation in focus groups and in piloting and field-testing tasks. All tasks were reviewed by a Content, Bias, and Accessibility Review Committee prior to inclusion in the assessment.

Extended Standards

The South Carolina academic standards are the foundation for the development of the assessment tasks for the SC-Alt. In compliance with IDEA and ESEA requirements that the alternate assessment be linked to the grade-level content standards at less complex and prerequisite skill levels, committees of South Carolina special education teachers, content specialists, SCDE staff, and AIR staff developed links to the grade-level content. The resulting documents are the *South Carolina Science Extended Standards* and the *South Carolina Alternate Assessment Social Studies Instructional and Assessment Guide*.

These linkages describe the essence of the grade-level standard and indicator and expectations for students with significant cognitive disabilities. They provide to both task writers and teachers the specificity necessary to translate the standards into assessment tasks and classroom instruction.

Administration Procedures and Requirements

Legal Requirements for Test Security

The SC-Alt program is subject to provisions of the state test security legislation, South Carolina Code of Laws, Section 50-445, and State Board of Education Regulations (see Appendix A for test security legislation).

Student Participation

The decision about a student's participation in required statewide assessments is made by the student's IEP team and documented in the IEP. To document that the alternate assessment is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets **all** of the following criteria:

- The student demonstrates a significant cognitive disability and adaptive skills that result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications.
- The student accesses the state-approved curriculum standards at less complex levels and with extensively modified instruction.
- The student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments.
- The student is unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction.
- The student's inability to achieve the state grade-level achievement expectations is not the result of excessive or extended absences, or social, cultural, or economic differences.

The SC-Alt should be administered to students who are determined by the IEP team to meet all of the participation criteria for alternate assessment and who are between the ages of 9–13 years or are age 16 on September 1, 2015. See the Age and Birth Date Reference Sheet in Appendix B.

Students identified as requiring alternate assessment who are receiving instruction outside of the school setting must also be assessed with the SC-Alt. These situations include students who have been placed in medical homebound or home-based instruction. The district must administer the assessment to a student who is sick and homebound if the student is physically and/or mentally able to take the test.

ESL students who meet the criteria for alternate assessment on alternate achievement standards must take the SC-Alt. Instructions pertaining to the administration of the SC-Alt to ESL students are provided in Appendix M.

Students who demonstrate a significant cognitive disability and meet the participation guidelines for alternate assessment on alternate achievement standards may be from any of the disability categories listed in the IDEA.

Special Groups of Students

Public school students who have been determined to be eligible for the SC-Alt and meet the criteria for one of the special groups of students on the following list must be tested. The tests must be administered by a certified school district employee who meets the criteria for conducting the SC-Alt and a monitor must be present. Parents or other relatives may not serve as monitors or be present in the room with the student during testing.

- **Suspended Students**—The district or school could delay the suspension dates, bring the student(s) into the school during the suspension period for testing purposes only, or test the student(s) in an alternative location.
- **Expelled Students With an IEP**—The district or school could bring the student(s) into the school for testing purposes only or test the student(s) in an alternative 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) either with public school students or by special arrangement at the student’s place of instruction, at the parent’s option. The parent is responsible for paying the test administrator if the test is administered at the student’s home.
- **Homebound Students**—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 (24 S.C. Code Ann. Regs. 43-241 [1976 & Supp. 2008]). The district must administer the required tests to a student who is sick and homebound if the student is physically and/or mentally able to take the test during the testing window.
- **Home-Based Students**—A home-based student is a student who normally receives instruction at a place other than school because that 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 trained test administrator and monitor to the place of instruction.
- **Limited English Proficient (LEP) Students**—ESL students are required to be assessed and to take all of the SC-Alt tests with a few exceptions. See Appendix M for more information.
- **Students Placed in Residential Treatment Facilities**
 - State Placement of Students

A proviso requires that the school district in which a Residential Treatment Facility (RTF) is located provide the necessary education programs and services for RTF students, both with and without disabilities, who were referred or placed in the RTF by the state. This requirement includes the administration of all statewide tests. For accountability purposes, students residing in RTFs are attributed to a specific school only if the child physically attends that school. All other students are reported separately in the districts’ accountability calculations.
 - School District Placement of Students

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

NOTE: Private school students and home school students who are registered through one of the professional home school organizations (SC Code Ann. § 59-65-47) (2004) are not enrolled in public school and are not tested with state tests.

Content Areas to Be Assessed

All alternate assessment eligible students who were ages 9-13 or 16 as of September 1, 2015 (ages commensurate with grades 4-8 and 11) will be assessed in both science/biology and social studies. NOTE: High school students, age 16 (grade 11), will participate in the biology assessment.

Testing Window

The spring 2016 testing window opens March 7, 2016, and closes April 22, 2016.

SC-Alt Form Assignment

The SC-Alt Science Assessment has three forms: an elementary school form, a middle school form, and a high school form. The SC-Alt Social Studies Assessment has two forms: an elementary school form and a middle school form. All students who participate in the SC-Alt are assigned to the appropriate form on the basis of their age (i.e., grade-age equivalent for grades 4–5, 6–8, and 11). The assignment is made based on the date of birth that is in the PowerSchool file. The SC-Alt test form administered to each student will be specified for all pre-identified students on the student roster.

When assessing students who are not included on the student roster, the test administrator must determine the appropriate form to be administered. Review the Age and Birth Date Reference Sheet in Appendix B to assist with determining the correct form. Students must be administered the same grade-band form for all content areas. Administration of an incorrect form will invalidate the administration and result in a “not tested” status for the student.

SC-Alt 2016 Administration Plan

SC-Alt Form	Student Age	Content Areas to Be Administered to Each Student
Elementary School Form	9	Science and Social Studies
	10	Science and Social Studies
Middle School Form	11	Science and Social Studies
	12	Science and Social Studies
	13	Science and Social Studies
High School Form	16	Biology

Test Administrator Requirements

Test administrators must be trained to administer the SC-Alt and must be one of the following:

- A certified employee of the district;
- 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;
- A substitute teacher who is certified and employed by the district on an as-needed basis;
- Someone who was a certified teacher but has allowed the teaching certificate to expire owing to retirement, change of career, or some other reason, and has been approved by the district test coordinator or the district test coordinator for alternate assessment (DTC-Alt) as a

qualified test administrator; or

- Someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC-Alt as a qualified test administrator.

Test administrators may not administer the assessment to close relatives (e.g., children, grandchildren).

If the SC-Alt is administered in a location other than the school, the test administrator must meet the same criteria specified above.

Training Requirements

Test administrators who will be administering the SC-Alt during spring 2016 and who did not administer the SC-Alt in spring 2014 or 2015 must attend an SCDE regional training workshop. In addition, all test administrators who plan to administer the SC-Alt in spring 2016, including those who attended the SCDE workshops, must attend a district-level SC-Alt administration training session conducted by the DTC-Alt.

Assessment Monitors

An assessment monitor is required and must observe all assessment sessions and verify the use of proper assessment procedures and the authenticity of student responses for each completed assessment. Parents, guardians, foster parents, or other family members of any students in the assessment classroom may not serve as assessment monitors for any student in that class. Monitors must receive training to become familiar with the performance task administration procedures and scoring. Prior to the assessment, the test administrator or the DTC-Alt must meet with the monitor and review the following:

- The expected schedule of the assessment sessions
- Test security requirements
- How the tasks will be administered and the scoring procedure using the scoring guide
- The purpose of the Test Administrator Security Affidavit
- The monitor's responsibilities:
 - Observing all administration sessions without interfering or distracting the test administrator and the student
 - Assisting in recording the session start and ending times, if needed
 - Assisting the test administrator with logistics, if requested
 - Reading and signing the Test Administrator Security Affidavit

Test Administrator Pre-Assessment—Using the Student Placement Questionnaire

Administration of the SC-Alt utilizes the Student Placement Questionnaire (SPQ) as a pre-assessment instrument to determine the most appropriate starting point in the assessment. The SPQ requires the test administrator to evaluate the student on 12–14 statements regarding the student's skills and knowledge in each content area based on the test administrator's prior instructional knowledge of the student. A total SPQ score is computed based on the test administrator's responses, and this score is used to determine the initial starting task for the assessment. Once the assessment begins, the test administrator is required to adjust the starting point if the student is not successful on the first task. Rules have been established for adjusting the starting tasks and for determining when the assessment should be concluded. These procedures ensure that the student is provided the maximum opportunity to demonstrate his or her skills without prolonging the assessment unnecessarily. This feature of the SC-Alt makes the assessment

sensitive to the special needs of this population and minimizes the assessment burden to the student and the test administrator. The directions for using the SPQ and determining the starting and concluding tasks are provided on pages 17–21.

Second Rater Procedures

A selected sample of test administrators will be required to have another trained SC-Alt test administrator (i.e., second rater) observe the science/biology administration of one student and independently score the student's responses on a second answer folder. The second rater answer folder will be submitted for scoring, and the scored responses on the test administrator answer folder will be compared with the second rater's scores to obtain a measure of scoring consistency. The test administrator's answer folder will be the official scoring record for reporting student scores.

A sample of students will be identified for the second rater requirement such that all districts implementing the SC-Alt will be required to have one or more second rater administrations, and the total number of administrations per district will be based on the number of teachers involved in the assessment in each district. A random sampling procedure will be used to identify the teachers within districts and the student for each teacher. Approximately one-third of all teachers and 10% of SC-Alt students will be identified for second rater administrations.

Test administrators who have been identified to conduct a second rater administration will receive the name of the selected student and second rater instructions with their testing materials. The DTC-Alt will receive a sample packet of second rater instructions and a copy of the second rater rosters for all teachers.

A misidentification of students or teachers on the second rater rosters should be reported to AIR as early as possible.

Test Security

The SC-Alt program is subject to the provisions of state test security legislation, South Carolina Code of Laws, Section 59-1-445, and State Board of Education Regulations. Interfering with student responses or fabricating data is a violation of the security legislation. The SC-Alt Student Answer Folder must reflect authentic student work and responses.

Any breach of test security must be reported to the SCDE in accordance with the Test Security Legislation and State Board of Education Regulations. See Appendix A for the test security legislation, Code of Laws Section 59-1-445 and 59-1-447, and State Board of Education Regulations on test security. Guidelines for Reporting Test Security Violations and the Test Security Violation Action Form are also included in Appendix A.

- The test books, reading passages, printed manipulatives, and Student Answer Folders are secure test materials.
- All materials must be signed out and accounted for by using the SC-Alt Test Administrator Security Checklist. See sample in Appendix C.
- All materials, plus any adapted materials, must be returned with the other test materials.
- Teaching staff may not use any portion of the scripted task or related materials for practice with the student prior to conducting the actual assessment. Test administrators may rehearse administering the assessment tasks prior to administering them to students, either alone or with another test administrator who is trained to administer the SC-Alt.

- The content of the tasks may not be shared with other teachers or staff (except as part of rehearsing the task administration).

Agreement to Maintain Test Security and Confidentiality

All school and district personnel who may have access to SC-Alt test materials or to the location in which the materials are securely stored must sign the Agreement to Maintain Test Security and Confidentiality for Test Administrators, Monitors, and Second Raters form before they are given access to the materials (see Appendix D). Copies of this form, which is specific to test administrators, monitors, and other school personnel, will be included in the school materials shipment. The DTC-Alt is responsible for collecting the completed agreements and storing them for three years.

Test Administrator Security Affidavit

Test administrators must complete the SC-Alt Test Administrator Security Affidavit located in the Student Answer Folder. This form (see Appendix E) must be signed by the test administrator and the assessment monitor for each content area administration and must be validated by the principal's signature. **The absence of a completed Test Administrator Security Affidavit for a student will invalidate the administration and result in a "Not Tested" status for the student.**

Testing Irregularities

Incidents may occur during testing that can impact a student's scores. These testing irregularities are defined as any situation that interferes with the usual or prescribed testing procedure as specified in the test administration manual (TAM).

DTCs-Alt must be informed of these situations so that a decision can be made regarding the validity of the student's score. Testing irregularities may necessitate the invalidation of test scores or the addition of an explanatory note to a student's record. The SC-Alt Testing Irregularity Form is provided in Appendix F for this purpose.

Test administrators should complete the SC-Alt Testing Irregularity Form (see Appendix F) for any incident that occurred during testing if it could affect a student's test score (e.g., an error in administration). It is not necessary to report minor incidents (e.g., uncooperative or sleeping students) or accidental noises in the environment (e.g., a garbage truck or public address system).

The DTC-Alt should collect and review the forms to determine if the district should take further action (e.g., invalidating the test scores or completing a test security violation report). The DTC-Alt must keep the Testing Irregularity Form on file for one year. These forms should not be sent to the test contractor or to the SCDE.

Errors in Administration That Could Result in Test Score Invalidation

The following are examples of SC-Alt administration errors that could result in a missing score, the invalidation of a content area score, or the invalidation of an entire administration resulting in a "Not Tested" status for a student:

- Violations of test security
- Administration of the wrong test form
- Failure to complete the SPQ for each content area
- Failure to follow the directions for starting and concluding the administration based on successful responses

- Failure to transfer item scores from the scoring worksheets to the Student Answer Folder
- Failure to complete the Test Administrator Security Affidavit for the student
- Other types of errors in administration procedures and scoring

Assessment Design

Overview of Task and Item Format

The assessment consists of a series of performance tasks that are linked to the grade-level academic standards at a less complex level. A task is a set of four to eight related activities, called *items*. The responses to the items provide evidence of what students know and can do.

Key features of the tasks and their administration include:

- Each task begins with an introductory statement that establishes the context for what the student will be doing. There is a clear progression within each task from one activity to the next.
- The test administrator uses scripted directions to pose specifically worded questions and prompts to the student.
- The student responds by using the mode of communication that he or she uses during instruction. These response modes include, but are not limited to, an oral response, pointing, use of eye gaze, a response card, sign language, or an augmentative communication device.
- Braille response cards and tactile graphics may be ordered for use with students who are blind or visually impaired. The tactile graphics provide access to a number of visual concepts in the assessment tasks, such as maps and charts (see Appendices N and Q).
- The test administrator will use various materials to help a student respond. Some of the materials are provided with each task, and some materials are provided by the test administrator. The items provided by the test administrator are items readily available at the school.
- Materials may include posters, charts, tables, schedules, and signs that the test administrator reads aloud and manipulatives such as checkers, balls, and geometric shapes.
- Unless the task is presented entirely through the use of concrete objects, resources will also include a set of response cards for each item to facilitate a student's response. Note: Some students may need response cards, but if a student responds verbally, it may not be necessary to use cards for all tasks.
- Each task addresses one or more of the extended academic standards.
- The SC-Alt assesses selected standards. Individual students are assessed on a sample of standards.

The cover page for each task includes the following information:

- The materials needed to administer the task, identified item by item, including teacher-provided materials and materials provided with the assessment kit
- Adaptive instructions (if needed)

- Access limitations (e.g., indicating that a particular item is not accessible to students who are blind, deaf, or deaf-blind)
- The introductory statement presented by the test administrator to the student before beginning the first item

Access Limitation—If an item specifies an access limitation for a student with a specific access limitation and the student’s disability prevents access to the item, the item should not be administered and “A” should be coded on the Student Answer Folder. Only items indicated as having Access Limitations on the Materials and Setup page may be skipped. Some students who are classified as blind or visually impaired, or deaf or hard of hearing may have residual vision and hearing and may be able to respond to the item. **Mark “A” on the Student Answer Folder only when the student’s disability actually prevents access to the item.**

Each SC-Alt item contains:

- Materials needed
- Directions for setup (which may involve placing manipulatives or response cards, displaying a text, or following certain steps before beginning to administer an item)
- Script of what the test administrator will say to the student
- Directions for scoring
- The closure statement that the test administrator should present either at the completion of the task or when the task is discontinued for any reason

Each SC-Alt item is presented as a scaffolded script.

The item begins with an opening statement in Say/Do format. For example:

Do: Place a ball in front of the student.

Say: **Here is a ____.**

Say: **Look at/touch the ____.**

The opening statement is followed by a directive for the student to tell or show the test administrator which one of several response options is correct. For example:

Say: **Show (tell) me which is a solid.**

The test administrator should select the appropriate verb (show **or** tell) for the student who is being assessed.

Administration Tip—The test administrator should say each response option in the script out loud and indicate the response option by pointing to the corresponding response card or concrete object as they say it aloud. The test administrator may reread all or any part of the script or story, as needed, but must not provide any cues to correct answers when rereading the script or story.

Note: For students who are blind, the test administrator should name all items in the picture response cards even if the script refers to “this one” or says to point to the response card without verbalizing the information in the card.

Scaffolded Scoring

Task administration and scoring are scaffolded. When the student does not respond correctly to the opening statement or first question, the test administrator is directed to continue with the script for that item. The script differs depending on whether the student responds incorrectly or fails to respond.

The SC-Alt does not use a fixed scoring scale; instead, the maximum number of points that may be assigned varies from item to item. All scoring directions appear in boxes on the right side of the page.

The demands of the item are scaffolded downward until the test administrator is presented with directions for assigning a score when the student does not respond correctly or fails to respond at the lowest scaffolded level.

Note: Do not change the order of the response cards or objects specified in the administrator directions.

SC-Alt Template

- Test administrators can look at the graphic setups and know exactly where each material is to be placed for each item. All materials, including physical manipulatives, printed manipulatives, and reading passages, will appear as graphic icons in the setup.
- The script will always appear on the left side of the page.
- The scoring and scaffolding (“TRY 1,” “TRY 2,” or “TRY 3”) directions will always appear on the right side of the page.
- A green box is placed around the correct response card option.
- After a test administrator reads the script, he or she should use the right side of the page to determine scoring and scaffolding:
 - Three-point items allow three tries.
 - Two-point items allow two tries.
 - One-point items allow one try.
 - Engagement items are scored on a 4-point rubric.

Scoring Instructions



When the student gives the correct response, the test administrator will record a score point and move to the next item.



When the student responds incorrectly, the test administrator will cover up or remove the incorrect response option and repeat the shortened script at the top of each “Try” box. If the student responds incorrectly on a 1-point item, the test administrator will record a 0 and move to the next item. **“Incorrect” means a student has given a response to a particular item that is not the correct or appropriate response.**



When the student fails to respond, the script will specify which option to cover up or remove. The teacher will repeat the shortened script at the top of each “Try” box. If the student fails to respond on a 1-point item, the test administrator will record “N” and move to the next item. **“No response” means a student has not given any response to a particular item.**

Note: In some items the scoring directions for the “Try 2” box direct the test administrator to “indicate each remaining option in the original order of presentation.” The test administrator should repeat the response option exactly as it was presented in the “Try 1” script. This direction is provided as a cue for test administrators to re-administer the item with the remaining response options.

Example of an Item Template

Science Task 1:

A Class of Vertebrates: Item 1

Setup



Script

Say: *We're going to talk about a class of vertebrates.*

Say: *Show (tell) me, what do all vertebrates have: scales (indicate the scales card), a backbone (indicate the backbone card), or fins (indicate the fin card)?*

The diagram illustrates the flow of an item template through two 'TRY' stages.
TRY 1: This stage starts with a 'TRY 1' header. It features three rows of options. The first row has a 'Record 2' button, which leads to a 'Next Item' button. The second row has a 'Remove Incorrect Student Response' button, which leads to a 'TRY 2' button. The third row has a 'Remove' button with a small fish icon, which also leads to a 'TRY 2' button.
TRY 2: This stage starts with a 'TRY 2' header and a question: 'Show (tell) me, what do all vertebrates have: (indicate each remaining option in the original order of presentation)?'. It features three rows of options. The first row has a 'Record 1' button, which leads to a 'Next Item' button. The second row has a 'Record 0' button, which leads to a 'Next Item' button. The third row has a 'Record N' button, which leads to a 'Next Item' button.

Scoring Rubrics

Although most SC-Alt items appear in the format described above, some items are scored with holistic rubrics.

A number of tasks within the SC-Alt are designed for students who are at the awareness and presymbolic level of communication. These tasks typically begin with an item that provides evidence of the student's readiness to engage in the task and in entry-level activities addressing one or more academic standards. Although also presented with a scaffolded script, these items scaffold upward by cuing for increasingly extended focus and persistence, rather than scaffolding downward. A teacher scores engagement items by making a judgment on the basis of the scoring rubric, which is provided on page 13.

Scoring Rubric

Record 4 points:

Student demonstrates **sustained involvement** in the activity; for example, he or she may

- consistently attend to teacher's communication (verbal or signed) and actions;
- participate with intention in action involving the objects as modeled;
- imitate (or try to imitate) action involving the objects as objects;
- shift body movement/eye gaze appropriately as focal point of demonstration changes;
- make an appropriate vocalization (e.g., an associated sound) in response to objects; and/or
- demonstrate anticipation or prediction of next words and/or actions.

Record 3 points:

Student demonstrates **generally maintained involvement** in the activity; for example, he or she may

- generally attend (with frequent lapses) to teacher's communication (verbal or signed) and actions;
- touch or point to object(s) as described;
- sustain gaze toward object(s) during manipulation by teacher;
- vocalize to show acknowledgement of object(s) during manipulation/exploration; and/or
- willingly permit (participate in) hand-over-hand exploration of object(s).

Record 2 points:

Student demonstrates **intermittent/irregular involvement** in the activity; for example, he or she may

- intermittently attend to teacher's communication (verbal or signed) and actions;
- move toward/reach for the object(s) presented;
- touch the object(s) presented; and/or
- look at the object(s) presented, shifting gaze at least sometimes as appropriate.

Record 1 point:

Student demonstrates **fleeting awareness** of, but little/no involvement in, the activity taking place; for example, he or she may

- only fleetingly attend to teacher's communication (verbal or signed) and actions;
- exhibit a momentary change in movement, vocalization, and/or respiration in response to teacher and/or object(s);
- open or move eyes toward teacher and/or object(s); and/or
- permit guided touch/grasp of object as initially presented

Record N:

Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.

Implementing the Administration

Getting Ready

1. When you receive your materials, you will be required to sign a Test Administrator Security Checklist to verify that you received the materials. Open the cartons and verify that you have all the necessary assessment materials. Please retain the cartons in which you receive the materials. You will return all materials in the same cartons. Contact the DTC-Alt if any materials listed on the checklist are missing. The set of materials should contain the following:
 - Student roster—a listing of the students to be assessed, and the test form that must be administered to each student based on the student’s age (elementary, middle, or high school form)
 - Student Answer Folders—includes the SPQ and Test Administrator Security Affidavit, one per student
 - Student Scoring worksheet—four per student, one per content area; see Appendix G
 - Test Administrator (TA) kit—one kit per grade level that you will administer. The TA kit will include the following:
 - Test booklets/passage booklets (for all content areas in a particular grade band).
 - Physical manipulatives (for all content areas in a particular grade band). Note: Physical manipulatives may be shared across tasks within a form and are to be reused across test administrations with each student. Physical manipulatives should NOT be returned at the end of testing.
 - Printed manipulatives, such as stimulus and response cards (for all content areas in a grade band).
 - Printed manipulatives must be returned at the end of testing.
 - Precoded Bar Code Label—one per student. This Precoded Bar Code Label will be affixed to the Student Answer Folder.
 - Do Not Score Labels—to affix to partially completed answer folders that you do not want scored.
 - Teacher Comment Forms.
2. Verify that you have the correct test booklet(s) for the students you will assess. Keep in mind that you may need two or three different form levels (i.e., elementary, middle, and/or high school forms). You need one copy of a booklet for each level and content area.
3. Verify that you have received the correct number of TA kits and that the security numbers on the kits match those printed on your Test Administrator Security Checklist.
4. Read the test security requirements and review the Test Security Regulations document (Appendix A).
5. Decide where and how you will store your materials securely (e.g., in a secure, locked cabinet or closet).
6. Read the TAM. Thoroughly review the procedures for administering each task.
7. Read the assessment items:
 - Become familiar with the test items and setup requirements.

- Become familiar with the scoring directions and consider what adaptations would be appropriate:
 - Consider how the student will access and respond to the assessment materials.
 - Adapt the assessment materials, when necessary, according to the identified needs of the student. Provide the assistive technology needed to access the materials and respond to the assessment items.
 - Locate and adapt materials (if necessary) that are used for the assessment. See Appendix P for a list of materials for each form to be provided by the teacher.
8. Identify and train an assessment monitor. Review monitor training information on page 6.
 9. Thoroughly review the Directions for Determining the Starting and Concluding Tasks and Use of the Student Placement Questionnaire on pages 17–21. Complete an SPQ (contained in the Student Answer Folder) for each student in each content area to determine where to start the assessment for each student.
 10. Plan the assessment activity so that it occurs at the optimal performance time of the day for each student.
 11. Rehearse administering each task before administering the task to a student by reading the script for each task aloud. Test administrators reported they felt more comfortable with the administration if they rehearsed administering tasks. Rehearsing a task means more than reading through it. Rehearsing includes saying the scripted administration directions out loud, laying out manipulatives, and reading the scaffolding and scoring directions out loud. Administering tasks to another test administrator or monitor is also a good way to prepare for the test administration.
 12. Complete the assessment, using multiple sessions if needed. Items completed during previous sessions must not be revisited or rescored.
 13. Conduct the administration at any time following the completion of the Test Administrator training and during the assessment administration window of March 7–April 22, 2016.
 14. The SC-Alt Completion Roster may be helpful for planning and completing test administrations. Test administrators can use this form to provide a record that the required assessment steps have been completed for each student. The SC-Alt Completion Roster is provided in Appendix O. The DTC-Alt may require that you use this form for district purposes; otherwise, the use of the form is optional.

Administering the Assessment

1. Remember that an assessment monitor must observe all student assessment sessions to verify the use of proper assessment procedures and the authenticity of student responses for each completed assessment. See page 6 for information on training and on using monitors.
2. Use the Test Administrator Security Affidavit (Appendix E) to record the dates and time durations of the student’s assessment sessions. The Test Administrator Security Affidavit is located in the Student Answer Folder.
 - Record the date of each session.
 - Record the start and end time for each session.
 - Record the beginning and ending task and items administered in each session.
3. Complete the SPQ according to the directions to determine where to begin the assessment. Review all instructions in the Directions for Determining the Starting and Concluding Tasks on pages 17–21.

4. Score as you go. Score each item as it is completed before transitioning to or setting up for the next item.
5. Assess the student's level of success on the first task of the starting point. If the student has not responded successfully when started at Task 3 or Task 6, you must restart the student at the next lower starting point.

***** Important: Failure to adjust the starting task for a student as required by the instructions for determining the starting and concluding tasks will invalidate the administration and result in a "Not Tested" status for the student.**

6. You may record scores on the optional student scoring worksheet as you administer the assessment.
 - Fill in the scoring section of the Student Answer Folder at the completion of the assessment.
 - If you used the scoring worksheet, carefully transcribe the data you collected on the worksheet onto the Student Answer Folder. The coding on the Student Answer Folder becomes the official score.

***** Important: The scoring worksheet will not be scored. If the student responses are not coded on the Student Answer Folder, the student will not receive a score and will be recorded as "Not Tested."**

7. Observe the student for indications that a break is needed.
 - Stop the assessment at any time and resume at a later time within the testing window.
 - If the student requires a break before completing all the items in a task, pick up where you left off.
 - Whenever you stop a task during administration, show the student the materials he or she had been working with and review the last item the student completed before the assessment was stopped.
 - Do not re-administer or rescore any previously administered items.
8. Allow the maximum opportunity for the student to demonstrate his or her knowledge and skills by continuing administration of tasks until the assessment should be concluded based on the instructions on pages 17–21.
9. You may provide comments about tasks and the test administration on the optional Teacher Comment Form.

Directions for Determining the Starting and Concluding Tasks and Use of the Student Placement Questionnaire

These directions guide you through the following processes:

- Completing the Student Placement Questionnaire (SPQ)
- Identifying the starting task in each content area
- Adjusting the starting task, if necessary
- Determining when to conclude the administration

Student Placement Questionnaire

The SPQ is designed to identify the most appropriate starting task for each of your students in each content area of the SC-Alt. You will use the SPQ to identify the most appropriate starting task for each student in the SC-Alt assessments in science/biology and social studies. Answer each SPQ item as accurately as you can based on your experience in the classroom with this student.

The SPQs are located in the Student Answer Folder along with the areas for recording the student's scores on each SC-Alt task. **An example of a completed Social Studies SPQ is included at the end of these instructions.**

For the spring 2016 administration, the number of tasks is consistent across all content areas. Each form has 12 tasks.

Identifying the Starting Task for a Student in Each Content Area

1. Bubble in your responses to the SPQ questions.
2. Count the number of bubbles you marked in each of the first three columns and write the totals in the blocks under each column.
3. In section 3 at the bottom of the page:
 - a. Write the column totals in the appropriate blocks.
 - b. Multiply each total by the specified multiplier and write the resulting totals in the blocks to the right.
 - c. Sum the three totals to obtain the total SPQ score. Write the SPQ score in the blocks and bubble in the SPQ score.

Please check your work and complete the bubble grids for the total SPQ score.

4. Find the total SPQ score in section 4 to determine the starting task for this student.

Note: Failure to complete the SPQ for each content area being assessed will result in test score invalidation.

Administering the Starting Task and Completing the Administration

After you identify the starting task for this student using the SPQ, follow these directions to administer the starting task and complete the administration.

Note that the SPQ provides the initial starting point for a student's administration. It may be necessary to adjust the starting task based on the student's level of success on the first task. Also, the administration should be continued beyond the minimum number of tasks when the student is responding successfully.

Minimum Number of Tasks to Be Completed

For elementary school and middle school science and social studies, and for high school biology, each student must be administered a minimum of **six** tasks (including the starting task) if the student is started at Task 1, or a minimum of **seven** tasks if the student is started at Task 3 or Task 6. The minimum number of tasks and the specific tasks that must be administered to each student for each starting level are specified in the table below.

Minimum Number of Tasks Completed at Each Start Point

Starting Task	Administer All Items in at Least These Tasks
Task 1	1–6
Task 3	3–9
Task 6	6–12

Note: It may be necessary to adjust the starting task based on the student's level of success on the first task. Additionally, the administration should be continued beyond the minimum number of tasks when the student is responding successfully.

Instructions for Adjusting the Starting Task Based on the Student's Level of Success on the First Task

When a student is started at Task 3 or at Task 6 and **does not receive a minimum of three total points on the first task**, the starting task was too difficult and the test administrator must restart the student at the next lower starting point. **A student may earn the minimum three points on a task** by receiving three points on one item, two points on one item and one point on another item, or one point each on three different items.

Review the following examples for students starting at Task 1, Task 3, or Task 6:

Students who start at Task 1

- If the student **does not receive a minimum of three points** on Task 1:
 - No downward adjustment is possible.
 - The administration must progress from Task 1 through at least Task 6.

Students who start at Task 3

- If the student **does not receive a minimum of three points** on Task 3:
 - Restart the student at Task 1.
 - Continue the administration.
 - After Task 2, do not re-administer Task 3.
 - Continue administering tasks at least through Task 6.

Students who start at Task 6

- If the student **does not receive a minimum of three points** on Task 6:
 - Restart the student at Task 3.
 - Continue the administration.
 - After Task 5, do not re-administer Task 6.
 - Continue administering tasks at least through Task 9

When to Conclude the Administration

If the student responds successfully on the last required task as specified in the Minimum Number of Tasks table, continue administering the next task and subsequent tasks until the student no longer responds successfully on a task.

When concluding the administration, responding successfully means students have earned either:

- Six or more points for all the items on the end task in the required range, or
- The maximum points for all the items on the end task in the required range (if the maximum number of points in the end task is fewer than six).

By continuing the administration beyond the last required task when the student is responding successfully, you will provide the maximum opportunity for the student to demonstrate his or her knowledge and skills.

When the student does not respond successfully on the last required task, or when at any point the student does not respond successfully on additional tasks beyond the last required task, you may conclude the administration.

Review the following examples for students starting at Task 1, Task 3, or Task 6:

Students who were administered Tasks 1–6

- Administer Task 6:
 - If the student does not respond successfully on Task 6, conclude the administration.
 - If the student responds successfully on Task 6, administer Task 7.
 - If the student does not respond successfully on Task 7, conclude the administration.
 - If the student responds successfully on Task 7, administer Task 8.
 - Continue until the student can no longer respond successfully to a task.

Students who were administered Tasks 3–9

- Administer Task 9
 - If the student does not respond successfully on Task 9, conclude the administration.
 - If the student responds successfully on Task 9, administer Task 10.
 - If the student does not respond successfully on Task 10, conclude the administration.
 - If the student responds successfully on Task 10, administer Task 11.
 - If the student does not respond successfully on Task 11, conclude the administration.
 - If the student responds successfully on Task 11, administer Task 12.

Students who were administered Tasks 6–12

- The assessment is completed.

Note: If the last required task is marked as “Access Limited,” the test administrator should skip the task if applicable to the particular student and provide the student the opportunity to attempt the next task.

Failure to follow the rules for starting and concluding the administration, including not dropping back to an earlier start point when appropriate, will result in test score invalidation.

SC-ALT STUDENT PLACEMENT QUESTIONNAIRE SOCIAL STUDIES

(completed SPQ example)

SC - ALT STUDENT PLACEMENT QUESTIONNAIRE - SOCIAL STUDIES

Follow steps 1-4 to complete the SPQ and identify the starting task.

<p>(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below. Use a No. 2 pencil only.</p>	No, she/he cannot do this		
	With physical prompting/hand-over-hand		
	With verbal/gestural prompting		
	Independently		
<p>In the domain of <u>understanding his or her own self and surroundings</u>, can this student:</p> <p>1. Classify himself or herself using characteristics such as gender?</p> <p>2. Identify surroundings, including the classroom, school, home and community?</p>	●	○	○
<p>In the domain of <u>recognizing and identifying family and community</u>, can this student:</p> <p>3. Identify family members?</p> <p>4. Recognize teachers and other members of the community, both at school and in the larger community?</p>	○	●	○
<p>In the domain of <u>authority, rules, and consequences</u>, can this student:</p> <p>5. Identify authority figures in the family, the classroom, the school, and in the community?</p> <p>6. Understand rules, their purposes, who makes them, and the consequences of breaking them?</p>	○	○	●
<p>In the domain of <u>qualities of good citizenship</u>, can this student:</p> <p>7. Recognize qualities of good citizenship in the classroom?</p>	●	○	○
<p>In the domain of <u>understanding American values, principles, historical figures, and national holidays</u>, can this student:</p> <p>8. Give examples of respect and fair treatment?</p> <p>9. Identify symbols of the United States?</p>	○	●	○
<p>In the domain of <u>jobs, work, and money</u>, can this student:</p> <p>10. Recognize that money is used to purchase goods and/or services?</p> <p>11. Identify different jobs in the school and community?</p> <p>12. Categorize community businesses and services based on the goods and services they provide?</p>	○	●	○
<p>In the domain of <u>historical events and accomplishments</u>, can this student:</p> <p>13. Identify different physical features of South Carolina?</p> <p>14. Understand major crops of South Carolina?</p>	○	●	○
<p>(2) Write in the total number of bubbles you marked in each column</p>	3	7	4

(3) Calculate the SPQ total score

(a) write the column totals from (2) in (a) below
 (b) multiply and write the results in (b) below
 (c) sum the results from (b) and write the sum in (c)

Column 1 Total	3	x 3 =	9
Column 2 Total	7	x 2 =	14
Column 3 Total	4	x 1 =	4
(c) Total SPQ Score =			27

(4) Identify the starting task for this student using the SPQ total score from step (3).

If the total score is in this range	Start at this task	Administer all items in <u>at least</u> these tasks
0-10	Task 1	1-6
11-21	Task 3	3-9
22-42	Task 6	6-12

Returning the Assessment Materials

After the assessment is completed, gather all assessment materials: test booklets, Student Answer Folders, printed manipulatives, and any products produced as part of the assessment.

- Affix bar code labels to Student Answer Folders. **Precoded Bar Code Labels** (see Appendix H) will be sent for each student on the student roster. The bar codes link each student's materials to the student's name, location, and demographic information provided in the precode file. **It is essential that the Precoded Bar Code Labels be attached to each Student's Answer Folder. You should have received Precoded Bar Code Labels for all or most of your students. See Appendix I for instructions for affixing bar code labels and completing answer folder coding. When a student does not have a Precoded Bar Code Label, all applicable coding must be completed on pages 1 and 2 of the Student Answer Folder. Verify that all student responses are transferred from the optional scoring worksheet to the Student Answer Folder. If the student responses are not coded on the Student Answer Folder, the student will not receive a score and will be recorded as "Not Tested."**
- Verify that the Test Administrator Security Affidavit (Appendix E) is complete. Signatures of the test administrator, assessment monitor, and principal, as well as the administration date and session time information, are required. The assessment time information must also be coded on the Student Answer Folder for each content area.
- Place a **Do Not Score Label** on any Student Answer Folder that has been partially completed and that you do not want scored. These are Student Answer Folders that are being returned with some coding, or with a **Precoded Bar Code Label** affixed, that you do not want to be included in the scoring process. These could be for a student for whom you did not complete an assessment in any content area because the student left the school or for students you were unable to assess for some other reason. Place the **Do Not Score Label** in the specified label location on the Student Answer Folder on top of a previously applied Precoded Bar Code Label. A sample **Do Not Score Label** is shown in Appendix H.

Note: Do not use a **Do Not Score Label** on a Student Answer Folder if at least one content area of the answer folder should be scored. If you wish to invalidate or not score only one content area, or part of the content areas, contact the DTC-Alt for instructions.

- Place test booklets, passage booklets, and printed manipulatives into each corresponding TA kit.

Note: Do not place sticky notes or other types of notes on or in the Student Answer Folder; these notes will **not** be processed by the scanners at the scoring center. Address student-specific concerns or comments of this type to the DTC-Alt if needed.

If assessing more than one student in a school, group the materials for return by type and place in the carton in the order described on the next page. Be sure to put the test booklets, passage booklets, and printed manipulatives (both used and unused) in the TA kit box.

Order of Materials in Carton(s)

- Place materials in the carton(s) from bottom to top in the following order (more than one carton may be used if needed) (refer also to Appendix J):
 - TA kits (including test booklets, passage booklets, and printed manipulatives, both used and unused) (bottom)
 - Student Scoring Worksheets
 - Student rosters
 - Completed Teacher Comment Forms
 - Unused Student Answer Folders (including those with **Do Not Score Labels**)
 - Completed Student Answer Folders
 - Completed Test Administrator Security Checklist (top)
- You may keep the physical manipulatives for use at the school. Do not return them to the DTC-Alt.
- Label the carton containing the Test Administrator Security Checklists “Box 1.”
- Do not seal the carton(s) to allow the DTC-Alt to verify the contents.
- Deliver all materials to the DTC-Alt according to district procedures.

The steps for preparing SC-Alt materials for return are summarized in Appendix K.

Note: Verify that you have returned all overage or unused materials that were assigned to you or your school.

Accommodations and Customized Materials

The SC-Alt is designed to be accessible to students who participate in the alternate assessment. Most passages and response options are provided as picture symbols paired with words to accommodate the various reading needs of students. Adaptive instructions are provided with some items to provide additional guidance on administering the item to provide greater access. Objects or representations of objects may be substituted for response cards to provide access. The response cards are designed to fit on most assistive technology devices and can be enlarged or affixed to felt boards or other surfaces with Velcro to make them easier for students to see and manipulate. Additionally, there are standard allowable accommodations for the SC-Alt (see below).

The script should be read exactly as presented; however, for students who are blind, pictures, words, or numbers should be named if the script refers to “this one.”

Standard Allowable Accommodations

For South Carolina assessment programs, an *accommodation* is defined as 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 an accommodation is to enable students to participate in an assessment in a way that allows knowledge and skills to be assessed rather than disabilities.

The following are examples of allowable accommodations:

Setting

The assessment may be administered individually or in a setting appropriate to the student's individual needs. Some options include:

- Administering the test(s) individually in a separate location
- Administering the test(s) in a location with minimal distractions
- Providing special lighting
- Providing adaptive or special furniture
- Providing special acoustics

Note: If the assessment is administered in a location other than the classroom (e.g., a conference room or office), make sure the seating and lighting are appropriate to the student's needs.

Timing

Since the SC-Alt is not a timed test, students may take as long as they need to complete the test within the testing window. Some considerations include:

- Administering the test in the afternoon rather than the morning
- Extending the time typically allotted to complete the test
- Allowing frequent breaks

Scheduling

The student may take portions of the assessment over several days as long as all testing is completed by the last day of the testing window. Some options include:

- Administering the test over several days with several sessions per day
- Administering the test over several days, one session each day.

Note: When resuming testing, do not re-administer any items.

Response Options

The student may require an alternate response mode. Some examples include:

- Non-verbal indication of answer choices—The student may indicate the answer choices non-verbally (e.g., by eye gazing, pointing, or through the use of augmentative communication devices).
- Dictation of responses—The student may verbally indicate his or her answers to the test administrator.
- Augmentative communication or assistive technology device—The student may use the communication system and/or device typically used in instruction.

Presentation

All items and passages are read aloud to all students. The student may require another form of presentation. Some examples include:

- Sign language—Test administrators may sign, cue, or communicate through a sign language interpreter any directions or information that is normally read aloud to students.
- Braille test materials*—Response cards and tactile graphics are provided in Braille for some items. Test administrators may also Braille any other materials they feel are appropriate for a particular student.
- Enlargement of materials—The student may require response cards and other materials enlarged to accommodate their visual needs. **The test administrator may enlarge materials as appropriate.** The enlarged materials must be returned with other non-scorable materials.
- Substitution of actual objects—The student may require substitution of objects or parts of objects or other tactile symbols for picture-and-print response card options.

* The test administrator may assist the student in examining tactile graphics in order to orient the student to the materials.

Calculators

Students may use a basic four function calculator, including a talking calculator, with the mathematics test. The calculator should be the same type used during routine instruction and assessment. To maintain test security, the memory of the calculator used during testing must be reset before and after testing to clear all applications.

Assistive Technology

Assistive technology that is stated in the student’s IEP and used routinely during instruction may be used to access the content and respond to task requests during the assessment. However, providing an accommodation or access to assistive technology during the assessment only will not ensure the student will be able to use it effectively. Prior to the assessment, a student needs opportunities to use the technology during daily instruction to ensure that he or she can use it appropriately and effectively. See Appendix L for information on assistive technology.

Braille Materials and Tactile Graphics

Materials are available in Braille for some tasks for students who use Braille materials routinely in instruction. Braille response cards have been developed for cards with one letter or word and for some cards that contain numbers. Tactile graphics are available for some tasks as well and may be appropriate for students who have not yet developed Braille skills but need tactile access to information. Braille materials must be ordered by the teacher through the DTC-Alt using the order form in Appendix N prior to the beginning of the assessment. See Appendix Q for a list of tasks that have Braille and tactile materials.

Test administrators may also braille other materials and provide tactile graphics as appropriate.

Some tactile teaching aids available from the American Printing House for the Blind (APH) may be used in instruction related to the *Extended Standards* and substituted for picture cards in some tasks. Materials may be ordered for legally blind students from APH through the state Quota Account at the SCDE at no cost to the school or district. The contact for information on ordering these materials is provided below.

Marty McKenzie
SC School for the Deaf and the Blind
101 Executive Center Drive, Suite 120
Columbia, SC 29210
E-mail: mmckenzie@scsdb.org
Phone: 803-896-9787
Cell: 803-351-3043

In addition to the accommodations allowed for all students who take the SC-Alt, LEP students may have additional accommodations related to their English proficiency in order to access the assessment. See Appendix M for guidance on accommodations for LEP students.

Guidelines for Selecting Teacher-Provided Materials

Materials provided by test administrators or substituted for pictures or other response options must be similar in size, shape, and color to ensure the constructs being assessed are not confused. For example, if a cup is provided, it should be the same size as the other materials and of a neutral color. One item should not be more interesting or engaging than another.

Teacher-provided materials must be age- and grade-appropriate.

Test administrators may substitute picture symbols that are familiar to the student as long as the substituted symbol does not change the construct being tested. For example, if the concept is related to content vocabulary, such as “subtract,” then it is not appropriate to substitute a term such as “take away.” The yes/no response card that a student is most familiar with may be substituted for the yes/no cards included with the task. Commonly used picture symbols such as “hungry,” “tired,” and “happy” may be substituted for line drawings as long as the substitution does not change the concept measured.

Test administrators may adapt picture symbols and other response options by adding Braille words, letters, or numbers to them and by substituting objects for pictures and picture symbols, as long as the substitution does not change the construct being assessed.

It is appropriate to use toys, miniatures, or other objects as representations only if the student understands symbol use. When using toy objects to represent a picture or real object, be sure to clarify that it is a toy or a “pretend” item.

Guidelines for Test Administration

Test administrators may not revise scripts or skip an item that is not coded as “Access Limited.”

Test administrators may serve as a scribe if a task calls for writing. Alternatively, the student may use a name stamp, sentence strips, or other means to develop a written document.

In some instances, the script provides two words for the same object or concept in a “Say” statement. For example, the “Say” statement reads, “We are going to conduct an investigation (experiment).” The test administrator should read the word—in this instance, “investigation” or “experiment”—that is more familiar to the student.

Creating Student Products

Some items are designed around producing a product such as a chart, graph, poster, or story. Administration instructions for test administrators may indicate that the test administrator is to affix or to assist the student in placing objects, pictures, or other cards on a graph or poster. The intent is to place the object or picture on the product for the duration of the task according to the student's needs. The test administrator should be able to remove it before administering the item to another student. For some students, simply placing the object or picture on the graph or poster may be sufficient; however, for other students, the test administrator may need to use two-sided scotch tape or some other means to temporarily secure the object or picture in place. Occasionally, materials may require customized adaptations (e.g., Velcro) that preclude using the materials with other students. If the adapted or modified printed manipulatives cannot be used by another student, the test administrator may request additional materials from the DTC-Alt. Remember, all adapted materials are to be returned with the other non-scorable materials.

Appendices

Appendix A

Test Security Regulations

LEGAL REQUIREMENTS FOR TEST SECURITY

S.C. Code Ann. § 59-30-10 (i) (1990) requires the State Board of Education, through the South Carolina Department of Education, to provide for the security and integrity of the tests that are administered under the assessment program.

S.C. Code Ann. § 59-1-445 (Supp. 2002) addresses violations of mandatory test security, 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 State 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 A

STATE BOARD REGULATIONS

S.C. Code Ann. § 59-1-447 (1990) requires the State Board of Education to establish detailed mandatory test security procedure by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 24 S.C. Code Ann. Regs. 43-100 (Supp. 2003), 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 the State Board of Education Regulation 43-262 including field tests and pilot tests;
 - B. Examinations for admission to teacher education program and teacher certification examinations;
 - C. Examinations for admission to programs such as the gifted and talented program;
 - D. The High School Equivalency Program test (GED).
- II. As used in this regulation, “local school board” means the governing board of a public school district 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 the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. 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, tests must be secured under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent 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. State owned test materials and district owned materials that are the same as those utilized in any State mandated testing program must not be used for census testing in the grades included in the State mandated program(s) except on testing dates specified by the South Carolina Department of Education.
- VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SCDE.

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- VII. 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.
- VIII. 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 Program test (GED) forfeits all opportunities to retake the test(s).
- IX. 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). 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).
- X. 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 South Carolina Department of Education 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 South Carolina Department of Education 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.
- 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.

Appendix A

- 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. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 plans. This includes providing more accommodations (customization, modifications) than appropriate.
- 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.
- XI. The South Carolina Department of Education 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.
- XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division.
- XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the State Department [of] Education at the discretion of the State Board of Education.
- XIV. 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 A

SOUTH CAROLINA STATEWIDE ASSESSMENT PROGRAM GUIDELINES FOR REPORTING TEST SECURITY VIOLATIONS

SC-Alt falls under the state test security regulations. The following guidelines apply to alternate assessments as well as to all other state assessments.

The South Carolina Law Enforcement Division (SLED) will be notified of all suspected test security violations as defined in S.C. Code Ann. Section 59-1-445 (2004) or 24 S.C. Code Ann. Regs. 100 (Supp. 2003). SLED will 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 (SCDE).

The SCDE will review and maintain a record of all potential test security violations in the state, including those reported by test contractors. After review, the SCDE will forward all reports to SLED for investigation, information, or confirmation (when the case has been reported to SLED by the school district). As appropriate, the district will be notified by the SCDE when the report is forwarded to SLED. Reports may serve as a basis for initiating invalidation of test scores or for other action by the State Board of Education. The SCDE will notify the district when the SCDE receives a final report from SLED.

The following procedures should be followed to maximize consistency in reporting alternate assessment test security violations to the SCDE:

1. If a test security violation is observed within a school, the individual(s) observing the incident must notify the district test coordinator for alternate assessment (DTC-Alt) as soon as possible. The DTC-Alt must notify the district test coordinator (DTC) immediately regarding the allegation. Allegations may be reported by the following persons to include, but not be limited to, parents, teaching assistants, monitors, other teachers, and school-level instructional leaders.
2. The DTC-Alt is responsible for conducting a comprehensive investigation and compiling written statements from all parties with knowledge of the allegation. The DTC-Alt must write a summary describing the incident and discussing the findings and action(s) taken, as pertinent.
3. The DTC-Alt will forward his or her report accompanied by the required documentation to the SCDE. Written documentation of allegations is to include the following items, as appropriate and available:
 - a. Name of testing program (e.g., SC-Alt)
 - b. Name of the person reporting the alleged violation
 - c. Date(s) of the alleged test security violation
 - d. District name
 - e. School name
 - f. First, middle, and last name of person who allegedly committed the violation
 - g. Teacher certification number, if applicable
 - h. Test subject area(s)

Appendix A

- i. Grade level of the test(s)
 - j. Student(s) affected by the violation, giving the first, middle, and last name, if applicable (if the allegation involves a class of students, all are to be listed.)
 - k. Student ID numbers (if it is a class of students, all are to be listed.)
 - l. Gender of each student
 - m. Ethnicity of each student
4. If the DTC-Alt determines that an investigation by SLED is warranted, the DTC-Alt will refer the case to SLED. The report to the SCDE must state clearly whether or not the allegation has been referred to SLED.
 5. To protect the confidentiality of the parties involved, all documents must be mailed to the Director of Assessment, 209 C Rutledge Building, 1429 Senate Street, Columbia, SC 29201. Documents may also be faxed as long as a staff member in the Office of Assessment is notified immediately prior to sending.

A school or district may establish internal reporting procedures to supplement these guidelines.

Appendix A

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

Legislative Violation(s)(see TAM):

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

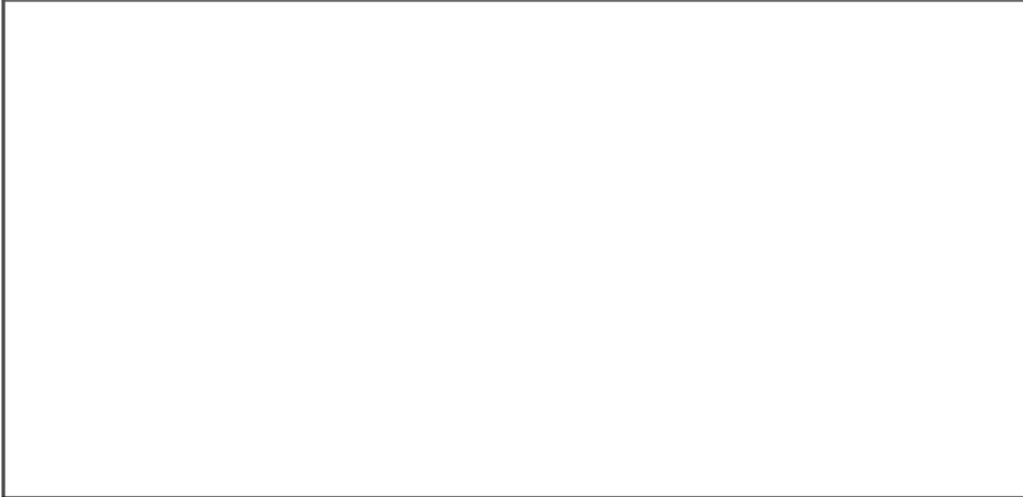
For Office Use Only
Initials/Date:
A B C D E F G H I J K L M N O P Q R S T U

Continue to Next Page

Appendix A

Appendix A

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



Appendix B

Age and Birth Date Reference Sheet for 2015–2016 SC-Alt

Identifying Students for the Science/Biology and Social Studies SC-Alt
during the 2015–2016 School Year

Age as of 9/1/15	Corresponding Birth Date Range		Age-Based Grade	SC-Alt Science/Biology and Social Studies Required 2015-2016
	Beginning DOB	Ending DOB		
5	9/02/09	9/01/10	K	none
6	9/02/08	9/01/09	1	none
7	9/02/07	9/01/08	2	none
8	9/02/06	9/01/07	3	none
9	9/02/05	9/01/06	4	SC-Alt Elem Science and Social Studies
10	9/02/04	9/01/05	5	SC-Alt Elem Science and Social Studies
11	9/02/03	9/01/04	6	SC-Alt Middle Science and Social Studies
12	9/02/02	9/01/03	7	SC-Alt Middle Science and Social Studies
13	9/02/01	9/01/02	8	SC-Alt Middle Science and Social Studies
14	9/02/00	9/01/01	9	none
15	9/02/99	9/01/00	10	none
16	9/02/98	9/01/99	11	SC-Alt HS Biology
17	9/02/97	9/01/98	12	none
18	9/02/96	9/01/97		none
19	9/02/95	9/01/96		none
20	9/02/94	9/01/95		none
21	9/02/93	9/01/94		none

Appendix C

SOUTH CAROLINA ALTERNATE ASSESSMENT 2016 SCHOOL PACKING LIST

SIDN Code: 0160001

District Name: Abbeville 60

School Name: Abbeville Middle

Shipped	Quantity	Check in
Test Administrator Security Checklist	2	
Agreement to Maintain Test Security for TAs and Monitors	4	
Student Roster(s)	2	
Precode Bar Code Labels	2	
Scoring Worksheets	2	
Teacher Comment Form(s)	2	
Middle School Answer Folder(s) Secure Identifier Range: 2001SC21606002000001 - 2001SC21606002000002	2	
Do Not Score Labels	4	
Middle School Test Administrator Kit Secure Identifier: 000001 - 000002	2	

Date: _____

TA/STC Signature: _____

Appendix C

SOUTH CAROLINA ALTERNATE ASSESSMENT 2016 TEST ADMINISTRATOR SECURITY CHECKLIST

SIDN Code: 0160001

District Name: Abbeville 60

School Name: Abbeville Middle

Test Administrator Name: Doe, Jane

Shipped	Quantity	Check in	Packaged For Return
Precode Bar Code Labels	1		
Scoring Worksheets	1		
Teacher Comment Form(s)	1		
Middle School Answer Folder(s) Secure Identifier Range: 2001SC21606002000001	1		
Middle School Test Administrator Kit Secure Identifier: 000001	1		
Agreement to Maintain Test Security for TAs and Monitors	2		

Date: _____

TA/STC Signature: _____

After review of all materials, notify the District Test Coordinator for Alternate Assessment (DTC-Alt) if any secure materials are damaged, missing, or if you need additional materials. When secure materials are missing, mark all missing materials on the School Security Checklist and inform the DTC-Alt. The DTC-Alt will notify the contractor.

Appendix D



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

South Carolina Alternate Assessments **Agreement to Maintain Test Security and Confidentiality** **for Test Administrators, Monitors, and Second Raters**

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 for Alternate Assessment (DTCs-Alt) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices. DTCs-Alt 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 assessments that are a part of the South Carolina Alternate Assessment Program including the South Carolina Alternate Assessment (SC-Alt) in Science and Social Studies, the South Carolina National Center State Collaborative (SCNCSC) Alternate Assessment in English Language Arts (ELA) and Mathematics and Alternate Assessing Comprehension and Communication in English State-to-State for English Language Learners (Alternate ACCESS for ELLs).

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 alternate assessments. 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.

Office of Assessment 2015-2016

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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, and customized materials) to the DTC-Alt, as appropriate.

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

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

Signature

Date

Print Name

District and School Name

Appendix E



**South Carolina
Alternate
Assessment
(SC-Alt)**

SC-Alt Test Administrator Security Affidavit

Student Name: _____

School: _____

District: _____

Directions: Use this form to record the date and time of each session required to complete the administration of the SC-Alt. Record the beginning time and the ending time and the beginning item and ending item for each session. Calculate the total time duration required for each session and code the information in the Session Time sections of the score scan sheet. Complete the affidavit portion at the bottom. All three signatures are required.

Date(s) of Science Administration

Date	Begin Time	End Time	Beginning Task and Item #	Ending Task and Item #

The above student was assessed on the stated dates with adherence to the administration procedures provided in the Test Administration Manual. The test security requirements for this assessment were followed and the scores from the assessment represent the authentic responses of the student.

Test Administrator	_____	_____	_____
	Printed Name	Signature	Date
Assessment Monitor	_____	_____	_____
	Printed Name	Signature	Date

Date(s) of Social Studies Administration

Date	Begin Time	End Time	Beginning Task and Item #	Ending Task and Item #

The above student was assessed on the stated dates with adherence to the administration procedures provided in the Test Administration Manual. The test security requirements for this assessment were followed and the scores from the assessment represent the authentic responses of the student.

Test Administrator	_____	_____	_____
	Printed Name	Signature	Date
Assessment Monitor	_____	_____	_____
	Printed Name	Signature	Date

Principal Validation

<p>The above student was assessed on the stated dates with adherence to the administration procedures provided in the Administration Manual. The test security requirements for this assessment were followed and the scores from the assessment represent the authentic responses of the student.</p>			
Principal	_____	_____	_____
	Printed Name	Signature	Date

Appendix G

SC-Alt Scoring Worksheet

Content Area/Form: _____ Teacher Name: _____
 Student: _____ Date: _____

Record the student's responses below.

Carefully and accurately transfer the student's responses from this scoring worksheet to the student answer folder. **If you fail to transfer the responses, the student will not receive a score and will be included in the accountability calculations as not tested.**

Task #1	Task #2	Task #3	Task #4	Task #5
Task Name				
Item 1				
Item 2				
Item 3				
Item 4				
Item 5				
Item 6				
Item 7				
Item 8				
Task #6	Task #7	Task #8	Task #9	Task #10
Task Name				
Item 1				
Item 2				
Item 3				
Item 4				
Item 5				
Item 6				
Item 7				
Item 8				
Task #11	Task #12	Task #13	Task #14	Task #15
Task Name				
Item 1				
Item 2				
Item 3				
Item 4				
Item 5				
Item 6				
Item 7				
Item 8				

Appendix H

Sample Precoded Bar Code Labels



11111111111111

Student Name: John Doe
Student ID: 111111111111
Date of Birth: 20203
District: AIR District
School: APC School
Form: Elementary
SIDN: 1234567

Appendix H

Sample Do Not Score Label

Do Not Score Labels

A pink “Do Not Score” label must be applied to any partially completed or precode labeled Student Answer Folder that the contractor should not score. Place the **Do Not Score Label** in the regular bar code label location. If a precode label has already been applied, place the **Do Not Score Label** over the precode label. Unused Student Answer Folders do not require a label.

Only use the **Do Not Score Label** if the entire Student Answer Folder is not to be scored. If any content area within the Student Answer Folder is to be scored, contact the DTC-Alt for instructions on returning.



SCDNS0000001

SC-ALT ANSWER FOLDER

DO NOT SCORE

Appendix I

Completing the Student Answer Folder for the SC-Alt

Precoding is a process in which the district submits student demographic data electronically, which reduces the amount of hand coding by test administrators. You should have received **Precoded Bar Code Labels** containing the student's name and other identifying information. This label can be used for the test even if the student is now enrolled at a different school. A sample answer document is provided on pages I-6–I-8 of this appendix.

For Students *With* Precoded Bar Code Labels:

- Place the student bar code label in the proper space on the front page of the Student Answer Folder.
- Review the school name on the bar code label. The school name on the label is the school at which the student was enrolled in January 2016. **If the school on the label is not the student's current school, code the School Identification Number (SIDN) of the current school in the SIDN section on the front page of the answer folder.**
- **Code the student's last name, first name, and middle initial on the Student Answer Folder even though the student's name is already on the Precoded Bar Code Label. Coding the student's name provides a secondary method for identifying a Student Answer Folder belonging to a particular student.**
- Code the **homebound** and **home school** sections, as applicable.

For Students *without* Precoded Bar Code Labels:

- Code **all** fields on the **front page** of the Student Answer Folder.
- Verify the accuracy of all coding from information in the PowerSchool database.

For All Students:

- **Carefully transfer the item scores for each task from the scoring worksheet to the score pages in the Student Answer Folder.**

Note: If you fail to transfer the responses, the student will not receive a score and will be included in the accountability calculations as "Not Tested."

- Complete the Session Information fields for all content areas and the Teacher Name field.
- Code testing accommodations on page 2, if applicable to this administration.
- Code the **Teacher Name** (test administrator) field of the Student Answer Folder on page 2. **The Teacher Name field must be completed, even if you received a Precoded Bar Code Label.**

NOTE: See the specific coding instructions for each field in the Demographic Field Coding Guide beginning on the next page.

Appendix I

Demographic Field Coding Guide

Use a number 2 pencil for all coding in the Student Answer Folder.

Code these fields as applicable for all students:

- **Student’s name**, Last, First, and Middle Initial (M)—Use the student’s legal name. DO NOT use nicknames or middle names for first names (not needed for students with precoded label).
- **Homebound**—Code “yes” if the student is served in a medical homebound program.
- **Home School**—Code “yes” if the student was home schooled. Applies only to students taught at home by parents or guardians, approved by the district.
- **Testing Accommodations**—Code accommodations used for this administration, if applicable (code all that apply).
- **Teacher name**—Code the test administrator’s name in this field. The Teacher Name field must be coded for *all* students.

For students without Precoded Bar Code Labels, you must complete all of the following fields:

- **PowerSchool ID number**—Code the numbers beginning in the first block (i.e., left-justified).
- **State ID (formerly known as SUNS for Testing)**—The State ID number is a unique ten-digit number for each student assigned by the SCDE Office of Technology.
- **Birth date**
- **School Identification Number (SIDN)**—The student’s current school.
- **EFA GR**—The grade level that the student is identified in for PowerSchool.
- **Gender**
- **SE—Special Education**

Complete all classifications that apply (i.e., those indicated by the student’s IEP).

AU = Autistic

DB = Deaf-Blindness

DD = Developmentally Delayed

EH = Emotionally Disabled

EM = Educable Mentally Disabled

HH = Hearing Impaired

LD = Learning Disability

MD = Multiple-Disabled

OHI = Other Health Impaired

OH = Orthopedically Impaired

PMD = Profoundly Mentally Disabled

SP = Speech or Language Impaired

Appendix I

TBI = Traumatic Brain Injury

TM = Trainable Mentally Disabled

VH = Visually Impaired

- **Ethnicity**

- **Hispanic or Latino**

- Yes = The student is a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture of origin—regardless of race.

- **Race (Mark all that apply)**

- **1—American Indian/Alaska Native**

- The student has origins in any of the original peoples of North and South America (including Central America), and maintains a tribal affiliation or community attachment.

- **2—Asian**

- The student has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

- **3—Black/African American**

- The student has origins in any of the Black racial groups of Africa (not of Hispanic origin).

- **4—Native Hawaiian/Other Pacific Islander**

- The student has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

- **5—White**

- The student has origins in any of the original peoples of Europe, North Africa, or the Middle East (not of Hispanic origin).

- **ESL**

- **1—Pre-functional**

- The student scored “Pre-functional” on the English language proficiency (ELP) assessment and is receiving ESL services from mainstream or ESL teacher(s). (The student is classified as ESL 1 in PowerSchool.)

- **2—Beginner**

- The student scored “Beginner” on the ELP and is receiving ESL services from mainstream or ESL teacher(s). (The student is classified as ESL 2 in PowerSchool.)

- **3—Intermediate**

- The student scored “Intermediate” on the ELP and is receiving ESL services from mainstream or ESL teacher(s). (The student is classified as ESL 3 in PowerSchool.)

- **4—Advanced**

- The student scored “Advanced” on the ELP and is receiving ESL services from mainstream or ESL teacher(s). (The student is classified as ESL 4 in PowerSchool.)

- **5—Initially English Proficient**

- Student scored ELDA Level 5—may not be English Proficient at grade level. (The student is classified as ESL 5 in PowerSchool.)

Appendix I

6—Title III First Year Exited

Student scored proficient on ELDA and is no longer funded by Title III—monitored and can receive accommodations on assessments. (The student is classified as ESL 6 in PowerSchool.)

7—Title III Second + Year Exited

Student is in second year of exited status—monitored and can receive accommodations on assessments. (The student is classified as ESL 7 in PowerSchool.)

8—English Speaker I

Former LEP student. (The student is classified as ESL 8 in PowerSchool.)

9—English Speaker II

The student is a native English speaker. (The student is classified as ESL 9 in PowerSchool.)

10—Pre-functional-Waiver

The student scored “Pre-functional” on the ELP and is not receiving direct ESL services based on parent refusal. The student is served by mainstream teachers only. (The student is classified as ESL A in PowerSchool.)

11—Beginner-Waiver

The student scored “Beginner” on the ELP and is not receiving direct ESL services based on parent refusal. The student is served by mainstream teachers only. (The student is classified as ESL B in PowerSchool.)

12—Intermediate-Waiver

The student scored “Intermediate” on the ELP and is not receiving direct ESL services based on parent refusal. The student is served by mainstream teachers only. (The student is classified as ESL C in PowerSchool.)

13—Advanced-Waiver

The student scored “Advanced” on the ELP and is not receiving direct ESL services based on parent refusal. The student is served by mainstream teachers only. (The student is classified as ESL D in PowerSchool.)

• Meals

- F = The student is eligible for free lunch status.
- R = The student is eligible for reduced-price lunch status.

• Migrant—An SEA-reviewed and approved Certificate of Eligibility (COE) is required to determine eligibility for migrant status while resident and enrolled in a school district.

Migrant status is based on the following definition: A migratory student is a student who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse in order to obtain temporary or seasonal employment in the agricultural or fishing work,

- has moved from one school district to another; or
- in a state that is made up of a single school district, has moved from one administrative area to another within such a district; or
- resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to temporary residence to engage in a fishing activity.

Appendix I

- **Agricultural activity is**
 - any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or personal subsistence;
 - any activity directly related to the cultivation or harvesting of trees; or
 - any activity directly related to fish farms.
- **IEP Testing Accommodations**
 - Enlargement of materials
 - Use of Braille materials
 - Substitution of objects for pictures or picture symbols
 - Signed administration
 - Use of augmentative communication or assistive technology device
 - Use of calculator
 - Other accommodations specified in the test administration manual (TAM)
- **ESL Testing Accommodations**
 - Special test preparation instruction
 - Directions reworded or translated
- **Teacher Name Field**
 - **Teacher last name, teacher first name, teacher middle initial**—The teacher name is the name of the test administrator.

Appendix I

IEP TESTING ACCOMMODATIONS

- Enlargement of materials
- Use of Braille materials
- Substitution of objects for pictures or picture symbols
- Signed administration
- Use of augmentative communication or assistive technology device
- Use of calculator
- Other accommodations specified in the TAM

ESL TESTING ACCOMMODATIONS

- Special test preparation instruction
- Directions reworded or translated

TEACHER LAST NAME										TEACHER FIRST NAME										M
<input type="radio"/>																				
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

Appendix I

Social Studies - Elementary School Form

1—Task					
Item	Score				
1	2	1	0	N	A
2	2	1	0	N	A
3	2	1	0	N	A
4	2	1	0	N	A
5	2	1	0	N	A
6	2	1	0	N	A

2—Task					
Item	Score				
1	2	1	0	N	A
2	2	1	0	N	A
3	2	1	0	N	A
4	2	1	0	N	A
5	2	1	0	N	A

3—Task					
Item	Score				
1	4	3	2	1	N A
2			1	0	N A
3			2	1	0 N A
4			2	1	0 N A
5			2	1	0 N A
6			2	1	0 N A

4—Task					
Item	Score				
1	4	3	2	1	N A
2			1	0	N A
3			2	1	0 N A
4			2	1	0 N A
5			2	1	0 N A
6			2	1	0 N A

5—Task					
Item	Score				
1	4	3	2	1	N A
2			1	0	N A
3			2	1	0 N A
4			2	1	0 N A
5			2	1	0 N A
6			2	1	0 N A

6—Task					
Item	Score				
1			2	1	0 N A
2			2	1	0 N A
3			2	1	0 N A
4			2	1	0 N A
5			2	1	0 N A
6			2	1	0 N A

7—Task					
Item	Score				
1			2	1	0 N A
2			2	1	0 N A
3			2	1	0 N A
4			2	1	0 N A
5			2	1	0 N A
6			2	1	0 N A

8—Task					
Item	Score				
1			2	1	0 N A
2			2	1	0 N A
3			2	1	0 N A
4			2	1	0 N A
5			2	1	0 N A
6			2	1	0 N A

9—Task					
Item	Score				
1			2	1	0 N A
2			2	1	0 N A
3			2	1	0 N A
4			2	1	0 N A
5			2	1	0 N A
6			2	1	0 N A

10—Task					
Item	Score				
1			2	1	0 N A
2			2	1	0 N A
3			2	1	0 N A
4			2	1	0 N A
5			2	1	0 N A

11—Task					
Item	Score				
1			1	0	N A
2			2	1	0 N A
3			2	1	0 N A
4			2	1	0 N A
5			2	1	0 N A
6			2	1	0 N A

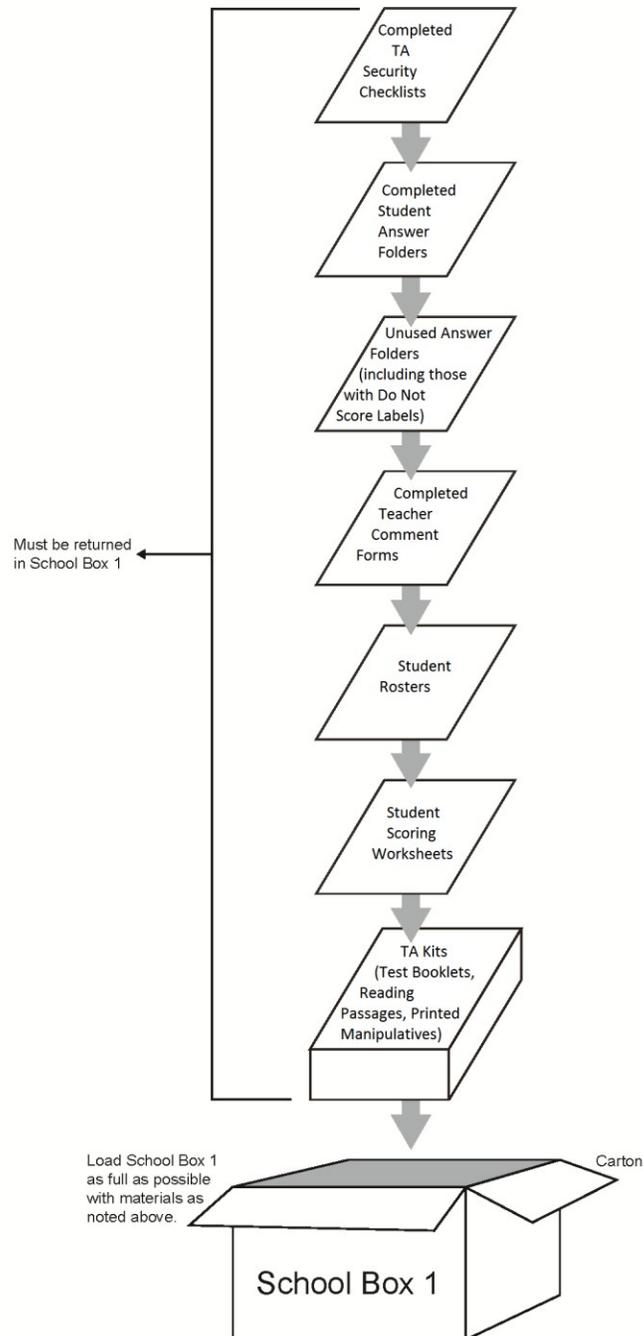
12—Task					
Item	Score				
1			2	1	0 N A
2			2	1	0 N A
3			2	1	0 N A
4			2	1	0 N A
5			2	1	0 N A
6			2	1	0 N A

SAMPLE

Appendix J

SC-Alt Packaging for Return to American Institutes for Research

Test administrator/school packs student test materials and manipulatives for return to the DTC-Alt. The DTC-Alt verifies materials, seals cartons, and ships materials to scoring site. Materials should be returned in their original cartons.



Appendix K

Instructions for Returning Materials

When the test administration has been completed, please follow these steps to prepare materials for return to the DTC-Alt.

1. After the assessment is complete, gather all materials to be returned to the DTC-Alt as listed in the diagram in Appendix J. The test booklets, reading passages, printed manipulatives, and any products produced as part of the assessment should be placed in the TA kit. You may dispose of all physical manipulatives or keep them for use at the school. Do not return them to the DTC-Alt.
2. A Precoded Bar Code Label (see Appendix H) will be sent for each student who appears on your student roster. **It is essential that the bar code label be attached to each student's Student Answer Folder. See Appendix I for instructions for affixing bar code labels and completing answer folder coding. When a student does not have a Precoded Bar Code Label, all applicable coding must be completed on pages 1 and 2 of the answer folder.**
3. Review answer folders to verify that score coding is included for each content area you administered.
4. Verify that the Test Administrator Security Affidavit (located in the answer folder) is complete, with test administrator, assessment monitor, and principal signatures as well as the administration dates and session time information for all content areas. The assessment time information must also be coded on the appropriate page of the Student Answer Folder for each content area.
5. Place a **Do Not Score Label** on any answer folder that has been partially completed that you do not want to be scored. These are answer folders that are being returned with some coding, or with a **Precoded Bar Code Label** affixed, that you do not want to be included in the scoring process. These would be for students for whom you did not complete an assessment in any content area because the student left the school or you were unable to assess the student for some other reason. Place the **Do Not Score Label** in the specified label location on the answer folder or place the label on top of a previously applied precode label. A sample **Do Not Score Label** is shown in Appendix H.

Note: Do NOT use a **Do Not Score Label** on an answer folder if at least one content area of the answer folder should be scored. If you wish to invalidate or not score only one, or part of the content areas, you must contact the DTC-Alt for instructions.

6. Do NOT place sticky notes or other types of notes on or in the answer folder; these notes will not be scored by the scanners at the scoring center. Provide student-specific concerns or comments to the DTC-Alt if needed.
7. If you are assessing more than one student in a school, group the materials by type: all answer folders, TA kits, and so on. Place them in the return carton in the order shown on the diagram in Appendix J.
8. Verify all overage or unused materials that were assigned to you or the school are being returned.
9. Do NOT seal the carton(s); the DTC-Alt will need to verify the contents.
10. Deliver all materials to the DTC-Alt according to district procedures.

Appendix L

Information on Assistive Technology

Communication systems and technology are essential for some students with significant cognitive disabilities to demonstrate what they know and can do. This section outlines a continuum of examples of accommodations and instructional and assistive technology. Although not exhaustive, the list presents a range of options for a variety of students. In some cases, multiple accommodations may be necessary to enable a student to respond. Teachers are encouraged to adapt test materials to align with the accommodations on a student's individualized education program (IEP) as necessary to maximize potential student responses, as long as the accommodation does not change the construct being tested.

The legal definition of assistive technology as it appears in IDEA is “any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.” An assistive technology device is defined by the Assistive Technology Act of 1988 as “any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.”

Assistive Technology items can be described as “low tech,” “mid tech,” or “high tech.”

- Low-tech items are usually inexpensive, simple to make, and easy to obtain. Some examples of low tech devices are pencil grips, slant boards, paper communication boards/cards, highlighting, specialized paper, or a program modification such as increased time or access to classroom notes.
- Mid-tech devices are calculators, eye glasses, splints, digital recorders, a magnifying glass, single switches, Big Mack switch, cause-and-effect software programs, and static display communication devices.
- High-tech items include wheelchairs, dynamic display augmentative communication devices, complex computer software programs that involve speech-to-text and text-to-speech components, infrared mouse options, and computers.

Assistive Technology Terms and Devices

Alternative Access/Input Device—An alternative access/input device allows individuals to control their computers using tools other than a standard keyboard or pointing device. Examples include alternative keyboards, electronic pointing devices, sip-and-puff systems, wands and sticks, joysticks, and trackballs.

Augmentative and Alternative Communication (AAC) System—An AAC system is one that increases or improves the communication abilities of individuals with receptive or expressive communication impairments. The system can include sign language, graphical symbol systems, synthesized speech, dedicated communication devices, and computer applications. AAC technology spans a wide range of products, from low-tech picture boards to high-tech speech recognition programs.

Appendix L

Braille Embossers and Translators—A Braille embosser transfers computer-generated text into embossed Braille output. Translation programs convert text that has been either scanned or typed into Braille that can be printed on the embosser. Refreshable Braille can be used as a screen reader for individuals with visual impairments.

Durable Medical Equipment (DME)—DME is any piece of equipment that is used to serve a medical purpose, can withstand repeated use, and is appropriate for use in the home. It is expected to last for a substantial period of time. DME can include devices, controls, or appliances specified in an individual’s plan for medical care. The equipment is used to help increase the individual’s ability to perform various activities of daily living or to communicate with the community in which they live.

Environmental Control Unit (ECU)—ECUs enable individuals to control electronic devices in their environment through a variety of alternative access methods, such as switch or voice access. ECUs can control lights, televisions, telephones, music players, door openers, security systems, and kitchen appliances.

Onscreen Keyboard—Onscreen keyboards are software-generated images of a standard or modified keyboard placed on the computer screen. The keys are selected by a mouse, touch screen, trackball, joystick, switch, or electronic pointing device. Microsoft has a free onscreen keyboard available.

Optical Character Recognition (OCR) and Scanners—OCR software works with a scanner to convert images from a printed page into a standard computer file. With OCR software, the resulting computer file can be edited. Pictures and photographs do not require OCR software to be manipulated. Programs such as Kurzweil, Read and Write Gold, and Wynn have these capabilities.

Screen Reader—A screen reader is a software program that uses synthesized speech to “speak” graphics and text aloud. This type of program is used by people with limited vision or blindness or with a print disability, such as dyslexia. Programs that are widely used by individuals with visual impairments are Microsoft’s Narrator and commercial programs such as Jaws.

Talking Word Processors—Talking word processors are software programs that provide audio feedback as the student writes. As each letter is typed and each word is written, the device will “speak” it aloud. Many of these inexpensive writing programs also incorporate powerful tools for reading. Students with learning disabilities often find that having written material read aloud helps them to better edit, understand and organize their projects. Free programs that are available include Word Talk and Power Talk, and Microsoft has a speak add-in.

Text-to-Speech Programs—This software converts written text, including Word documents, Web pages, PDF files, and e-mails into audio files that play on a computer, CD-ROM player, MP3 device, IPOD, or other digital audio playback equipment. Developed for individuals with low vision or blindness, text-to-speech technology has improved greatly, with natural sounding voices, greater conversion speed, and improved ease of use. Free programs include Balabolka, Free Natural Reader, and Word Talk. Paid programs include Kurzweil, Read and Write Gold, Wynn, and Dolphin.

Appendix L

Voice Recognition (sometimes referred to as “speech-to-text”)—Different types of voice recognition (also called speech recognition) systems are available. Voice recognition allows the user to speak to the computer, instead of using a keyboard or mouse, to input data or control computer functions. Voice recognition systems can be used to create text documents such as letters or e-mail, to browse the Internet, and to navigate among applications and menus. Examples are Dragon Naturally Speaking and Microsoft Speech Recognition.

Word Prediction Programs—Word prediction programs allow the user to select a desired word from an on-screen list located in a prediction window. The computer-generated list predicts words based on the first or second letter(s) typed by the user. The word may then be selected from the list and inserted into the text by typing a number, clicking the mouse, or scanning with a switch. Free examples include eType and Let Me Type, and paid programs are Co:writer and Word Q.

Appendix M

Administration of SC-Alt to ESL/LEP Students

English for speakers of other languages (ESL)/limited English proficient (LEP) students who meet the criteria for alternate assessment on alternate achievement standards must take the SC-Alt in science and social studies.

An LEP student is defined as a student who has a first language other than English and is not considered proficient at grade level in the English-speaking classroom as determined by an English proficiency test (EPT) and academic content area assessments.

Accommodations

The SC-Alt is not available in alternative language formats; all ESL/LEP students must take the test in English. Test administrators may not translate any part of the SC-Alt into the student's native language.

In addition to the accommodations allowed for all students who take the SC-Alt, ESL/LEP students may have additional accommodations related to their limited English proficiency in order to access the assessment.

Accommodations should be used only as appropriate for individual students and should not be applied to all ESL/LEP students indiscriminately. Appropriate accommodations should be based on the student's English language proficiency test scores, teacher judgments, and other evidence, including the accommodations used in the classroom for individual students.

ESL/LEP students may receive special test preparation instruction prior to the administration of the SC-Alt. This instruction may cover test format, directions, and test-taking strategies. The test administrator may provide practice with released tasks that are available on the SCDE website to assist the student in understanding the testing process and procedures.

Directions regarding testing expectations, such as sitting down at the table or focusing on the materials, may be reworded in any format or language. No part of the test or test directions may be reworded or translated into the student's native language.

Accommodations should be recorded on the student's accommodations form and kept with the student's ESL/LEP folder. If accommodations are used with the SC-Alt, complete the appropriate codes on page 2 of the student's answer folder.

Appendix N



South Carolina Alternate Assessment (SC-Alt)

Braille Response Cards and Tactile Graphics Order Form

*Complete this form if you will need
Braille response cards and tactile graphics
for the SC-Alt.*

Submit completed form to your DTC-Alt

District Name _____

School Name _____

School BEDS Code _____

Teacher Name _____

Student Name _____

Student ID Number (Power School Number) _____

SC-Alt Form _____
(Elementary, Middle, or High School)

Teacher Signature _____ Date _____

DTC-Alt Only

DTC-Alt Signature

Date

Fax Order to 877-231-7813

If you have questions about this form, please call AIR at 877-231-7789.

SC-Alt
Braille Response Cards and Tactile Graphics
Order Form 2016

Appendix O

SC-Alt Completion Roster

Please use this form as a completion checklist and submit it to the DTC-Alt with returned materials (DTC-Alt option).

Teacher:

School:

District:

Student (Last, First)	Science	Social Studies
1. Affidavit Completed <input type="checkbox"/> Form: E <input type="checkbox"/> M <input type="checkbox"/> H <input type="checkbox"/>	<input type="checkbox"/> Completed <input type="checkbox"/> Answer Folder Coded <input type="checkbox"/> Not Tested Reason:	<input type="checkbox"/> Completed <input type="checkbox"/> Answer Folder Coded <input type="checkbox"/> Not Tested Reason:
2. Affidavit Completed <input type="checkbox"/> Form: E <input type="checkbox"/> M <input type="checkbox"/> H <input type="checkbox"/>	<input type="checkbox"/> Completed <input type="checkbox"/> Answer Folder Coded <input type="checkbox"/> Not Tested Reason:	<input type="checkbox"/> Completed <input type="checkbox"/> Answer Folder Coded <input type="checkbox"/> Not Tested Reason:
3. Affidavit Completed <input type="checkbox"/> Form: E <input type="checkbox"/> M <input type="checkbox"/> H <input type="checkbox"/>	<input type="checkbox"/> Completed <input type="checkbox"/> Answer Folder Coded <input type="checkbox"/> Not Tested Reason:	<input type="checkbox"/> Completed <input type="checkbox"/> Answer Folder Coded <input type="checkbox"/> Not Tested Reason:
4. Affidavit Completed <input type="checkbox"/> Form: E <input type="checkbox"/> M <input type="checkbox"/> H <input type="checkbox"/>	<input type="checkbox"/> Completed <input type="checkbox"/> Answer Folder Coded <input type="checkbox"/> Not Tested Reason:	<input type="checkbox"/> Completed <input type="checkbox"/> Answer Folder Coded <input type="checkbox"/> Not Tested Reason:
5. Affidavit Completed <input type="checkbox"/> Form: E <input type="checkbox"/> M <input type="checkbox"/> H <input type="checkbox"/>	<input type="checkbox"/> Completed <input type="checkbox"/> Answer Folder Coded <input type="checkbox"/> Not Tested Reason:	<input type="checkbox"/> Completed <input type="checkbox"/> Answer Folder Coded <input type="checkbox"/> Not Tested Reason:

Appendix P

List of Materials to Be Provided by Test Administrator

Science

ELEMENTARY SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
1	Frog Life Cycle	1-inch cube (1) 3-inch cube (1)
2	Electrical Energy	Flashlight (1) Batteries (as many as necessary for Flashlight)
4	Speed and Direction	Tape (1) 6-inch String (1)
8	Thermometer	Calculator (1) Thermometer (1)
9	Solid and Liquid	Cup of Water (1) Cup of Ice (1) Ice Cube (1)
Note: Reuse as appropriate with individual students.		

Appendix P

List of Materials to Be Provided by Test Administrator

Science

MIDDLE SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
1	Metal or Not Metal	Drink Can (1) Plastic Bottle (1) Paper Clip (1) Plastic Marker (1) Eraser (1) Metal Spoon (1) Book (1) Key (1) Penny (1) Plastic Cup (1) Cloth (1) Aluminum Foil (1)
Note: Reuse as appropriate with individual students.		

Appendix P

List of Materials to Be Provided by Test Administrator Biology HIGH SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
1	Plants	Plant (1)

Note: Reuse as appropriate with individual students.

Appendix P

List of Materials to Be Provided by Test Administrator Social Studies ELEMENTARY SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS(QUANTITY)
1	Inventions and Their Function	Telephone (1) CD Player (1) Light Bulb (1) Lamp (1) Stapler (1)
2	Places on Earth	Globe (1) Ball (1) Book (1)
4	Goods and Services	Dollar Bill (1)
Note: Reuse as appropriate with individual students.		

Appendix P

List of Materials to Be Provided by Test Administrator
Social Studies
MIDDLE SCHOOL FORM

TASK NUMBER	TASK NAME	MATERIALS (QUANTITY)
1	Recycling	Newspaper (1) Marker (1)
Note: Reuse as appropriate with individual students.		

Appendix Q

**SC-Alt Spring 2016
Tasks with Braille and/or Tactile Graphics
Elementary School**

Content Area	Task Title
Science	Frog Life Cycle
	Water on Earth
	Animal Behavior
	Weather Events
Social Studies	Shopping Mall Map
	State Park

Appendix Q

SC-Alt Spring 2016
Tasks With Braille and/or Tactile Graphics
Middle School

Content	Task Title
Science	Sorting Organisms
	Weather Instruments
	Physical Adaptations
	Finding Fossils
	Objects in Space
	A Student's Science Report
Social Studies	Map of South Carolina
	Making a Budget
	Brown vs. Board of Education
	Tina's World
	Places in South Carolina

Appendix Q

**SC-Alt Spring 2016
Tasks With Braille and/or Tactile Graphics
High School**

Content	Task Title
Biology	Human DNA
	Ecosystem Energy
	Making a Bar Graph
	Levels of Organization



3001SC21600302

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