

Test Administration Manual

Spring 2014

South Carolina

SCPASS

Palmetto Assessment of State Standards



Spring 2014 SCPASS Testing Schedule

March Writing Assessment – Grades 3–8

DATE	EVENT
Dec. 9–Jan. 10	Online Enrollment for March and May
Jan. 6–14	QDC 2/Precode
January–February	Inform parents of testing schedule, testing policies, and procedures
February 18 & 19	WebEx training sessions for DTCs for March and May
February–March	Schedule and conduct training sessions for School Test Coordinators (STCs), test administrators (TAs), and monitors
March 5–14	Precode Update
March 18 (Tuesday)	Writing test Day 1
March 19 (Wednesday)	Writing test Day 2
Through March 25	Make-up testing

May Assessment – Grades 3–8

DATE	EVENT
March–April	Inform parents of testing schedule, testing policies, and procedures
March–April	Schedule and conduct training sessions for School Test Coordinators (STCs), test administrators (TAs), and monitors
May 6 (Tuesday)	ELA test
May 7 (Wednesday)	Mathematics test
May 8 (Thursday)	Science test for grades 4 and 7 Science or Social Studies test for grades 3, 5, 6, and 8
May 9 (Friday)	Social Studies test for grades 4 and 7
Through May 16	Make-up testing. Two tests may be administered on a make-up day.

District Test Coordinators (DTCs) are responsible **for the training of all personnel** who will be administering SCPASS tests.

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Introduction

Introduction

The South Carolina Palmetto Assessment of State Standards (SCPASS) is a statewide assessment administered to students in grades three through eight. All students in these grade levels are required to take the SCPASS except those who qualify for the South Carolina Alternate Assessment (SC-Alt). The initial administration of SCPASS was during the 2008–2009 academic year. SCPASS includes tests in writing, English language arts (ELA) (reading and research standards), mathematics, science, and social studies.

In July 2009, the Education Oversight Committee (EOC) held standard setting for all SCPASS subjects and grade levels to establish the cut scores for each performance level. Cut points were approved by the EOC on October 5, 2009. The cut scores for each SCPASS test are located on the SCPASS Web page at: <http://ed.sc.gov/agency/programs-services/45/>.

Testing Dates—SCPASS is administered in two phases. In 2014, the writing test will be administered over two days in March (March 18 and 19), with make-up tests allowed through March 25. The ELA, mathematics, science, and social studies tests will be administered May 6–May 9, with make-up testing through May 16. Testing schedules are located on the inside front cover of this manual and on the SCPASS Web page at: <http://ed.sc.gov/agency/programs-services/45/>.

Items Aligned to Standards—SCPASS test items are aligned to the South Carolina Academic Standards for each content area. Standards describe what schools are expected to teach and what students are expected to learn. Academic standards also include indicators that are statements of the specific cognitive processes and the content knowledge and skills that students must demonstrate to meet the grade-level standards. SCPASS test items are written to assess the content knowledge and skills described in the academic standards and indicators. For spring 2014, the SCPASS ELA and mathematics tests include items aligned to both the South Carolina Academic Standards and the Common Core State Standards. The academic standards and supporting documents are available on the South Carolina Department of Education Web site at <http://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/>. Scroll down and click on the link for the appropriate subject.

Developing, Administering, Scoring, and Reporting—The Department of Education contracts with testing companies for the development, administration, scoring, and reporting functions required to implement statewide assessment programs. Contractors are selected through a competitive process. State law allows the award of contracts for up to five years. Data Recognition Corporation (DRC) is the current contractor for the development of SCPASS items and test forms and for the administering, scoring, and reporting of the SCPASS program.

Introduction

SCPASS Format

Writing—The writing test consists of one extended-response item (i.e., writing prompt or topic) administered on Day 1 and multiple-choice items administered on Day 2. The extended-response topic, instructions, and rubric that will be used to score the extended-response item are included in each student’s answer document (see the sample in **Appendix B**).

To help familiarize teachers and students with the format that is used on Day 2 of the writing test, several editing passages and accompanying multiple-choice items are posted on the Office of Assessment Web site at: <http://ed.sc.gov/agency/programs-services/45/PASSWritingTests.cfm>.

ELA, Mathematics, Science, and Social Studies—These tests consist of multiple-choice items only. All students in grades three through eight take the ELA and mathematics tests. All students in grades 4 and 7 take both the science and social studies tests. Students in grades 3, 5, 6, and 8 take either the science or the social studies test. Approximately half of the students in each of those grades are tested in science, and the other half are tested in social studies.

SCPASS Score Reports

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

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

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

The ISR presents student results for each SCPASS test taken by the student, including writing, English language arts (ELA), mathematics, science, and social studies. The student’s total scale score and performance level are reported for each test taken. There are three performance levels for SCPASS:

Exemplary – The student demonstrated exemplary performance in meeting the grade level standards.

Met – The student met the grade level standards.

Not Met – The student did not meet the grade level standards.

More information about SCPASS scoring and an example of the ELA section of an ISR is provided on the SCPASS Web page at: <http://ed.sc.gov/agency/programs-services/45/>.

Introduction

Availability of Score Results and Distribution of ISRs

SCPASS score results will be available electronically via eDIRECT beginning with the posting of data files, student rosters, parent letters, and ISRs on June 16, 2014. The paper copies of ISRs and student labels will be sent in late mid-to-late July. **Districts may release score results for individual students to schools, parents, and students as soon as the reports—including parent letters and ISRs—are available; individual student results are not embargoed.**

Students With Disabilities

Students with disabilities must participate in SCPASS with the appropriate accommodations, if necessary, as specified in their Individualized Education Program (IEP) or 504 Accommodation Plan. Non-standard accommodations for SCPASS include: (1) oral administration of ELA (reading and research) for students in grades 3 and 4; (2) use of calculators for mathematics in grades 3 and 4; and (3) use of spell-check, grammar-check, and word prediction software programs on Day 1 of the writing test (grades 3–8). Other accommodations for students with disabilities are considered standard accommodations. These include oral administration of writing, mathematics, science, and social studies in any grade and of ELA in grades 5–8, as well as calculator usage for mathematics in grades 5–8. See **Appendix C** for more information on testing students with disabilities.

New for 2014

- **Answer document demographic fields**—There are several changes to the demographic fields on pages 2 and/or 3 of the SCPASS answer documents. On page 2 of both the March and May answer documents, the “Alternative School Program” field has been **deleted**. On page 2 for March and on pages 2 and 3 for May (i.e., in each subject area), the “For Office Use Only” field has been **deleted** and a field for the test administrator’s first, middle, and last initials (FI, MI, LI), has been **added**.
- **Test booklet form numbers**—For spring 2014, there is only one form per “form type” (i.e., Form A, Form A Large-Print, Form A Loose-Leaf, Form C Braille, Form C Sign Language) across all subjects and grades. Consequently, the “Form Number” designation has been omitted from the test booklet covers, and the corresponding fields have been deleted from the March and May answer documents (previously found on page 8 for March and on pages 4, 5, 7, and 8 for May).

Also, since there is a single Form A test booklet per subject and grade, there is no need for the contractor to provide separate packages of “Form A Oral Administration Test Booklets” to accompany shipments of *Form A Oral Administration Scripts* or Form A Audio CD-ROMs. For Form A oral administrations, students may use any Form A test booklet (i.e., regular print, large-print, or loose-leaf) for the appropriate subject/grade.

- **Seating Charts**—Beginning with the spring 2014 SCPASS administration, test administrators will be required to create a seating chart for each testing session showing the testing locations of all students in the classroom. Label each location with the student’s first and last name. The contractor will provide graph paper for this purpose, and all seating charts will be returned to the contractor with nonscorable materials.

Education Legislation

The Education Accountability Act

Section 59-18-310 provides the requirements for the statewide assessment program. Excerpts from this section are provided in the following paragraphs.

(B) The statewide assessment program must include the subjects of English/language arts, mathematics, science, and social studies in grades three through eight, as delineated in Section 59-18-320(B), to be first administered in 2009.... Student performance targets must be established following the 2009 administration. The assessment program must be used for school and school district accountability purposes beginning with the 2008–2009 school year. The publication of the annual school and school district report card may be delayed for the 2008–2009 school year until no later than February 15, 2010. A student’s score on an end-of-year assessment may not be the sole criterion for placing the student on academic probation, retaining the student in his current grade, or requiring the student to attend summer school....

(C) To facilitate the reporting of strand level information and the reporting of student scores prior to the beginning of the next school year, beginning with the 2009 administration, multiple-choice items must be administered as close to the end of the school year as possible and the writing assessment must be administered earlier in the school year.

Section 59-18-320. This section mandates the testing of all students, the use of embedded field test items, the sampling plan for science and social studies tests, and the subject area weightings on school and district report cards. An excerpt of this section is provided below.

(B) After review and approval by the Education Oversight Committee, the standards-based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students in grades three through eight, to include those students as required by the federal Individuals with Disabilities Education Improvement Act and by Title 1 of the Elementary and Secondary Education Act. To reduce the number of days of testing, to the extent possible, field test items must be embedded with the annual assessments. In accordance with the requirements of the federal No Child Left Behind Act, science assessments must be administered annually to all students in one elementary and one middle school grade. The State Department of Education shall develop a sampling plan to administer science and social studies assessments to all other elementary and middle school students. The plan shall provide for all students and both content areas to be assessed annually; however, individual students, except in census testing grades, are not required to take both tests. In the sampling plan, approximately half of the assessments must be administered in science and the other half in social studies in each class.

Article 9 Reporting Section 59-18-900. This section establishes the academic performance ratings and the student performance levels. Applicable excerpts are provided below.

The student performance levels are: Not Met, Met, and Exemplary. ‘Not met’ means that the student did not meet the grade level standard. ‘Met’ means the student met the grade level standard. ‘Exemplary’ means the student demonstrated exemplary performance in meeting the grade level standard. For purposes of reporting as required by federal statute, ‘proficiency’ shall include students performing at Met or Exemplary.

Test Security

Legal Requirements

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

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

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

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the South Carolina Department of Education.

The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the South Carolina Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

Test Security

State Board Regulations

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

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 2 S.C. Code Ann. Regs. 43-100 (2011), 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 programs 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 (SDE) 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 State 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 SDE.

Test Security

- 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. § 59-1-445 (2004). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- 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 SDE.
- 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 State 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 State 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.

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- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. 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 State 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 [SLED].
- 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.

Test Security

Reporting Test Security Violations

All suspected test security violations as defined in S.C. Code Ann. § 59-1-445 (2004) or 2 S.C. Code Ann. Regs. 43-100 (2011) must be reported to the South Carolina Department of Education (SCDE).

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

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

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

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

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

Required Documentation

The following documents must be completed and submitted to Susan Creighton in the Office of Assessment.

1. **Test Security Violation Action Form – This form must be typed and e-mailed to Susan Creighton (screight@ed.sc.gov).** A PDF file may be downloaded from the Office of Assessment Web page at: <http://www.ed.sc.gov/agency/ac/Assessment/TestSecurity.cfm>.

The Test Security Violation Action Form must include **all** of the requested information (see the sample on page 11 of this manual). Indicate the section of the law that is violated, if applicable. See page 5 of this manual for the appropriate letters (a–f) to use for Legislative Violation(s).

Also indicate the regulation(s) violated, using the exact wording of the violation(s) as stated in 2 S.C. Code Ann. Regs. 43-100 (2011) and provided on pages 6–8 of this manual. For example, if a teacher assisted a student on the test, the following should be typed on the Action Form for State Board Regulation Violation(s): “X. H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing.”

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

Test Security

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

The supporting documentation can be sent to Susan Creighton via e-mail (screight@ed.sc.gov), fax (803-734-8886), or mail (South Carolina Department of Education, Office of Assessment, 1429 Senate Street, Suite 212-A, Columbia, SC 29201). If documents are being faxed, a staff member in the Office of Assessment must be notified in advance.

How to Conduct an Investigation

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

- If a test security violation is observed within a school, the individual(s) observing the incident must notify the STC or the DTC as soon as possible. The STC must notify the DTC immediately regarding the violation. The DTC must notify the appropriate Office of Assessment Program Manager.
- The DTC and the STC are responsible for conducting a comprehensive investigation to reconstruct what occurred to cause the allegation. The investigation should capture information including the “who, what, where, when, and how” of the incident.
- The STC and/or the DTC should obtain a written statement of events (affidavit) from each adult involved in the situation, including the accused. Affidavits must be signed and dated in ink by the person making the statement.
- As appropriate, the STC and DTC may need to interview some or all of the persons involved in each incident. All interviews should be conducted individually to elicit the most relatable information. Open-ended questions should be used during the interview process to obtain the most compelling evidence. In the case of student interviews, the STC should write a summary of the information learned from each student. It is not necessary to have the students provide a written statement.
- The DTC must write a concise summary of events. This summary should be in the form of a letter written to a program manager. If appropriate, the DTC may want to provide additional details regarding the incident, such as action taken as a result of the investigation, if the district referred the violation to the South Carolina Law Enforcement Division, or any information that supports or refutes the credibility of any witness.

Test Security

Test Security

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

2013–14 Test Security Violation Action Form

Complete this form with Adobe Reader or Acrobat and submit electronically as a PDF file.
(DTCs must e-mail the completed form to Susan Creighton, screight@ed.sc.gov.)

School District: School:
 DTC Name: Telephone:
 Form Completed By (Name):
 Date Form Completed:
 Testing Program: Test Administration:
 Test Subject: Grade Level of Test:
 Date(s) of Alleged Test Security Violation:

Violation Reported By:
 Person(s) Involved in Violation
 (Enter first and last name) Certification Number

Legislative Violation(s) (see TAM):

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

For Office Use Only
 Initials/Date:
 A B C D E F G H I J K L M N

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Test Security

Violations and Students with Disabilities

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

The State Board of Education Regulations 24 S.C. Code Ann. Regs. 43-100 (2011) state that **not providing accommodations** (to include customized test forms) as specified for students with IEPs or 504 Plans or **providing more accommodations** than specified are considered breaches of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as security violations that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

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

In addition, the school/district must convene the IEP/504 Plan team to review the test security violation. During the meeting of the IEP/504 Plan team, the team may consider only the testing accommodations as written in the IEP/504 Plan and may not change the accommodations specified in the plans. The IEP or 504 Plan team must address the test security violation as follows:

- **If a student received a non-standard accommodation** that is not specified in the IEP/504 Plan, the team must **invalidate** the test administration by darkening the IEP Invalidation bubble on the student's answer document for the appropriate test.
- **If a student received a standard accommodation** that is not specified in the IEP/504 Plan, the team must determine if the unauthorized accommodation causes the test administration to be invalid.
- **If a student did not receive a standard or non-standard accommodation** that is specified in the IEP/504 Plan, the team must determine whether the test administration is valid without the specified accommodation and/or non-standard accommodation.

If the IEP/504 Plan team determines that:

- **the test administration is valid**, the test is returned for scoring. Remember to mark the appropriate accommodation code(s)—i.e., the code(s) for the accommodation(s) actually used—on the student's answer document.
- **the test administration is not valid**, the school/district must invalidate the score by darkening the IEP Invalidation bubble on the student's answer document (for the appropriate subject test). Return the answer document to the contractor **in a scorable box**.

Test Security Agreement Forms

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

Test Security

The DTC/STC and TA test security agreement forms are provided in **Appendix B** or they can be downloaded from the test security link: <http://ed.sc.gov/agency/ac/Assessment/TestSecurity.cfm>. The monitor form is in **Appendix E** or can be downloaded from the test security link. The forms in the appendices are perforated for easy removal and may be copied. Districts may add their own test security agreements.

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

Security Checklists

- **The STC is responsible for inventory control within the school; schools and districts are responsible for missing materials and are required to use security checklists to track the distribution and return of all secure test materials.**
- All secure test materials have been assigned security numbers; these numbers appear on the *School Security Checklist* and the *District Overage Security Checklist*.
- *School Security Checklists* are available in electronic or print format. The paper copy of the *School Security Checklist* is printed on three-part colored paper. The white copy is returned to DRC unless the district is electronically submitting the checklists. The pink copy is for the DTC's records, and the yellow copy should be retained by the STC for one year. Paper copies are printed by the distribution unit the school indicated in precode and are sorted by grade and subject.
- For each day of testing, the STC and TA must use the *School Security Checklist* to sign out and sign in secure test materials. See the example of the paper copy below.

						Unit Page: 2 School Page: 45	
District: Middleville							
School: Middleville Middle 0101001							
Grade 5 Test Booklets Form A – Writing (N= 85) Cont.							
Security Number	Student Name (Optional)	Out		In		Pkg'd for Return STC	Notes
		TA	STC	TA	STC		
52909578	_____	___	___	___	___	___	_____
52909579	_____	___	___	___	___	___	_____
52909580	_____	___	___	___	___	___	_____
52909581	_____	___	___	___	___	___	_____
52909582	_____	___	___	___	___	___	_____
52909583	_____	___	___	___	___	___	_____
52909584	_____	___	___	___	___	___	_____
52909585	_____	___	___	___	___	___	_____
52909586	_____	___	___	___	___	___	_____
52909587	_____	___	___	___	___	___	_____

Test Security

- The STC should provide an explanation on the *School Security Checklist* for any secure test materials that are not received or returned as required. Use the notes section for this explanation.
- Secure test materials must not be exchanged among TAs without checking the materials in and out with the STC and documenting the exchange on the *School Security Checklist*.
- Writing student names on the security checklist is not required for test materials that are not assigned to a specific student.

STC Guidelines for Using Electronic Security Checklists

- The electronic version of the *School Security Checklist* is available on eDIRECT (<https://sc.drcedirect.com>) and can be downloaded into an Excel spreadsheet. These checklists will be available by March 4 for March testing and by April 22 for May testing.
- Open the .csv file posted on eDIRECT for your school's security checklist. Save the file as an Excel spreadsheet, using your school's School Identification Number (SIDN), School Name, Assessment Program, and "Security Checklist" as the file name. For example, "0701001 Hammond Elementary SCPASS Security Checklist."
- The information on the spreadsheet may be sorted as needed. Complete the information on the Excel spreadsheet security checklist in the same manner as paper. (For example, input TA/STC initials for sign-out/sign-in, initials when packaging materials for return, and any notes.)
- Log additional materials received using the blank rows at the bottom of the Excel spreadsheet. Do not use a separate tab to log this information.
- Log information for make-up testing using the blank rows below additional materials. Do not use a separate tab to log this information.

SCDE Policies

Test Administration Policies

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

Student Participation Guidelines

All public school students in grades three through eight must be tested with the SCPASS or the SC-Alt.

This testing policy includes all students with IEPs or 504 Plans, suspended students, home school students who are registered through the district or local school board, homebound students, and homebased students. Also included are ESOL/LEP students, charter school students (including those in virtual charter schools), and students who are incarcerated. All public school students who are in attendance during the SCPASS testing window including make-up dates must participate in the assessment.

Special Groups of Students

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

Home School Students—Home school students are defined as those students whose parents or guardians teach their children at home. Students whose home school program is registered through the district must be tested according to S.C. Code Ann. § 59-65-40 (A)(6)(2004).

The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student's place of instruction, at the parent's option. The parent is responsible for paying the TA if the test is administered at the student's home.

It is recommended, but not required, that a monitor accompany the TA if the parent chooses to have the student tested at home. Parents or other relatives may not be present in the room with the student during testing.

Home school students will receive individual student results but will not be included in the district or school data. If home school students do not have an ID, use 9999 as their identification number to retrieve a science/social studies assignment.

Homebound Students—Homebound students (with or without disabilities) must be tested. These students receive instruction at home or in the hospital because they cannot attend school due to illness, accident, or pregnancy, even with the aid of transportation [24 S.C. Code Ann. Regs. 43-241 (2011)]. The district must administer the required tests to a student who is homebound, except in individual cases where it is documented that the student is not physically and/or mentally able to take the test. It is a district's decision to choose whether or not to have a monitor present when testing homebound students.

SCDE Policies

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

Limited English Proficient (LEP) Students—ESOL/LEP students are required to take all SCPASS tests with a few exceptions. See **Appendix D** for more information.

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

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

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

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

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

Residential Treatment Facilities

State Placement of Students

Proviso 1.51 requires that the school district in which a Residential Treatment Facility (RTF) is located provides the necessary education programs and services for RTF students, both with and without disabilities, who were referred or placed in the RTF by the **state**. This requirement includes the administration of statewide tests.

For accountability purposes, students residing in RTFs are attributed to a specific school only if they physically attend that school. All other students are reported separately in the district’s accountability calculations.

School District Placement of Students

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

SCDE Policies

Procedures for Testing RTF Students

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

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

Districts are responsible for obtaining all required test materials for students who are to be tested and for the packaging, distribution, and receipt of all test materials in a safe and secure manner. If SCPASS is administered at the RTF facility, the test materials may be delivered, in person or by FedEx, to the test administrator. If mailed by FedEx, a signed receipt is required.

Testing Out-of-State Students

All students need to be tested even if they are schooled out of state. The district is responsible for providing any required test administrations. Districts may:

1. send a trained administrator to the student's location to administer the required tests;
2. train an individual who is part of the student's instructional program to administer the tests;
3. provide transportation, meals, and other essentials for the student to and from the school for test administration within South Carolina; or
4. elect to receive a zero on the test participation standard for not testing the student.

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

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

Testing Dates

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

SCDE Policies

Parent Notification

Preparing students and parents for the SCPASS is important.

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



Testing Hours, Breaks, and Student Activities During Testing

The SCPASS tests are not timed tests. Therefore, students should be given as much time as they need to complete each test. SCPASS tests, however, must begin and end on the same day unless the student has an IEP, 504 Plan, or ELL accommodation plan specifying administration of a single test over several days. **All students must complete Day 1 of the Writing test in one day.**

- Some students may take a much longer time to complete a test than other students. Districts and/or schools should provide TAs with guidelines specifying acceptable activities to engage students while waiting for other students to finish a test. Examples of appropriate activities may include reading a book, magazine, or newspaper, completing word or number games, working crossword puzzles, or doing schoolwork unrelated to the tested subject.
- The length of time the school can allow a student to continue working on a test is dependent upon the student, the testing situation, and the information available to the TA. As long as the student actively works on items (e.g., marking responses, writing, and working out problems), the TA must allow the student to continue with the test. If a student is clearly not attempting to finish, the school may use discretion to end the testing session.
- If necessary, and if space and staff are available, students who need to continue working on the test after others are finished may be moved to another location to complete testing. District policy should dictate whether staying after school to complete tests is an acceptable option.
- If students have not completed testing by their lunch period, students may be permitted to have a “silent lunch” or have a monitor present for the lunch period. Test security must be maintained throughout the lunch period.
- Silent breaks may be scheduled during testing, as needed. Test booklets and answer documents must be closed during breaks. Snacks are permissible, if desired.



SCDE Policies

Policy on Use of Calculators

School- or student-owned calculators may **not** be used during any SCPASS mathematics test, unless the student’s IEP or 504 Plan documents the use of a calculator. Test questions are written so that a calculator is not necessary. See **Appendix C** for information about calculator usage by students with IEPs or 504 Plans.

Policy on Use of Electronic Devices

During testing, students may not be in possession of **any electronic or other device** that can be used for communicating, timing, creating images, or storing images. These devices include, but are not limited to, cell phones, media players, tablets, electronic readers, headphones, stop watches, electronic translators, hand-held devices, or any electronic imaging or photographic devices. The district and school should have procedures in place for the collection of these devices during testing (e.g., having students place all devices in backpacks and putting all backpacks in front of the room as students enter). All electronic devices must be collected before students begin taking the test. The Administration Directions include instructions about electronic devices and are read to the students by the TA. This restriction does not apply to devices documented for use during testing in a student’s IEP or 504 Plan and/or required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM.)

Testing Environment

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

- Tests should be administered in a familiar classroom setting to reduce student test anxiety and simplify test security.
- Students should be tested in classrooms that have good lighting and are well-ventilated with a reasonable temperature.
- Adequate space (three feet or more) between students is necessary to increase test security and to reduce distractions.
- Classrooms should be quiet and free from interruptions or distractions of any type. **Appendix B** includes a “Do Not Disturb” sign for classroom use; it may be removed from this manual and taped to the outside of the classroom door.
- **Teachers must not work or communicate on a computer, tablet, phone, or similar device during a test administration in their classroom. Any electronic devices must be silenced during testing.**
- Classrooms and halls must be inspected prior to testing to ensure that all subject-related materials have been covered or removed from walls, bulletin boards, doors, desks, floors, ceilings, or windows. Word walls, maps, globes, charts, and subject-related mobiles must be taken down or covered during testing. ELA, math, science, and social studies materials must be removed or covered during the writing test.



SCDE Policies

District/School Guidelines for Disruptions

Schools should have policies and procedures in effect for classroom disturbances that interrupt testing. Such disruptions could include unruly students, students who sleep during the test, students who will not take the test, and students arriving late to school or leaving early because of appointments. TAs should know what to do in each of these situations.

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

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

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

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

Student Cheating

- The school should follow policies and procedures established by the district for investigating and documenting suspected student cheating incidents.
- If cheating is confirmed, the STC may choose to bubble the “Do Not Score” bubble in the appropriate subject area section of the answer document before it is returned to the contractor.
- Do not report student cheating to the SCDE as a test security violation unless electronic devices are involved in the incident.

Student Injury

Students who suffer injuries may be scheduled for make-up testing if the condition warrants this delay. If a student cannot write or hand-code answers because of an injury, such as a broken arm, testing may be delayed until the make-up days, and/or the student may follow any of the options listed as a standard accommodation in Appendix C of this manual. These accommodations include changing the setting, timing, scheduling, or using one of the alternative response options. For example, some students find it easier to use a computer to type responses when they have a broken finger, broken wrist, or a broken arm. Other alternatives include having the student indicate the answer choices non-verbally (pointing) or dictating responses to a qualified individual. In each case, the TA and STC should follow the guidelines set forth in **Appendix C** (see pages C-5, C-6, and C-14 through C-20); the accommodation(s) used should be documented in school records, but not coded on the student’s answer document. If necessary, call the Office of Assessment to discuss possible alternative test dates.

SCDE Policies

Student Illness

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

- The TA should excuse the sick student from the testing room. The determination to remove a student depends on the severity and the timing of the sickness.
- The TA should not leave the room. If possible, the TA should send a monitor to accompany the student to the restroom, nurse's office, or other sick room.
- Students can take a supervised break until the sick student is situated and the student's desk and the classroom have been cleaned.
- The TA can retrieve and save the student's test booklet and answer document for further use if these documents were not damaged. Return these materials to the STC, sign in the materials on the *School Security Checklist*, and add the sick student's name to the make-up roster.
- Damaged test booklets or answer documents should be destroyed or disposed of in a secure manner (e.g., shredding, burning); the action taken must be documented on the security checklist. **Do not return damaged test booklets or answer documents to the contractor.**
- If a new test booklet or answer document is needed for make-up testing, obtain and sign out the appropriate subject and grade level materials from school overage and on the security checklist.
- Student responses must be transferred from the damaged answer document to a new answer document in a supervised, secure setting.
- If a student cannot be tested during the testing window, contact the Office of Assessment to discuss possible alternative test dates.

Test Administration Manual (TAM) and DTC Supplement

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

- The *TAM* is **not** a secure document.
- *TAMs* arrive in districts in February and should be distributed to STCs and TAs as soon as possible after receipt.
- STCs, TAs, and monitors must read the *TAM* prior to the training session and the testing window.
- **TAs must keep a copy of the *TAM* so that they can read the test administration directions to the students.** These directions begin on page 53 of the *TAM* with the instructions for coding answer documents.
- TAs must read the test administration directions exactly as written.
- Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test is a test security violation.

The *DTC Supplement* is distributed to DTCs via eDIRECT and provides additional information that are applicable **only** to DTCs.



SCDE Policies

Secure Materials

Secure test materials include:

- all test booklets and answer documents;
- all customized administration materials including Braille, sign language, large-print, and loose-leaf test booklets, oral administration scripts (OASs), audio CD-ROMS, signed administration scripts, sign language DVDs, Braille Test Administrator’s Notes (TA Notes), and Braille OASs;
- papers or materials with student responses (e.g., graphic organizers or rough drafts, typed responses, Brailled responses); and
- science and social studies assignment lists (for grades 3, 5, 6, and 8). The testing assignments should not be shared with teachers until the afternoon of May 6 after students have been dismissed for the day. Students may be told on May 7 which test they will be taking.

Storage Policies

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

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



Access to Secure Materials

Access to secure materials is restricted to testing sessions, make-up sessions, and supervised sessions for completing or editing demographic codes on student answer documents. See page 23 and **Appendix C** (pages C-11 and C-13) for rules regarding TA access to oral and signed administration materials before testing.

Test Items

SCPASS test items are secure. Test items include writing and ELA passages, multiple-choice items, and the extended-writing prompts and responses. It is not permissible for any school or district personnel to open test booklets or answer documents for the purpose of reading test items. Monitors, TAs, STCs, and other school and district personnel (including principals, assistant principals, and guidance counselors) **are not permitted to read test items before testing, during testing, or after testing** except as directed in the administration directions for Day 1 of the writing test and in the administration materials for an oral or signed administration of any subject area test.

SCDE Policies



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

Coding of Demographic Information

Before, during, and after testing, access to test booklets and answer documents is restricted to **supervised sessions conducted by the STC**. Supervised sessions for the coding of student demographic information on the answer documents may be held no more than two weeks before testing. Access to the answer documents is restricted to the coding on pages 1 and 2 of the March answer documents and pages 1–3 of the May answer documents (outside and inside front covers).



Please note that the **test administrator's initials** must be written and hand-coded in the appropriate area and the **test administrator's name** must be handwritten on the designated line for **each subject** (page 2 for March answer documents, pages 2 and 3 for May answer documents).

Preparation for Oral/Signed Administrations

To prepare for an oral or signed administration, the TA may review the *Oral Administration Script* or the *Signed Administration Script* (including DVDs) **up to two days prior to the SCPASS administration** of the subject area test. For additional information regarding these reviews, refer to pages C-11 and C-13. Review sessions must be coordinated by the STC and held at the school with no students present. Review sessions must comply with all test security procedures.

Supplementary Materials

The rulers, protractors, and reference sheets shipped to the district must be distributed, as specified, for student use during the administration of the mathematics tests. Do not provide substitutes for these materials. These materials must be used without any changes. Teachers may not mark, cut, or write on these materials. After testing, these materials may be retained by the teacher. In some years, the periodic table is needed for the grade 7 science test. These reference sheets are only provided when they are needed.

SCDE Policies

Dictionaries and Thesauruses

- At least one dictionary and thesaurus, preferably more, must be available in the classroom for students to use during the SCPASS Day 1 writing test in March. All students in all grade levels tested must have access to these materials.
- Students **may not** use a dictionary or a thesaurus for Day 2 of the writing test or for any subject tested during the May assessment. **Note:** LEP students may use a word-for-word bilingual dictionary during all SCPASS tests. See **Appendix D**, page D-3.
- There are many types of dictionaries written and published for educational purposes. During the Day 1 writing test administration, students may consult a conventional, published book containing a list of words in alphabetical order with their meanings explained. Acceptable dictionaries are further defined as:
 1. a reference book containing words alphabetically arranged along with information about their forms, pronunciations, functions, etymologies, meanings, and syntactical and idiomatic uses;
 2. a reference book giving words of one language equivalents in another.
- If a dictionary does not meet the criteria specified here, then students must not use it during the Day 1 writing test administration.
- The following types of reference materials **should not be used** during any test administration: teacher-made word lists, spelling lists or books, wall lists, and other alternative types of reference books. Computerized dictionaries and thesauruses are not allowed during testing.

Color Overlays, Highlighters, and Colored Pencils

- **All students** may use colored overlays, highlighters, and colored pencils for all SCPASS tests. Students may use highlighters to highlight text in the test booklets. During the Day 1 writing test, highlighters can be used for pre-writing/rough drafts and on pages 4 and 5 of the answer document. Highlighters must not be used on any other pages of the March answer document or on any page of the May answer document.
- All students may use black lead or colored pencils to underline text, take notes, or do scratch work within the test booklets. Colored pencils may also be used for pre-writing and rough drafts during Day 1 of the writing test.

Proctoring the Tests

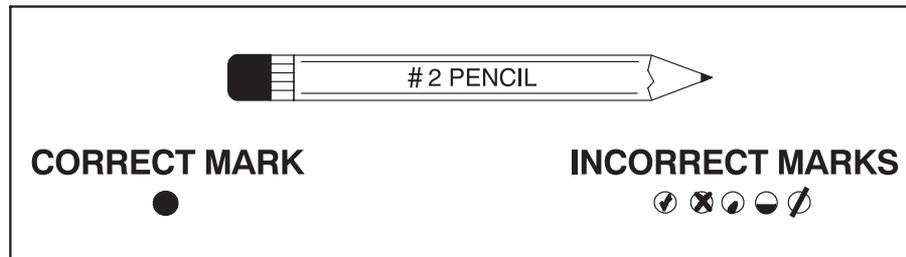
Administering the test is a critical aspect of the assessment process. The atmosphere the TA creates in performing his/her duties and the TA's manner may inspire students and put them at ease while participating in the test.

TAs should make certain they are well-prepared to administer the test.

- TAs should ensure that each student receives the correct test booklet and answer document, especially those students with disabilities who require a customized test booklet, an oral or signed administration, or other accommodations.
- TAs should not deviate from the directions for conducting the test. TAs may clarify test directions; TAs may not assist with actual test items.

SCDE Policies

- Before, during, and after the test, it is not permissible for TAs or monitors to read test items from the test booklets or students' responses in their answer documents. TAs may not read student rough drafts or the student compositions in the answer document.
- TAs and monitors should be alert and moving throughout the room to detect wrongdoing such as copying from other students, student talking, or student use of electronic devices. Any observations of apparent cheating, including student use of a cell phone, should be reported to the STC and DTC immediately. Do not wait until the test is over.
- TAs and monitors should quietly move around the room, walking up and down the aisles to check that students are following the directions for appropriately darkening bubbles or writing within the lines on the "final draft" section of the writing answer document.
- The diagram below shows an example of correctly and incorrectly marked bubbles. This diagram also appears on the back cover of the test booklets.



- If a problem is detected, such as a student drawing a single line through a bubble, it is permissible to alert the student. It is also permissible to give general reminders to the class. For example, the TA could say "Remember to completely darken the bubble for your answer." or "Darken only one bubble for each question." or "Make sure you erase completely." For the writing test, TAs may remind students that the final draft must be written on the correct pages to be scored.
- The TA must ensure that dictionaries and thesauruses are available in the classroom for Day 1 writing; however, TAs and monitors may not assist students in any way with finding words in the dictionary or thesaurus.
- TAs and monitors should make sure students stop at the end of the Day 1 writing section. TAs may remind students not to proceed to Day 2 in the writing answer document.
- On Day 2 of the writing test, TAs and monitors should make sure students do not go back to work on their Day 1 extended response.
- TAs and monitors must not engage in any unnecessary conversation or make and receive telephone calls during the test. TAs must not work on a computer, tablet, or similar device or engage in any other distracting activity such as talking or texting on a cell phone. Any electronic devices must be silenced during testing.
- Monitors may not be left in charge of a classroom in which students are testing or in which test materials are not in secure storage.
- During the testing session, the TA should create a seating chart using the graph paper provided for this purpose.

SCDE Policies

Make-up Testing

Students may take no more than two make-up tests per day. Make-up testing is restricted to the dates designated by the SCDE. If students miss a substantial number of testing days in May, the order of the make-up tests should follow this schedule: ELA, mathematics, science, and social studies.

Administration of an Incorrect Test or Accommodation

Only one form of each SCPASS test may be administered to each student. To maintain test security of the SCPASS tests, there is no opportunity for a student to take an additional test or a retest in the same administration if a mistake has been made. For example, if a student is incorrectly administered a science or social studies test, a school cannot administer the correct test unless the error is caught before the student has begun taking the incorrect test. This policy also applies to the misadministration of student accommodations. If a student incorrectly receives or fails to receive an oral administration of the test, schools can not give the student a retest to correct the error.

Science and Social Studies Assignment Lists

Students in the Precode Files. Students in grades 3, 5, 6, and 8 are randomly assigned to take either the science or the social studies test by grade level at each school. Science and social studies assignment lists will be available on eDIRECT by April 22, 2014. **These assignment lists include only those students who were included in the January and the March precode files.**

New Students. An interactive program (Student Registration), accessible through eDIRECT, is used to assign science and social studies tests to students who enrolled after the March update file was submitted to the SCDE. Schools must log-on to this system and enter each new student in the order of their enrollment. The system will automatically assign the appropriate test for each student entry.

Students must be administered the assigned test as indicated by the eDIRECT Student Registration system. Schools that do not follow this procedure may be at risk of having a student counted as “non-participating” for report card and AYP purposes.

Use of Lists. STCs, special education coordinators, or other administrators may use the assignment information to prepare for special test administrations involving students with disabilities, LEP students, or homebound, homebased, or home schooled students. DTCs and STCs may access this information, and print the assignment lists as needed, by logging on to eDIRECT at <https://sc.drctdirect.com>. Science and social studies assignments are also provided on the answer document range sheets; however, these documents should not be given out in advance of testing.

Optional. Although it is not recommended, STCs may make the Science and Social Studies Assignment Lists available to teachers or TAs after students are dismissed on May 6, which is two days prior to the science/social studies test administration. The information may be shared after school is dismissed when no students are present. Distribution of this information must be coordinated by the STC with adherence to test security procedures. The students may be told on May 7, the day before the science or social studies administration, which test they will be taking. Please note that informing teachers and students regarding their science or social studies selection **is not a requirement** and is **not** an Office of Assessment recommendation.

Test Materials

Materials Sent to the Schools

The following table identifies test materials that STCs will receive and distribute to TAs on the day of testing for all SCPASS tests. STCs will receive and distribute graph paper for TAs to use in creating seating charts.

Writing	ELA	Mathematics	Science	Social Studies
<ul style="list-style-type: none"> • Nonscannable Test Booklets (Day 2 only) • Scannable Answer Documents (Day 1 and Day 2) • Paper Bands for graphic organizers and rough drafts (Day 1 only) <p>Note: Large-Print and Braille users will need test booklets on Day 1.</p>	<ul style="list-style-type: none"> • Nonscannable Test Booklets • Scannable Answer Documents* 	<ul style="list-style-type: none"> • Nonscannable Test Booklets • Scannable Answer Documents* • One Ruler per student (grades 3–5) • One Protractor per student (grade 5) • One Reference Sheet per student (grades 6–8) 	<ul style="list-style-type: none"> • Nonscannable Test Booklets • Scannable Answer Documents* • One Periodic Table per student (grade 7) 	<ul style="list-style-type: none"> • Nonscannable Test Booklets • Scannable Answer Documents*

* All four subjects are included in one scannable answer document for the May assessment.

Materials Supplied by the Schools

- **Sharpened No. 2 pencils with erasers.** Only No. 2 pencils write dark enough to ensure accurate scoring. Students must NOT use pens or highlighters on any portion of the SCPASS answer document—including the “Final Draft” pages used for the extended-response (“Time to Write”) item that is administered on Day 1 of the writing test.
- **Dictionaries and Thesauruses—Writing Test Day 1 only.** At least one dictionary and thesaurus, preferably more, must be available in each classroom. Students may use the dictionary and thesaurus **only** when responding to the extended-response prompt. Students may not use dictionaries at any other time during SCPASS testing.
- **Lined scratch paper—Writing Test Day 1 only.** During Day 1 of the March writing test, students may use lined scratch paper to prepare their rough drafts for the extended-response item. Lined scratch paper must be provided by the school. **Writing done on lined scratch paper must be collected and returned with the nonscorable test materials.** Anything written on the lined scratch paper will not be scored. Scratch paper is not needed for any other SCPASS test. There is sufficient space to work problems in the mathematics test booklet.

Test Materials

- **Cover sheets (optional).** Blank paper, index cards (lined or unlined), or graph paper may be distributed to assist students in keeping their place in the test booklets or answer documents or to cover their responses.
- **Other Optional Materials.** Other optional materials that may be used by all students during any SCPASS tests are color overlays, highlighters, and colored pencils (see page 24). If these materials are used during testing, they must be supplied by the schools.
- **IEP Supplemental Materials.** Schools must provide the supplemental materials required by students with disabilities as specified in the student's IEP or 504 Plan. It is a violation of test security legislation and State Board regulations to allow students to use supplemental materials not specified in their IEPs or to fail to provide materials specified in the student's IEP/504 Plan.

School Test Coordinator's Section

DTC Requirements



- DTCs **must** participate in the spring pretest workshops presented by the SCDE and the contractor. These workshops will be conducted via WebEx sessions during February.
- **It is the responsibility of the DTC to ensure that adequate training is given to all persons who will be administering or monitoring SCPASS.** DTCs must have policies and procedures in place to ensure that STCs provide adequate training for all persons who are involved in test administration. The district and the DTC will be held accountable for the training given to these persons.
- DTCs **must** conduct training sessions for all STCs; Special Education Coordinators and Limited English Proficient Coordinators should be included in the training sessions so that they are aware of test security laws and regulations and the SCPASS administration policies and procedures that apply to all students.
- DTCs and/or STCs **must** hold training sessions for all TAs and monitors who are employed or volunteer to assist with the SCPASS administration. This includes retired teachers, additional TAs hired for testing, and substitute teachers. Training sessions should cover all information presented in the spring WebEx sessions, with an emphasis on procedures for IEP, 504, and LEP students. DTCs may provide TA training in conjunction with the training for the STCs.
- DTCs **must** provide *TAMs* to each school as soon as possible after they arrive in the district. This ensures that STCs, TAs, and monitors have the opportunity to become knowledgeable about all policies and procedures in this manual prior to the testing window. Monitors may be given **Appendix E**, which is written especially for them, to use as a reference. **Appendix E** is perforated and may be separated from the *TAM* and copied, as needed.



- DTCs **must** read and understand all pages of the *TAM*. DTCs are also expected to follow the additional procedures set forth in the *DTC Supplement*. The *TAM* contains important information that is not included in the *DTC Supplement*. DTCs are responsible for knowing and implementing all policies in the *TAM*.
- DTCs must read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form. This form is included in **Appendix B**.
- DTCs **must** approve qualified STCs. STCs **must** be certified employees of the district and knowledgeable about all of the policies and procedures in this manual, especially the following topics: test security, coding of answer documents, the administration directions, policies and procedures for assessing LEP students and students with disabilities, the testing schedule, and the receipt and return procedures.

STC Requirements

- **STCs must be certified employees of the district.** It is the responsibility of the DTC to approve qualified STCs.
- It is the responsibility of the STC to read and understand all of the policies and procedures in the *TAM*.

School Test Coordinator's Section

- STCs **must** read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form after attending the training provided by the DTC. This form is included in **Appendix B** and may be copied. STCs should return signed forms to the DTC.
- STCs or DTCs **must** hold training sessions for all TAs and monitors who are employed or volunteer to assist with SCPASS administration. This includes retired teachers, additional TAs hired for testing, and substitute teachers.

Before Test Administration

Step 1 – Prepare Parents and Students

- Notify parents and students of the SCPASS testing schedule. All parents should be told in advance the dates and times each subject will be administered in their schools.
- Schools should emphasize to parents the importance of getting their children to school on time. Ask parents to avoid making doctor appointments and scheduling other out-of-school functions during testing hours.
- Identify students who need customized administrations and make appropriate arrangements for accommodations as documented in the students' IEP or 504 Plans.
- Make sure parents of students with disabilities are aware of any special conditions that will apply to the testing of their children.
- Tell parents that during testing students may not be in possession of any electronic device that can be used for communicating, timing, creating images, or storing images. Such devices will be collected by TAs before testing begins. These devices include, but are not limited to, cell phones, media players, tablets, electronic readers, and headphones.

Step 2 – Train TAs and Monitors

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

School Test Coordinator's Section

Step 3 – Take Inventory

- The STC is responsible for inventory control; schools and districts are responsible for missing materials.
- Retain all original shipping boxes for the return of test materials to the contractor.
- Check the materials specified on the packing lists against materials received. Materials for each grade are printed in grade-specific colors.
- Compare ranges of security numbers on the range sheets, which are visible through the shrinkwrap, with those listed on the security checklists and packing lists.
- If there is a discrepancy in the number of materials received, record this information on the *School Security Checklist* and inform the DTC.
- Check the quantities of materials received to ensure that there are sufficient materials for the students scheduled to take the tests.
- Make sure you have all materials needed to test all students, particularly students with disabilities who may use a customized test booklet and/or supplemental materials.

Note: No school or district overage is provided for customized test materials. Notify the DTC of any additional customized materials needed.

- Notify the DTC if any secure materials are damaged, missing, or if the school needs additional materials. Work with the DTC to determine whether to use test materials with rips, folds, creases, poor print quality, or other types of irregularities.
- Mark all missing materials on the *School Security Checklist* in the notes section and inform the DTC.

Step 4 – Prepare for the Test

Secure Materials

- Secure test materials must be stored in a location that is secure at all times of the day. Ideally, the room/area should not have outside or inside windows. Test booklets and other secure materials must not be located in the same space as a scanner, copy, or fax machine.
- The STC may open shrinkwrapped packages of answer documents and test booklets up to two weeks before the first day of testing to prepare the test materials for distribution to the TAs. Open only what is needed for testing. **After preparing the materials, return them to locked storage until the day of testing.**
- Secure test materials may **not** be signed out to TAs until the day of testing.
- Science and social studies assignment lists are secure and should not be shared with teachers or TAs. Teachers involved in special testing situations (e.g., for students with IEP or 504 Plans) and all other teachers may receive notification of student names on the afternoon of May 6 after the students have left school. On May 7, students may be told which test they will be taking.
- Under no circumstances should students have access to any portion of the test materials until the day and time when statewide testing officially begins.



School Test Coordinator's Section

Step 5 – Labeling of Answer Documents

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

Precoded or Preprinted Answer Documents

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

Student: Alt, Susan T	GR: 07	DOB: 08/12/98
Gender: F		OR SIDN: 0101002
PS#: 374268312465		FA SIDN: 0101001
State ID: 3213213244		
Teacher: _____		
School: Middleville Middle		
District: Middleville		
		
P520417 20000001 2		

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

Non-precoded or Non-preprinted Answer Documents

- An answer document is considered “non-precoded” if it requires an **override label** or a home school override label. The coding of demographic information on a non-precoded answer document can be completed by teachers or the student(s).
- The student name on the **front cover**, the demographic information on page 2 above the solid line, as well as all **applicable** information on page 2 (below the solid line) and on page 3 (for the May assessment) must be completed on the non-precoded answer documents for the March and May assessments.
- If teachers complete the coding on the answer documents, they should complete the name, birth date, Hispanic or Latino, race, gender, and all other appropriate fields.
- If students are to complete the coding for name, birth date, and gender, follow the instructions **beginning on page 53.**

School Test Coordinator's Section

Labels for Answer Documents

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

New Student Precode Labels (May Assessment Only) – New student precode labels are produced for each new student who appears on the March update precode file. Each sheet contains labels for up to ten answer documents. New student precode labels are pink-striped.

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

Home School Override Labels – Home school override labels will be included in the materials sent to the DTC. These labels must be applied to all answer documents used by home school students. Home school override labels are ivory in color.

Do Not Score Labels – A “Do Not Score” label must be applied to any preprinted, used, or mislabeled answer documents that the contractor should not score. If a “Do Not Score” label is applied to an answer document, the contractor will not score any responses in that document. “Do Not Score” labels are gray for the March assessment and tan for the May assessment.

If a student's responses should not be scored for only one day of the March Writing test (Day 1 or Day 2) or for only a particular subject in the May assessment, the appropriate “Do Not Score” bubble should be darkened in the answer document (page 2 for March, pages 2 and 3 for May).

Fall Assignment

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

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

If not populated or populated incorrectly, follow the instructions for coding fall assignment in the electronic Answer Document Return Form. **Fall assignment information coded in the electronic Answer Document Return Form will override precoded information.**

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

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

Fall Assignment Lists will be posted to eDIRECT; they will not be printed.

School Test Coordinator's Section

Step 6 – Complete Answer Document Coding

Answer Document – Demographic Coding

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

Demographic Fields – Above the Solid Line

If an override label is used, all of the demographic fields printed above the solid line on page 2 must be coded. These fields include: birth date, Hispanic or Latino, race, gender, migrant, 504 Plan, M (meals), ESL, PowerSchool Number, Student State ID, and Special Education. If needed, explanations for each of these fields are provided on the Office of Assessment's Precode Web page: <http://ed.sc.gov/agency/programs-services/46/>. If the field is left blank on a yes/no field, the default value is "no."

Demographic Fields – Below the Solid Line

All **applicable** fields printed on page 2 (below the solid line) and on page 3 (for the May assessment) should be handcoded on both **precoded** and **non-precoded** answer documents. These fields could not have been submitted through precode.

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

ESL Accommodations—Darken the bubble(s) for each accommodation the student used during testing. Descriptions of all accommodations appear in **Appendix D**—Administration of the SCPASS to ESOL/LEP Students.

School Test Coordinator's Section

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

IEP Invalidation—Bubble this field if the student's IEP or 504 team has determined that the student's test administration should be invalidated due to inappropriate use of testing accommodations. See page 12 of this manual for information on test security violations involving students with disabilities. (Any answer document with the IEP Invalidation field bubbled must be returned in a scorable box.)

Test Administrator Initials—This field must be completed for each test to document the initials of the person who actually serves as the TA. **DO NOT code this field before the test date.** In the boxes on the left, print the TA's first initial (FI), middle initial (MI), and last initial (LI). (If the TA has no middle initial, leave that box blank.) Darken the corresponding bubble for each initial.

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

During the Test Administration

Step 1 – Use Security Checklist and Distribute Materials

- Schools must use the *School Security Checklist* to track and monitor the distribution and receipt of test materials. The STC and the TA must sign out secure test materials for each day of testing.
 - If you receive any additional materials from the DTC, be sure to record the type of documents and the security numbers of the secure materials received on the page titled "Security Checklist for Additional Materials." An example is provided on the following page.
- Read pages 13–14 of this manual for information regarding the *School Security Checklist*. Districts may use the electronic or paper version of this form.
 - The electronic version of the *School Security Checklist* is available on eDIRECT (<https://sc.drccdirect.com>) and can be downloaded into an Excel spreadsheet. These checklists will be available by March 4 for the March assessment and by April 22 for the May assessment.
- For each day of testing, the STC and the TA **must** initial the appropriate columns for the receipt and return of secure test materials.
- The security numbers and the student names on the preprinted answer documents match the numbers and names on the *School Security Checklist*. See the example on the following page.
- **On each day of testing, each TA must sign out only the secure materials needed for that day.**
- Make sure that TAs also receive all supplemental materials needed for the subject area test, including rulers, protractors, and reference sheets for the appropriate mathematics tests and periodic tables for the grade 7 science test.

School Test Coordinator's Section

Step 2 – Maintain Test Security

- STCs are responsible for ensuring that test security is maintained during each day of administration.
- **Report any breach of test security to the DTC. Follow the guidelines for reporting test security violations in this manual on pages 9–12.**
- Monitor classrooms to check for adherence with the test security guidelines.
- Don't allow administration directions to be read over the public announcement system.

Step 3 – Assist TAs During Testing

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

Step 4 – Supervise Materials Return

- Collect all test materials from the TAs at the completion of each day of testing, including seating charts.
- Make sure that TAs sign in all secure test materials on the security checklist. If secure materials were signed out to a TA but not returned, document this in the "Notes" section.
- **March assessment only**—Ensure that TAs use paper bands to keep writing rough drafts and graphic organizers intact for final return. Write the district and school information on the paper bands. Put these papers in the envelopes labeled "Place Rough Drafts and Graphic Organizers in this Envelope."
- Make sure responses in test booklets have been transcribed into answer documents.
- Make sure the TA's initials are handcoded and the TA's name is handwritten in the designated area on page 2 or 3 of the answer document.

School Test Coordinator's Section

Guidelines for Make-up Testing

Step 1 – Identify Students

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

Step 2 – Testing Dates

- For the March Writing assessment, make-up tests may be given on March 20, 21, 24, and 25.
- For the May assessment, make-up tests may be given on May 9 (for students in grades 3, 5, 6, and 8 only), 12, 13, 14, 15, and 16.
- The administration of one test per day is recommended. However, students may take **two** make-up tests per day, if absolutely necessary.
- For the May assessment, if students miss a substantial number of testing days, the order of the make-up tests should be as follows: ELA, mathematics, science, and social studies.

Step 3 – Administration Procedures

- Sign make-up materials “out” and “in” on the *Security Checklist for Make-up Testing*.
- Administer the make-up tests using the test administration directions in the *TAM*.
- At the end of testing, include the secure make-up materials with the other test materials being returned.

Materials Return

Step 1 – Verify Labeling

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

School Test Coordinator's Section

Step 2 – Verify Answer Document Coding

- Be sure that the accommodation codes have been completed for the appropriate students.
- Answer document coding of student demographic information must be completed in **supervised** sessions (see page 23).

Step 3 – Complete Answer Document Return Form (Electronic)

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

Step 4 – Sign Security Checklists

- Use the electronic version (Excel spreadsheet) or the paper copy of the *School Security Checklist* to indicate the materials that have been packaged for return. The STC and preferably one other person should initial the appropriate column on the *School Security Checklist*.
- For hard copy returns, put the **white** copy of all *School Security Checklists* in the envelope labeled “**Place Security Checklists in this Envelope.**” Do NOT put the envelope in your school boxes. Return the envelope and the pink copy of the *School Security Checklists* to the DTC when returning March materials or with **return shipment 2** for the May assessment. Retain the yellow copy for the school's records.
- For electronic returns, send the completed security checklist (in Excel format) to your DTC via e-mail attachment.

Step 5 – March Writing Assessment Return Shipment

- Know the date you need to return the test materials to your DTC. Keep all secure test materials in locked storage until they are returned to the DTC.
- Using the original shipping boxes, **separate and package test materials into scorable and nonscorable boxes.**

Scorable Materials – These materials include:

1. all scorable answer documents and all Braille materials
 2. all student typed responses and responses written on bold-line paper
 3. large-print test booklets with corresponding answer documents
- Materials do not have to be boxed by grade.
 - Braille responses should be returned in the **plastic bag** with all other Braille materials.
 - Typed/separate paper responses (including responses written on bold-line paper) should be taped into the answer document on the “Final Draft” pages (see pages C-22 and C-23 for details). Verify that “Separate Response” is written on each applicable page of the answer document and

School Test Coordinator's Section

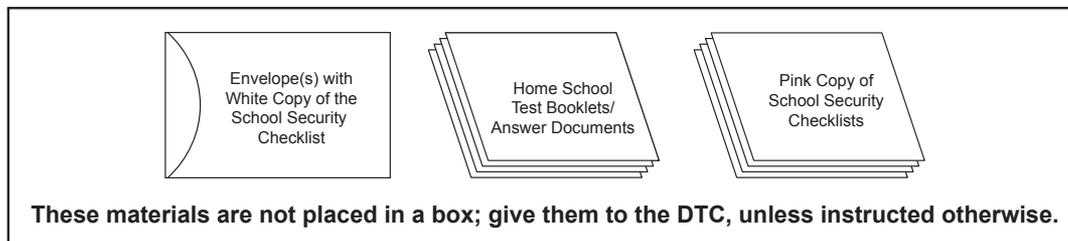
that the correct information is written on each page of the student's response. Then, place these answer documents in the red envelope labeled "**Response Envelope**" (March only). If these separate sheets of paper are not labeled and returned correctly, the papers may not be scored.

- For large-print test booklets, verify that the student's name and demographic information is written in the space provided on the front cover. Place the test booklets and corresponding answer documents in the red "**Response Envelope**" (March only).
- Give all home school materials to the DTC. Do not pack these materials in boxes.
- Place all scorable test materials in plastic bags provided by DRC, seal the bags tightly, and place them in scorable boxes. Affix a **purple** preprinted return address label marked "scorable" on the side of each box. Complete the STC line (Box __ of __) on each label. Refer to the Return Packaging Instructions Checklist on pages 43 and 44.
- Keep all materials secure until they are returned to the DTC.

Nonscorable Materials – These materials include all test booklets (except large-print and Braille), unused answer documents, customized materials, and seating charts.

- Nonscorable materials also include rough drafts and graphic organizers. The paper-banded rough drafts and graphic organizers from writing Day 1 should be placed in the envelopes labeled "**Place Rough Drafts and Graphic Organizers in this Envelope**" and returned in the nonscorable boxes.
- If needed, place newspaper or other packing materials on top of each box to keep materials immobile during transit. Securely seal the boxes.
- Affix a **tan** preprinted return address label marked "nonscorable" on the side of each box. Complete the STC line (Box __ of __) on each label. Refer to the Return Packaging Instructions Checklist on pages 43 and 44.

Test Materials Returned to the DTC – March Writing Only



Step 6 – May Assessment

- Know the date you need to return the test materials to your DTC.
- Using the original shipping boxes, **separate and package test materials into scorable and nonscorable boxes.**
- For May, returning nonscorable materials with return shipment 1 is optional. Consult with your DTC to determine if nonscorable materials should be returned at this time. **All schools must return scorable materials with return shipment 1.**

School Test Coordinator's Section

Return Shipment 1

Scorable Materials – These materials include all answer documents for students who have completed testing. This includes answer documents for students who tested with Braille and large-print materials.

- **Place all scorable materials in separate boxes from nonscorable materials.** Materials do not have to be boxed by grade.
- Do not include answer documents for students who require make-up testing.
- Check the test booklets to ensure that the scorable answer documents have not been placed inside of any test booklets.
- Return home school materials separately to the DTC. Do not place these materials in the return boxes.
- Place all scorable test materials in plastic bags provided by DRC, seal the bags tightly, and place them in scorable boxes.
- If needed, place newspaper or other packing material on top of each box to keep materials immobile during transit. Securely seal the boxes.
- Affix a **pink** preprinted return address label marked “scorable” on the side of each box and complete the STC line (Box __ of __) on each label. Refer to the Return Packaging Instructions Checklist on pages 43 and 44.
- Keep all test materials secure until they are returned to the DTC.

Nonscorable Secure Materials (optional) – These materials include all used test booklets and customized materials that are no longer needed for testing.

- Place all remaining Braille materials into the plastic bag and return them in the boxes of nonscorable materials.
- If needed, place newspaper or other packing material on top of each box to keep materials immobile during transit. Securely seal the boxes.
- Affix a **gray** preprinted return address label marked “nonscorable” on the side of each box and complete the STC line (Box __ of __) on each label.
- Keep all test materials secure until they are returned to the DTC.

Step 7 – May Assessment – Return Shipment 2

- Know the date you need to return the test materials to your DTC.
- Using the original shipping boxes, **separate and package test materials into scorable and nonscorable boxes.**

School Test Coordinator's Section

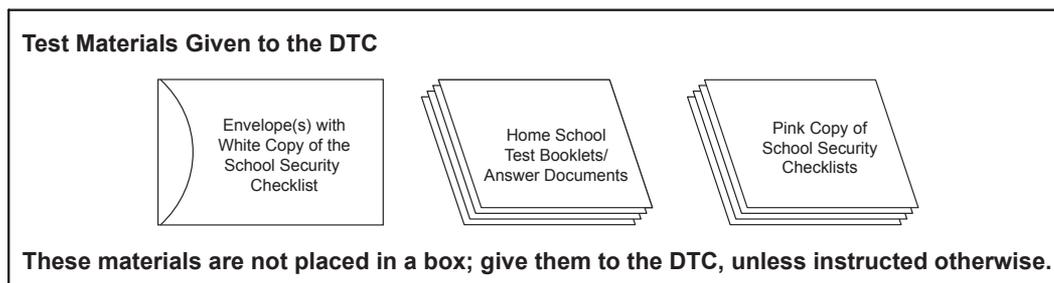
All Remaining Scorable Materials – These materials include all remaining scorable answer documents. Do not forget answer documents for students who tested with Braille and large-print materials.

- Materials do not have to be boxed by grade.
- Check the test booklets to ensure that the scorable answer documents have not been placed inside of any test booklets.
- Give all remaining home school materials to the DTC. Do not pack these materials into the boxes.
- Place all scorable test materials in plastic bags provided by DRC, seal the bags tightly, and place them in scorable boxes.
- If needed, place newspaper or other packing material on top of each box to keep materials immobile during transit. Securely seal the boxes.
- Affix a **pink** preprinted return address label marked “scorable” on the side of each box and complete the STC line (Box __ of __) on each label.
- Keep all secure test materials in locked storage until they are returned to the DTC.

All Remaining Nonscorable Secure Materials – These materials include all remaining test booklets, unused answer documents, customized materials, and seating charts.

- Place all remaining Braille materials into the plastic bag and return them in the boxes of nonscorable materials.
- If needed, place newspaper or other packing material on top of each box to keep materials immobile during transit. Securely seal the boxes.
- Follow the same boxing instructions as listed for scorable materials. Please be sure to affix a **gray** preprinted return address label marked “nonscorable” on the side of each box and complete the STC line (Box __ of __) on each label.
- Keep all secure test materials in locked storage until they are returned to the DTC.

Return Shipment 2 – Test Materials Returned to the DTC

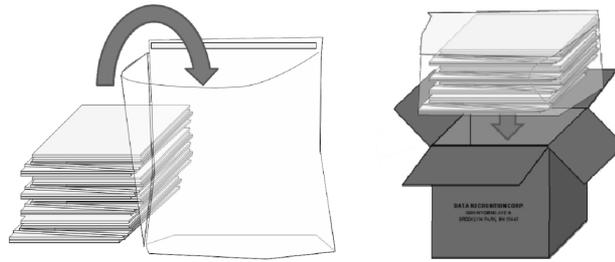


Do not return TAMs, rulers, protractors, reference sheets, periodic tables, unused labels, or make-up rosters. Retain several copies of the manuals after testing for reference purposes. Rulers, protractors, reference sheets, and periodic tables may be retained by teachers. Other materials may be discarded at the end of the assessment(s).

School Test Coordinator's Section

RETURN PACKAGING INSTRUCTIONS CHECKLIST

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



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

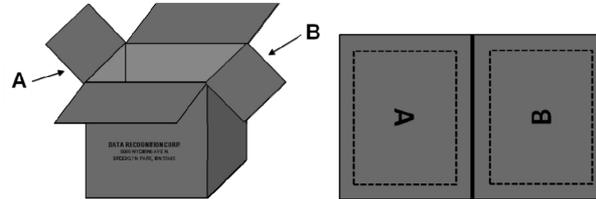


- Fill any empty space in the boxes with crumpled paper or bubble wrap ensuring that testing material does not shift during transit. Make sure you fill voids to the top of the box.



School Test Coordinator's Section

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



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



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



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



Test Administrator's Section

Test Administrator Requirements

- Each TA must read and understand all sections of the *TAM*. It is especially important that TAs are knowledgeable of the test security laws and regulations, the directions for answer document coding, the administration directions, and all test administration policies and procedures outlined on pages 15–26 of this *TAM*.
- TAs must attend a training session to be eligible to administer the SCPASS. After training, the TA must sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form.
- It is the DTC's responsibility to approve qualified TAs. TAs, however, must meet one of the following criteria:
 1. an employee of the district who is certified;
 2. an employee of the district who is a critical needs teacher and has a letter of eligibility, an interim certificate, or a critical needs certificate;
 3. a substitute teacher who is certified and employed by the district on an "as needed" basis;
 4. someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement, change of career, etc., and has been approved by the DTC as a qualified test administrator; or
 5. someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified TA.
- Even if a test is administered in a location other than the school, the TA must meet the specified eligibility criteria and must be approved by the DTC.
- During testing, a **trained** TA must be present at all times in the classroom.
- TAs cannot administer tests to close relatives such as their own children, grandchildren, nieces, nephews, or close cousins.

Before the Test Administration

Step 1 – Attend Training and Sign Forms

- Attend a training session scheduled by the DTC or STC.
- All TAs and monitors who will have access to SCPASS secure test materials must sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form. The TA form can be found in **Appendix B**. The monitor form can be found in **Appendix E**. These forms may be photocopied, if needed. This step should be completed after the training session for SCPASS administration.
- Schools should have policies and procedures in effect for students who are tardy, sick, or cause disturbances in the classroom. TAs should know what these policies and procedures are before testing begins.
- **Know the procedures to follow if a student cannot write due to an injury (e.g., sprain, broken bone). Testing for this student could be delayed until the make-up days and the student may follow any of the options listed as a standard accommodation in Appendix C.**

Test Administrator's Section

Step 2 – Prepare for Testing

- Make sure your classroom does not have any materials displayed on the walls, desks, doors, or windows that may cue students during testing. This includes maps, globes, graphs, calendars, word lists, or any material used in classroom instruction. **Any subject-related materials must be taken down or covered during testing.** ELA, math, science, and social studies materials must be removed or covered during the March writing test.
- Make sure your classroom is conducive to testing. Students should have plenty of space to work, good lighting, and comfortable seating. Students should not be tested in a large group setting, such as an auditorium or lunch room.
- Know which of your students use accommodations with testing and plan how these students will be tested. Obtain any devices or materials that students with IEPs or 504 Plans will need for testing.

Step 3 – Day of Testing

- On each day of testing, sign out the secure materials needed for that day from the STC. Do not leave secure materials unattended at any time.
- If a TA must leave the room before testing begins, the secure test materials should be placed in a secure, locked cabinet, closet, drawer, etc. or all secure test materials should be taken with the person. If no students are in the room, the teacher's door may be locked to secure the test materials.
- Check answer documents to ensure that they:
 1. are pre-identified by student name through preprinting or labeling,
 2. contain no systematic errors in the preprinted information, and
 3. are not damaged (e.g., rips, folds, creases, poor print quality).
- **Contact the STC if you have any answer documents that are not pre-identified, or contain systematic errors in the preprinted information, or if a student reports missing pages or pages out of order in the test booklet or answer document.**

During the Test Administration

Step 1 – Getting Ready

- Ask students to put away all books, papers, class materials, and personal belongings (including cell phones).
- Students may not have access to cell phones, calculators, or other similar devices during testing.
- Make sure that any students with chronic illnesses or special medical needs have received any necessary medication or treatment before testing begins.
- Inform students to notify you if they are not feeling well.
- Monitors may not be “left in charge” of a test administration or left in a classroom with test materials. When test materials are out of secure storage, a trained TA must be present at all times.

Test Administrator's Section

Step 2 – Hand Out Materials

- Make sure you have the following test materials available for the appropriate tests: test booklets, answer documents, sharpened No. 2 pencils, cover sheets (optional), at least one dictionary and thesaurus (preferably more) on Day 1 of all March writing tests, lined scratch paper for pre-writing (graphic organizers) and rough drafts on Day 1 of all March writing tests, rulers for grades 3–5 mathematics tests, protractors for grade 5 mathematics tests, reference sheets for grades 6–8 mathematics tests, and periodic tables for grade 7 science tests.
- Make sure that students with disabilities have the appropriate supplemental materials as specified in their IEP or 504 Plan. Refer to the procedures in **Appendix C** for more information.
- Ensure that each student receives a test booklet and the correct answer document each day of testing. **Note: Only answer documents are needed on Day 1 of the writing test unless the student is using Braille or large-print test materials.**
- Distribute these materials to the students.

Step 3 – Complete Answer Document Coding

Pre-coded Answer Documents

- An answer document is considered “pre-coded” if the student demographic information is **preprinted** on the document, or if a **new student precode label** (May assessment only) has been applied to the document. See graphic on page 32 for an example of preprinted information on the answer document.
- The SCPASS answer documents contain two pages of demographic fields for the March assessment and three pages for the May assessment.
- All of the fields above the solid line on page 2 could have been submitted through precode; these fields **do not** need to be handcoded. Fields below the solid line should be completed, if applicable.
- The student name field may be handcoded on all preprinted answer documents. Although this is optional, coding the student's name provides a secondary method for identifying an answer document as belonging to a particular student.

Non-pre-coded Answer Documents

- An answer document is considered “non-pre-coded” if it requires an **override label** or a home school override label.
- The student name on the **front cover**, the demographic information on page 2 above the solid line, and all **applicable** information on page 2 (below the solid line) and on page 3 (for the May assessment) must be completed on the non-pre-coded answer documents. If needed, explanations for each of these fields are provided on pages 34–35 or may be accessed on the Office of Assessment Web page: <http://ed.sc.gov/agency/programs-services/46/>. If the field is left blank on a yes/no field, the default value is “no.”

Test Administrator's Section

- If students complete the coding on the answer documents (name, birth date, and gender fields), read the directions to students beginning on page 53 of the *TAM* and proceed to the directions for **non-precoded** answer documents.
- If this coding is completed by school staff, the TA should read and follow the *TAM* directions for **precoded** answer documents.
- **All other coding on non-precoded answer documents must be completed by school staff.**

Step 4 – Follow Administration Directions

- TAs must read the Administration Directions to all students, beginning with the **Directions for Answer Document Coding** on page 53.
- Follow the administration directions given in the *TAM* or the customized administration materials for the appropriate subject, grade, and test form being administered.
- **Each student should hear all of the administration directions for each test.** Do not allow administration directions to be read over the public address system. Each subject and grade level has specific directions that must be read, in their entirety, by the TA.
- Allow students to ask questions about directions and procedures; you may not answer questions about test items or student responses. TAs should take extra care when reviewing subject content or answering questions on the day of the test. **Do not discuss any test questions with students before, during, or after testing.**
- Actively proctor the test session to make sure that students are following directions.
- Create a seating chart using the graph paper provided for this purpose.
- The SCPASS is not timed; allow students sufficient time to finish. If students do not complete testing by their lunch period, students may be permitted to have a “silent lunch” or have a monitor present for the lunch period. Test security must be maintained throughout the lunch period.
- Schedule breaks during testing if needed. Test booklets and answer documents must be closed during the break. Snacks are permissible, if desired.
- Record the names of students who missed testing on the appropriate *Student Make-up Roster* in **Appendix B**. Directions for completion are provided on the forms.

Make-up Testing

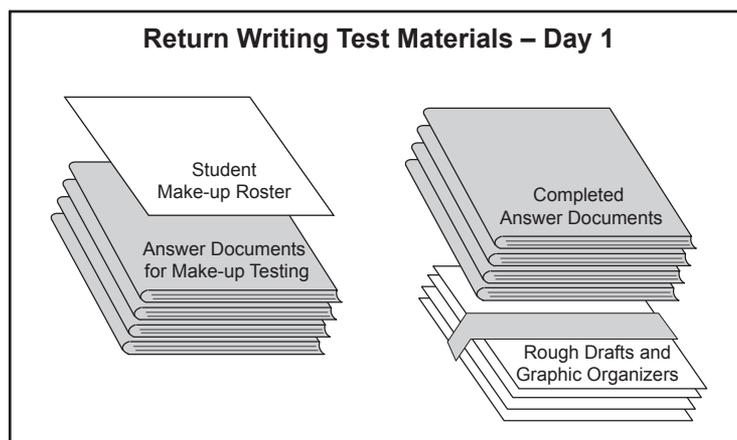
The STC will notify you if you are responsible for any make-up testing sessions. If you are asked to administer make-up tests, use the procedures given on page 38.

Test Administrator's Section

After Test Administration

Writing Testing – Day 1

- Record the names of students who missed writing—Day 1 on the appropriate *Student Make-up Roster*. Separate the completed answer documents from the answer documents for students who need a make-up test.
- Make sure all typed/separate paper responses (including responses written on bold-line paper) are labeled and taped into the student's answer document according to the instructions provided on pages C-22 and C-23.
- Place all Braille materials into the plastic bag in which the materials were received. Use one bag per student, per subject. Label student responses according to the instructions on page C-22.
- For large-print test booklets, make sure the student's name and demographic information is written in the space provided on the front cover. Do not remove any pages from the test booklet. Keep these test booklets with the corresponding answer document.
- Make sure that all required demographic information on the answer documents has been completed for students with non-precoded answer documents.
- Make sure there are no graphic organizers or rough drafts inside the answer documents.
- Stack and place a paper band around the rough drafts, graphic organizers, and other pre-writing materials. Write your name, the school name, and the district name on the paper band.
- Stack the materials as shown in the following illustration.

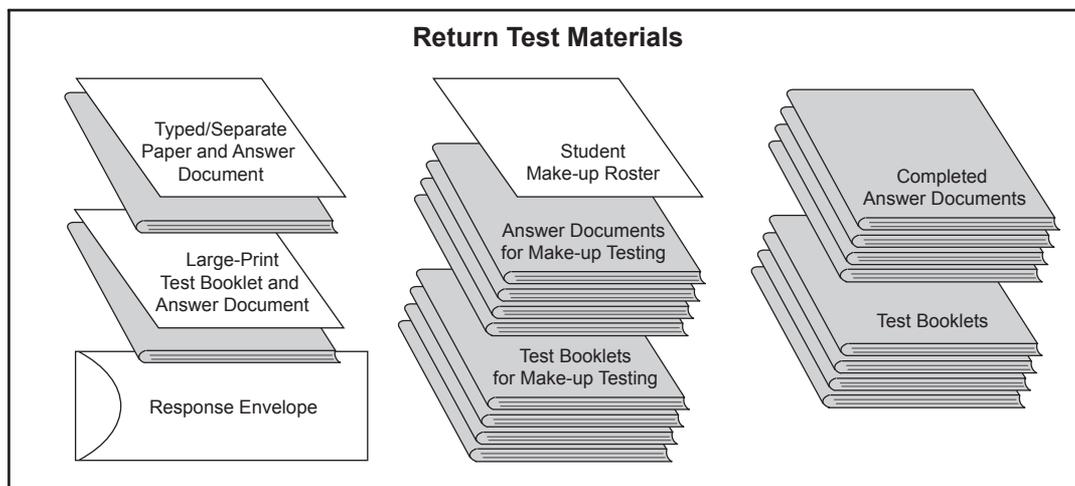


- Return all materials to the STC, including your seating charts.
- Sign in secure materials on the *School Security Checklist*. Verify that each used answer document has a student name associated with it on the *School Security Checklist*. If necessary, update the preprinted name on the *School Security Checklist* with the correct student name.

Test Administrator's Section

Writing Testing – Day 2

- Record the names of students who missed writing—Day 2 on the appropriate *Student Make-up Roster*. Separate the completed answer documents from the answer documents for students who need a make-up test.
- For any students who did not mark their answers directly in the answer document, make sure that all multiple-choice responses are transcribed into the answer document. (This includes, but is not limited to, multiple-choice responses for students using Braille and large-print test booklets.)
- Separate the answer documents containing typed/separate paper responses from the other completed answer documents. The STC will place these answer documents into red envelopes labeled **“Response Envelope.”**
- Make sure the student identifying information is completed on the front of all large-print test booklets. Keep these test booklets with their corresponding answer documents for return to the STC. The STC will place these materials into the envelopes labeled **“Response Envelope.”**
- Place all Braille materials into the plastic bag in which the materials were received. Use one bag per student, per subject.
- Make sure that all required demographic information on the answer documents has been completed for students with non-precoded answer documents.
- Stack the materials as shown in the following illustration.



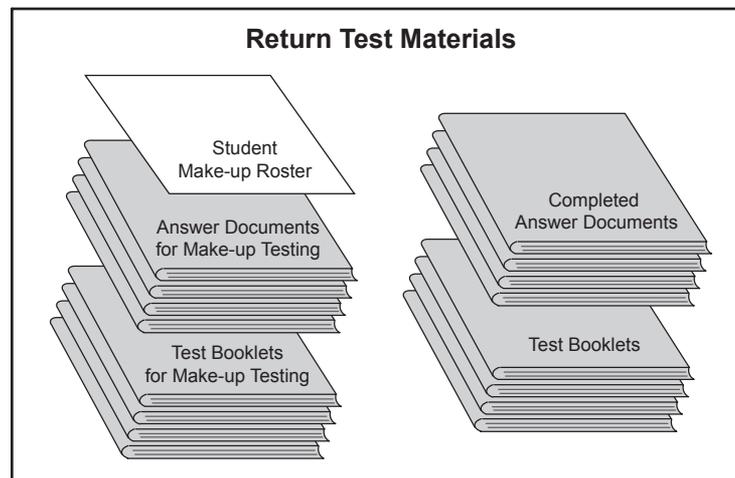
- Return all materials to the STC, including your seating charts.
- Sign in secure materials on the *School Security Checklist*. Verify that each used answer document has a student name associated with it on the *School Security Checklist*. If necessary, update the preprinted name on the *School Security Checklist* with the correct student name.

Test Administrator's Section

ELA, Mathematics, Science, and Social Studies

Follow these procedures at the end of each test administration for ELA, mathematics, science, and social studies.

- Record the names of students who missed the test on the appropriate *Student Make-up Roster*. Separate the completed answer documents from the answer documents for students who need a make-up test.
- For any students who did not mark their answers directly in the answer document, make sure that all multiple-choice responses are transcribed into the answer document. (This includes, but is not limited to, multiple-choice responses for students using Braille and large-print test booklets.)
- Place all Braille materials, except the answer document, into the plastic bag in which the materials were received. Use one bag per student, per subject. **Answer documents for students who tested with Braille materials should be returned separately to the STC; do not put them in the plastic bag.**
- Make sure that all required demographic information on the answer documents has been completed.
- Stack the materials as shown in the following illustration.



- Return all materials to the STC, including your seating charts.
- Sign in secure materials on the *School Security Checklist*. Verify that each used answer document has a student name associated with it on the *School Security Checklist*. If necessary, update the preprinted name on the *School Security Checklist* with the correct student name.

Test Administrator's Section

TA Section

Directions for Answer Document Coding

March:

Day 1 Writing – Begin with the directions below.

Day 2 Writing – Begin with the directions on page 63.

May:

ELA – Begin with the directions below.

Mathematics – Begin with the directions on page 72.

Science – Begin with the directions on page 78.

Social Studies – Begin with the directions on page 78.

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

If customized administration materials (Oral Administration Script or audio CD-ROM for Form A, Oral Administration Script for Braille, Signed Administration Script or DVD for Sign Language) are being used, begin the test administration with the directions in this manual, then proceed to the appropriate administration materials when instructed to do so.

March Day 1 Writing and May ELA:

- Begin reading aloud the directions for answer document coding below. **Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the shaded boxes. TAs may repeat directions as needed.

Distribute sharpened No. 2 pencils to students.

SAY:

Today you will be taking one of the tests called the South Carolina Palmetto Assessment of State Standards. During this test, you may not have any electronic device with you that can be used for communication, timing, creating images, or storing images. These devices include, but are not limited to, cell phones, media players, tablets, electronic readers, headphones, stop watches, electronic translators, hand-held devices, or any electronic imaging or photographic devices.

Directions for Answer Document Coding

If electronic devices have not already been collected from students,

SAY:

I will now collect any electronic devices.

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

SAY:

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

Distribute answer documents to students. Make sure each student receives the answer document with his or her name pre-printed on the answer document or new student precode label, or hand-written on an override label.

For students with precoded answer documents, proceed with the directions below.

For any student who does not have a precoded answer document (e.g., an override label was applied to the answer document), use the directions on page 56 (non-precoded answer documents) to complete the demographic information.

Precoded Answer Documents

SAY:

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

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

Directions for Answer Document Coding

OPTIONAL:

The student's last name, first name, and middle initial may be coded on the answer document even though the student's name is already preprinted directly on the answer document or on a new student precode label. Coding the student's name provides a secondary method for identifying an answer document as belonging to a particular student.

SAY:

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

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

SAY:

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

(PAUSE)

SAY:

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

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

(PAUSE)

SAY:

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

PAUSE to provide help as needed.

SAY:

If you have a question, raise your hand now.

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

Writing Day 1	Page 58 of this manual
ELA	Page 68 of this manual

Directions for Answer Document Coding

Non-precoded Answer Documents

For grade 3, test administrators (TAs) may complete all demographic coding before or after testing. For all grades, TAs should complete any demographic coding not completed by students. (See pages 34–35 for details.)

SAY:

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

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

SAY:

Now find the place on the label where it says “Teacher” and print my name.

Hold up an answer document and point to the appropriate place. PAUSE while students print the “Teacher” name. Print your name on the board if necessary.

SAY:

Next you will fill out the spaces for your name. Find the section labeled “Student’s Last Name.”

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

SAY:

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

(PAUSE)

SAY:

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

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

(PAUSE)

SAY:

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

PAUSE to provide help as needed.

Directions for Answer Document Coding

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

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

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

(PAUSE)

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

(PAUSE)

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

PAUSE to provide help as needed.

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

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

Then tell students to close their answer documents.

SAY: If you have a question, raise your hand now.

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

Writing Day 1	Page 58 of this manual
ELA	Page 68 of this manual

Day 1 Writing Administration Directions March Assessment – Grades 3–8

Materials needed: No. 2 pencils, answer documents, dictionaries and thesauruses, lined scratch paper for pre-writing and rough drafts, allowable optional materials if being used (cover sheets, highlighters, etc.), and graph paper for seating chart

For **Braille** and **Large-Print**, the student’s test booklet and the TA Notes are also needed.

Read aloud what is printed within the shaded “SAY” boxes. Do not read aloud what is printed outside the shaded boxes.

Students should already have their pencils and answer documents. Distribute other materials when instructed to do so in these administration directions.

You should have read aloud the “Directions for Answer Document Coding” beginning on page 53. Now begin reading aloud the “SAY” boxes below.

Note: Adjust wording, as needed, for students using customized test materials and/or response option accommodations. Remember to do this, where appropriate, throughout the Day 1 Writing test administration. For Braille and Large-Print, also refer to the TA Notes.

SAY:

The SCPASS Writing test is a two-day test. You will take Day 1 of the Writing test today. For Day 1, you will work on a “Time to Write” question. You must complete your rough draft and your final draft today.

This is a secure test. I cannot discuss the Day 1 test question or your response before, during, or after the test.

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

(PAUSE)

SAY:

On Day 1 of the Writing test, you may use a dictionary and a thesaurus.

PAUSE to discuss the location of the dictionaries and thesauruses; these resources may be distributed with the scratch paper, if desired.

SAY:

This test is not timed, but remember that you must finish all of your Day 1 work today. Please try to do your best work.

Do not help anyone or show anyone your answers.

(PAUSE)

Day 1 Writing Administration Directions (continued)

SAY:

I will now give you a sheet of lined scratch paper to use for your Day 1 pre-writing and rough draft. Write your name at the top of the scratch paper.

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

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

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

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

SAY:

Now look at the back cover of your answer document. Find the “Start Time” box inside the dotted box labeled “Day 1.”

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

SAY:

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

Explain that the time should be rounded to the nearest 15 minutes. You may want to print on the board the hour and minutes that should be coded. Make sure that students are coding the Day 1 “Start Time” in the appropriate box. Provide assistance as needed.

SAY:

When you finish today’s test, please go back to this page and darken the “Stop Time” bubbles for Day 1.

(PAUSE)

Note for Braille and Large-Print: Distribute student test booklets.

SAY:

For today’s test, you will work on a “Time to Write” question. The topic and directions for the “Time to Write” question are printed on page 4 of your answer document. Turn to page 4 now.

PAUSE while students turn to page 4 of their answer documents.

Note for Braille and Large Print: Refer students to the appropriate page(s) of their test booklets. See the Braille or Large-Print TA Notes.

Day 1 Writing Administration Directions (continued)

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

SAY:

Look at the “Time to Write” topic in the box at the top of the page. Listen carefully while I read the topic. I will read the topic twice.

PAUSE, then read the topic from a student’s answer document. Then REREAD the topic.

SAY:

Now follow along while I read the General Directions.

(PAUSE) (**Note for Braille:** In place of the next “SAY” box, read the General Directions on page 2 of the Braille TA Notes.)

SAY:

- Read the topic carefully before you begin to write.
- Use separate, lined scratch paper for your pre-writing (such as graphic organizer, list, or outline) and rough draft. Only your final draft will be scored.
- Do not write a poem or song. If you do, it will not be scored.
- Use a dictionary or thesaurus as needed.
- Use the Writing Checklist to make sure you include the elements of good writing.
- Use the scoring rubric provided to review and revise your rough draft.
- Write your final draft on the lined pages marked “Final Draft” at the top.
- Do NOT write beyond the lines or in the margins.

(PAUSE)

SAY:

The scoring rubric is on page 5 of your answer document. The lined pages for your final draft are on pages 6 and 7. Your final draft must be written on these two pages and cannot go beyond these pages.

(PAUSE) (**Note for Braille and Large-Print:** Refer students to the appropriate test booklet pages and adjust the preceding “SAY” wording as needed. See the Braille or Large-Print TA Notes.)

SAY:

Raise your hand if you have any questions about the General Directions.

PAUSE to review the General Directions, as needed.

Day 1 Writing Administration Directions (continued)

SAY:

Now follow along while I read the Writing Checklist on page 4.

(PAUSE) (Note for Braille and Large-Print: Refer students to the appropriate test booklet page(s). See the Braille or Large-Print TA Notes.)

SAY:

Does your writing

- present a clear central idea about the topic?
- develop the central idea with specific details?
- sustain focus on the central idea?
- have a clear introduction, body, and conclusion?
- provide a smooth progression of ideas?
- use precise and vivid vocabulary appropriate for the topic?
- use effective phrasing and a variety of sentence structures?
- show awareness of the audience and use an appropriate tone?
- show strong command of grammar, capitalization, punctuation, and spelling?

(PAUSE)

SAY:

Remember to reread your final draft!

(PAUSE)

SAY:

While you are taking the test, you can ask questions about the directions, but not about the “Time to Write” topic. If you have any questions about the directions before you begin working, raise your hand now.

PAUSE to answer questions. (If students are using highlighters, explain that the highlighters may be used for pre-writing/rough drafts and on pages 4 and 5 of the answer document. Caution students not to use highlighters for their final drafts or on any other pages of the answer document.)

SAY:

Now follow along while I read the “Time to Write” topic one more time.

PAUSE. Then REREAD the topic from a student’s answer document.

Day 1 Writing Administration Directions (continued)

SAY:

Remember to use the **Writing Checklist** and scoring rubric to review and revise your rough draft. Be sure to write your final draft on pages 6 and 7 of your answer document.

(PAUSE) (**Note for Braille and Large-Print:** Adjust the preceding and following “SAY” wording appropriately.)

SAY:

When you have finished working, close your answer document and darken the bubbles for the Day 1 “Stop Time” on the back cover. Then raise your hand and wait for your test materials to be collected.

Remember that you must finish all of your Day 1 work today.

(PAUSE)

SAY:

You may begin working now.

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

Circulate throughout the room while students are working on the Day 1 test. Answer questions about the directions as needed. You may read information to individual students from the General Directions, Writing Checklists, and scoring rubric, if requested. Make sure that students are writing the final draft of their “Time to Write” responses on pages 6 and 7 of their answer documents.

Be sure to keep an eye on the pace of each student’s work and the amount of time remaining in the school day. If necessary, remind the student that the final draft must be completed and written in the answer document before the end of the school day.

Before collecting each student’s test materials,

SAY:

Did you write your final draft on pages 6 and 7 of your answer document?

If the student responds “No,” allow the student to finish writing the final draft.

As each student finishes, collect the student’s test materials, including the student’s scratch paper and any cover sheet. Make sure that the student coded the Day 1 “Stop Time” on the back cover of the answer document.

Allow students who have finished to read materials other than textbooks for the subject being tested or to leave (if provisions have been made). Be sure that all test materials are returned to the School Test Coordinator immediately after the testing session.

Day 2 Writing Administration Directions March Assessment – Grades 3–8

Materials needed: No. 2 pencils, answer documents, test booklets, allowable optional materials if being used (cover sheets, highlighters, etc.), and graph paper for seating chart

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

Read aloud what is printed within the shaded “SAY” boxes. Do not read aloud what is printed outside the shaded boxes.

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

Note: Adjust wording, as needed, for students using customized test materials and/or response option accommodations. Remember to do this, where appropriate, throughout the Day 2 Writing test administration. For Braille and Large-Print, also refer to the TA Notes.

SAY:

Today you will take Day 2 of the Writing test. All of the questions on today’s test are multiple-choice. You may NOT go back and work on your Day 1 response today.

(PAUSE)

SAY:

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

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

(PAUSE)

SAY:

During this test, remember that you may not have any electronic device with you that can be used for communication, timing, creating images, or storing images. These devices include, but are not limited to, cell phones, media players, tablets, electronic readers, headphones, stop watches, electronic translators, hand-held devices, or any electronic imaging or photographic devices.

If electronic devices have not already been collected from students,

SAY:

I will now collect any electronic devices.

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

Day 2 Writing Administration Directions (continued)

SAY:

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

Do not help anyone or show anyone your answers.

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

SAY:

You may NOT use a dictionary or thesaurus for Day 2 of the Writing test.

(PAUSE)

SAY:

Now I am going to give you your answer document and a test booklet.

Do not open or mark on either one until I tell you to do so.

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

SAY:

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

PAUSE while students check their names. Make sure that each student has the correct answer document. *If any student was absent for the Day 1 test, make sure the necessary coding is completed following the "Directions for Answer Document Coding" beginning on page 54 (for precoded answer documents) or page 56 (for non-precoded answer documents).*

SAY:

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

PAUSE while students write their names on their test booklets.

SAY:

Next you will code the form type of your test booklet. Turn your answer document over so the back cover is facing up.

PAUSE while students turn to the back cover of the answer document.

SAY:

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

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

Day 2 Writing Administration Directions (continued)

SAY:

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

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

SAY:

Next we will review the multiple-choice marking instructions.

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

SAY:

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

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

SAY:

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

(PAUSE)

SAY:

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

PAUSE while students look at the diagram.

SAY:

You will mark your answers to all of the multiple-choice questions on the back cover of your answer document.

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

Day 2 Writing Administration Directions (continued)

SAY:

There is space in your test booklet for you to write notes or do any scratch work, but you must mark all of your answers on your answer document.

(PAUSE) (For **Large-Print**, inform students that they may also write notes or do scratch work in their test booklets. For **Braille or Large-Print**, resume reading the text in the following “SAY” boxes, continuing to adjust wording appropriately.)

SAY:

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

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

SAY:

Now look at the back cover of your answer document and find the “Start Time” box inside the dotted box labeled “Day 2.”

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

SAY:

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

Explain that the time should be rounded to the nearest 15 minutes. You may want to print on the board the hour and minutes that should be coded. Make sure that students are coding the Day 2 “Start Time” in the appropriate box. Provide assistance as needed.

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

SAY:

When you get to the end of today’s test, you may go back and check your answers for any of the Day 2 questions. You may NOT go back to Day 1 of the test.

After you check your Day 2 answers, close your test booklet and darken the bubbles for the Day 2 “Stop Time” on the back cover of your answer document. Then place your answer document face up on top of your test booklet, raise your hand, and wait for your test materials to be collected.

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

Day 2 Writing Administration Directions (continued)

SAY:

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

PAUSE to answer questions.

SAY:

Open your test booklet. You may now begin working on Day 2 of the Writing test. Remember to mark **ALL** of your answers on the last page of your answer document.

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

Circulate throughout the room while students are working on the Day 2 test. Answer questions only about directions. Do NOT discuss any passages, test questions, or answer choices. Make sure that students are marking their answers on the back cover of their answer documents. Do NOT allow students to go back to work on their Day 1 response.

As each student finishes, collect the student's test materials, including any cover sheet. Make sure that the student coded the Day 2 "Stop Time" on the back cover of the answer document. Also ensure that the **test administrator's initials** are coded and the **test administrator's name** is written in the appropriate section of the answer document.

Allow students who have finished to read materials other than textbooks for the subject being tested or to leave (if provisions have been made). Be sure that all test materials are returned to the School Test Coordinator immediately after the testing session.

ELA Administration Directions May Assessment – Grades 3–8

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

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

Read aloud what is printed within the shaded “SAY” boxes. Do not read aloud what is printed outside the shaded boxes.

Students should already have their pencils and answer documents. You should have read aloud the “Directions for Answer Document Coding” beginning on page 53. Now begin reading aloud the “SAY” boxes below.

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

SAY:

Today you will be working on the English Language Arts test. All of the questions on this test are multiple-choice.

(PAUSE)

SAY:

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

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

(PAUSE)

SAY:

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

Distribute test booklets to students.

SAY:

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

PAUSE while students write their names on their test booklets.

SAY:

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

(PAUSE)

ELA Administration Directions (continued)

SAY: Open your answer document to page 4.

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

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

(PAUSE)

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

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

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

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

SAY: Next we will review the multiple-choice marking instructions.

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

SAY: Look at the back cover of your test booklet and follow along while I read the multiple-choice marking instructions.

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

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

(PAUSE)

ELA Administration Directions (continued)

SAY:

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

PAUSE while students look at the diagram.

SAY:

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

(PAUSE)

SAY:

There is space in your test booklet for you to write notes or do any scratch work, but you must mark all of your answers on your answer document.

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

SAY:

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

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

SAY:

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

Do not help anyone or show anyone your answers.

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

SAY:

You may NOT use a dictionary or thesaurus during this test.

(PAUSE)

SAY:

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

PAUSE. Hold up an answer document and point to the appropriate place (page 4 for ELA).

ELA Administration Directions (continued)

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

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

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

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

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

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

PAUSE to answer questions.

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

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

Circulate throughout the room during testing. Answer questions only about directions. Do NOT discuss any passages, test questions, or answer choices. Monitor students to make sure they are marking their answers on the appropriate page of their answer documents.

As each student finishes, collect the student’s test materials, including any cover sheet. Make sure that the student coded the “Stop Time” on the appropriate page of the answer document. Also ensure that the **test administrator’s initials** are coded and the **test administrator’s name** is written in the appropriate section of the answer document.

Allow students who have finished to read materials other than textbooks for the subject being tested or to leave (if provisions have been made). Be sure that all test materials are returned to the School Test Coordinator immediately after testing.

Mathematics Administration Directions May Assessment – Grades 3–8

Materials Needed: No. 2 pencils, answer documents, test booklets, rulers (grades 3–5 only), protractors (grade 5 only), reference sheets (grades 6–8 only), allowable optional materials if being used (cover sheets, highlighters, etc.), and graph paper for seating chart

For **Braille** and **Large-Print**, the TA Notes and customized versions of the ancillary materials (rulers, etc.) are needed.

Read aloud what is printed within the shaded “SAY” boxes. Do not read aloud what is printed outside the shaded boxes.

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

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

SAY:

Today you will be working on the Mathematics test. All of the questions on this test are multiple-choice.

(PAUSE)

SAY:

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

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

(PAUSE)

SAY:

During this test, remember that you may not have any electronic device with you that can be used for communication, timing, creating images, or storing images. These devices include, but are not limited to, cell phones, media players, tablets, electronic readers, headphones, stop watches, electronic translators, hand-held devices, or any electronic imaging or photographic devices.

If electronic devices have not already been collected from students,

SAY:

I will now collect any electronic devices.

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

Mathematics Administration Directions (continued)

SAY:

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

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

SAY:

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

PAUSE while students check their names. Make sure that each student has the correct answer document. *If any student was absent for the ELA test, make sure the necessary coding is completed following the "Directions for Answer Document Coding" beginning on page 54 (for precoded answer documents) or page 56 (for non-precoded answer documents).*

SAY:

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

PAUSE while students write their names on their test booklets.

SAY:

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

(PAUSE)

SAY:

Open your answer document to page 5.

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

SAY:

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

(PAUSE)

SAY:

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

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

Mathematics Administration Directions (continued)

SAY:

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

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

SAY:

Next we will review the multiple-choice marking instructions.

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

SAY:

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

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

SAY:

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

(PAUSE)

SAY:

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

PAUSE while students look at the diagram.

SAY:

Look at page 5 of your answer document. You will mark your answers to the Mathematics questions on this page.

(PAUSE)

Mathematics Administration Directions (continued)

SAY:

There is space in your test booklet for you to write notes or do any scratch work, but you must mark all of your answers on your answer document.

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

SAY:

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

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

SAY:

This test is not timed. Please try to do your best work.
Do not help anyone or show anyone your answers.

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

SAY:

You may NOT use a calculator during this test.

Make sure that students do not have access to any calculators (including calculator wristwatches) during the test, unless the student’s IEP or 504 Plan documents the use of a calculator. If necessary, collect calculators from students and return them at the end of the test session.

FOR MATHEMATICS GRADES 3 and 4:

SAY:

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

Distribute a ruler to each student.

FOR MATHEMATICS GRADE 5:

SAY:

I am going to give each of you a ruler and a protractor. Use these materials if you need them during the test.

Distribute a ruler and a protractor to each student.

Mathematics Administration Directions (continued)

FOR MATHEMATICS GRADES 6, 7, and 8:

SAY: I am going to give each of you a reference sheet. Use the sheet if you need it during the test.

Distribute a reference sheet for the appropriate grade level to each student.

SAY: Find the box labeled “Start Time” on page 5 of your answer document.

PAUSE. Hold up an answer document and point to the appropriate place (page 5 for Mathematics).

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

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

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

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

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

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

PAUSE to answer questions.

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

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

Mathematics Administration Directions (continued)

Circulate throughout the room during testing. Answer questions only about directions. Do NOT discuss any test questions or answer choices. Monitor students to make sure they are marking their answers on the appropriate page of their answer documents.

As each student finishes, collect the student's test materials, including any cover sheet. Make sure that the student coded the "Stop Time" on the appropriate page of the answer document. Also ensure that the **test administrator's initials** are coded and the **test administrator's name** is written in the appropriate section of the answer document.

Allow students who have finished to read materials other than textbooks for the subject being tested or to leave (if provisions have been made). Be sure that all test materials are returned to the School Test Coordinator immediately after testing.

Science & Social Studies Administration Directions May Assessment – Grades 3–8

Materials Needed: No. 2 pencils, answer documents, test booklets, periodic tables (grade 7 science only), allowable optional materials if being used (cover sheets, highlighters, etc.), and graph paper for seating chart

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

Read aloud what is printed within the shaded “SAY” boxes. Do not read aloud what is printed outside the shaded boxes.

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

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

FOR GRADES 3, 5, 6, AND 8 SCIENCE AND SOCIAL STUDIES:



Today some of you will be working on the Science test, and some of you will be working on the Social Studies test. All of the questions on these tests are multiple-choice.

FOR GRADES 4 AND 7 SCIENCE:



Today you will be working on the Science test. All of the questions on this test are multiple-choice.

FOR GRADES 4 AND 7 SOCIAL STUDIES:



Today you will be working on the Social Studies test. All of the questions on this test are multiple-choice.

(PAUSE)

Science & Social Studies Administration Directions (continued)

SAY:

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

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

(PAUSE)

SAY:

During this test, remember that you may not have any electronic device with you that can be used for communication, timing, creating images, or storing images. These devices include, but are not limited to, cell phones, media players, tablets, electronic readers, headphones, stop watches, electronic translators, hand-held devices, or any electronic imaging or photographic devices.

If electronic devices have not already been collected from students,

SAY:

I will now collect any electronic devices.

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

SAY:

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

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

NOTE: For grades 3, 5, 6, and 8 Science and Social Studies, be sure to give the student the test that he/she has been assigned to take.

SAY:

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

PAUSE while students check their names. Make sure that each student has the correct answer document. *If any student was absent for the ELA and mathematics tests, make sure the necessary coding is completed following the "Directions for Answer Document Coding" beginning on page 54 (for precoded answer documents) or page 56 (for non-precoded answer documents).*

Science & Social Studies Administration Directions (continued)

SAY:

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

PAUSE while students write their names on their test booklets.

SAY:

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

(PAUSE)

FOR SCIENCE AND SOCIAL STUDIES GRADES 3, 5, 6, AND 8:

SAY:

If you are taking the Science test, open your answer document to page 7. If you are taking the Social Studies test, look at the back cover of your answer document.

FOR SCIENCE GRADES 4 AND 7:

SAY:

Open your answer document to page 7.

FOR SOCIAL STUDIES GRADES 4 AND 7:

SAY:

Look at the back cover of your answer document.

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

SAY:

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

(PAUSE)

SAY:

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

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

Science & Social Studies Administration Directions (continued)

SAY:

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

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

SAY:

Next we will review the multiple-choice marking instructions.

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

SAY:

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

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

SAY:

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

(PAUSE)

SAY:

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

PAUSE while students look at the diagram.

FOR SCIENCE AND SOCIAL STUDIES GRADES 3, 5, 6, AND 8:

SAY:

If you are taking the Science test, look at page 7 of your answer document. You will mark your answers to the Science questions on this page.

If you are taking the Social Studies test, look at the back cover of your answer document. You will mark your answers to the Social Studies questions on this page.

Science & Social Studies Administration Directions (continued)

FOR SCIENCE GRADES 4 AND 7:



Look at page 7 of your answer document. You will mark your answers to the Science questions on this page.

FOR SOCIAL STUDIES GRADES 4 AND 7:



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

(PAUSE)



There is space in your test booklet for you to write notes or do any scratch work, but you must mark all of your answers on your answer document.

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



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

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



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

Do not help anyone or show anyone your answers.

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

Science & Social Studies Administration Directions (continued)

FOR SCIENCE GRADE 7:

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

Distribute a Periodic Table to each student.

SAY: Now find the box labeled “Start Time” on your answer document.

PAUSE. Hold up an answer document and point to the appropriate place (page 7 for Science and back cover for Social Studies).

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

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

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

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

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

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

PAUSE to answer questions.

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

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

Science & Social Studies Administration Directions (continued)

Circulate throughout the room during testing. Answer questions only about directions. Do NOT discuss any test questions or answer choices. Monitor students to make sure they are marking their answers on the appropriate page of their answer documents. For grades 3, 5, 6, and 8, make sure that students taking the **Science** test are marking their answers on **page 7**; and make sure that students taking the **Social Studies** test are marking their answers on the **back cover** of their answer documents.

As each student finishes, collect the student's test materials, including any cover sheet. Make sure that the student coded the "Stop Time" on the appropriate page of the answer document. Also ensure that the **test administrator's initials** are coded and the **test administrator's name** is written in the appropriate section of the answer document.

Allow students who have finished to read materials other than textbooks for the subject being tested or to leave (if provisions have been made). Be sure that all test materials are returned to the School Test Coordinator immediately after testing.

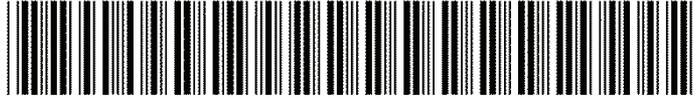
Appendix A Answer Document Labels

New Student Precode Labels – May Assessment only (Pink-striped)

^ ALIGN TOP OF LABEL ^

SCPASS MAY NEW STUDENT LABEL

Student: Alt, Susan T
Gender: F Gr: 07 DOB: 08/12/98 PS#: 374268312465
Teacher: _____ State ID: 3213213244
School: Middleville Middle OR SIDN: 0101002
District: Middleville FA SIDN: 0101001



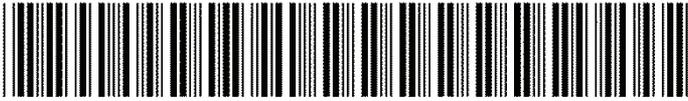
P520417 00000001 2

Override Labels (White)

^ ALIGN TOP OF LABEL ^

SCPASS MARCH WRITING OVERRIDE LABEL

Student: _____
PS#: _____ State ID: _____
Teacher: _____ DOB: _____
School: Middleville Middle
District: Middleville



P520416 00000001 2

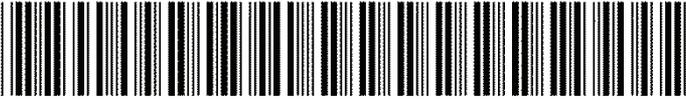
Appendix A Answer Document Labels

Home School Override Labels (Ivory)

^ ALIGN TOP OF LABEL ^

SCPASS MARCH WRITING OVERRIDE LABEL

Student: _____
PS#: _____ State ID: _____
Teacher: _____ DOB: _____
School: Home School
District: Middleville



P520416 00000001 2

Do Not Score Labels (Gray for March; Tan for May)

SCPASS MARCH WRITING

DO NOT SCORE



D520416NOTSCORE

Appendix B Forms

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

- **Electronic Answer Document Return Form (eDIRECT)**
- **Answer Documents**
- **Agreement to Maintain Test Security and Confidentiality**
(for District Test Coordinators and School Test Coordinators)
- **Agreement to Maintain Test Security and Confidentiality**
(for Test Administrators)
- **Student Make-up Roster – March Writing Assessment**
- **Student Make-up Roster – May Assessment**
- **SCPASS “Do Not Disturb” Sign**

Appendix B
Forms

Appendix B

Appendix B Forms

Electronic Answer Document Return Form (eDIRECT)

CLOSE MENU

Answer Document Return Count

Answer Document Return Count System is currently locked for selected Administration.

* Indicates required fields

Administration: * District: School:

Show Counts

Enter Counts Summary Status Report

March Answer Document Return Count for School 0160-001 (PASS Spring 2011) has been completed. You may continue making changes through the end of the answer document return count window.

[Instructions](#)

March Answer Document Return Count for School 0160-001 (PASS Spring 2011)

	Fall Assignment Code (Optional)	Total Number of Answer Documents Returned for Scoring
Grade 5	<input type="text" value="001 - Abbeville High"/>	<input type="text" value="52"/>
Grade 8	<input type="text" value="001 - Abbeville High"/>	<input type="text" value="52"/>

May Answer Document Return Count for School 0160-001 (PASS Spring 2011)

	Fall Assignment Code (Optional)	Total Number of Answer Documents Returned for Scoring
Grade 3	<input type="text" value="017 - Westwood Elem"/>	<input type="text" value="78"/>
Grade 4	<input type="text" value="003 - Dixie High"/>	<input type="text" value="52"/>
Grade 5	<input type="text" value="007 - John C Calhoun Elem"/>	<input type="text" value="12"/>
Grade 6	<input type="text" value="017 - Westwood Elem"/>	<input type="text" value="52"/>
Grade 7	<input type="text" value="018 - Cherokee Trail Elem"/>	<input type="text" value="5"/>
Grade 8	<input type="text" value="020 - Long Cane Primary"/>	<input type="text" value="123"/>

Appendix B

Appendix B Forms

Appendix B

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

<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3">Birth Date</th> </tr> <tr> <th>Month</th> <th>Day</th> <th>Year</th> </tr> </thead> <tbody> <tr><td><input type="radio"/> Jan</td><td>1 11 21 31</td><td><input type="radio"/> 1996</td></tr> <tr><td><input type="radio"/> Feb</td><td>2 12 22</td><td><input type="radio"/> 1997</td></tr> <tr><td><input type="radio"/> Mar</td><td>3 13 23</td><td><input type="radio"/> 1998</td></tr> <tr><td><input type="radio"/> Apr</td><td>4 14 24</td><td><input type="radio"/> 1999</td></tr> <tr><td><input type="radio"/> May</td><td>5 15 25</td><td><input type="radio"/> 2000</td></tr> <tr><td><input type="radio"/> June</td><td>6 16 26</td><td><input type="radio"/> 2001</td></tr> <tr><td><input type="radio"/> Jul</td><td>7 17 27</td><td><input type="radio"/> 2002</td></tr> <tr><td><input type="radio"/> Aug</td><td>8 18 28</td><td><input type="radio"/> 2003</td></tr> <tr><td><input type="radio"/> Sep</td><td>9 19 29</td><td><input type="radio"/> 2004</td></tr> <tr><td><input type="radio"/> Oct</td><td>10 20 30</td><td></td></tr> <tr><td><input type="radio"/> Nov</td><td></td><td></td></tr> <tr><td><input type="radio"/> Dec</td><td></td><td></td></tr> </tbody> </table>	Birth Date			Month	Day	Year	<input type="radio"/> Jan	1 11 21 31	<input type="radio"/> 1996	<input type="radio"/> Feb	2 12 22	<input type="radio"/> 1997	<input type="radio"/> Mar	3 13 23	<input type="radio"/> 1998	<input type="radio"/> Apr	4 14 24	<input type="radio"/> 1999	<input type="radio"/> May	5 15 25	<input type="radio"/> 2000	<input type="radio"/> June	6 16 26	<input type="radio"/> 2001	<input type="radio"/> Jul	7 17 27	<input type="radio"/> 2002	<input type="radio"/> Aug	8 18 28	<input type="radio"/> 2003	<input type="radio"/> Sep	9 19 29	<input type="radio"/> 2004	<input type="radio"/> Oct	10 20 30		<input type="radio"/> Nov			<input type="radio"/> Dec			<table border="1" style="width: 100%; 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Teachers/test administrators must complete all applicable codes.

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SCPASS: SECURE TEST GR8/AD S14

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2

SERIAL#

Appendix B Forms

Day 1

Time to Write

The Time to Write topic will be printed here.

GENERAL DIRECTIONS

- Read the topic carefully before you begin to write.
- Use separate, lined scratch paper for your pre-writing (such as graphic organizer, list, or outline) and rough draft. **Only your final draft will be scored.**
- Do not write a poem or song. If you do, it will not be scored.
- Use a dictionary or thesaurus as needed.
- Use the Writing Checklist to make sure you include the elements of good writing.
- Use the scoring rubric provided to review and revise your rough draft.
- **Write your final draft on the lined pages marked "Final Draft" at the top.**
- **Do NOT write beyond the lines or in the margins.**

WRITING CHECKLIST

Does your writing

- present a clear central idea about the topic?
- develop the central idea with specific details?
- sustain focus on the central idea?
- have a clear introduction, body, and conclusion?
- provide a smooth progression of ideas?
- use precise and vivid vocabulary appropriate for the topic?
- use effective phrasing and a variety of sentence structures?
- show awareness of the audience and use an appropriate tone?
- show strong command of grammar, capitalization, punctuation, and spelling?

Remember to reread your final draft!

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Appendix B Forms

Extended Response Scoring Rubric

SCORE	4	3	2	1
CONTENT/ DEVELOPMENT	<ul style="list-style-type: none"> • Presents a clear central idea about the topic • Fully develops the central idea with specific, relevant details • Sustains focus on central idea throughout the writing 	<ul style="list-style-type: none"> • Presents a central idea about the topic • Develops the central idea but details are general, or the elaboration may be uneven • Focus may shift slightly, but is generally sustained 	<ul style="list-style-type: none"> • Central idea may be unclear • Details need elaboration to clarify the central idea • Focus may shift or be lost causing confusion for the reader 	<ul style="list-style-type: none"> • There is no clear central idea • Details are sparse and/or confusing • There is no sense of focus
ORGANIZATION	<ul style="list-style-type: none"> • Has an effective introduction, body, and conclusion • Provides a smooth progression of ideas by using transitional devices throughout the writing 	<ul style="list-style-type: none"> • Has an introduction, body, and conclusion • Provides a logical progression of ideas throughout the writing 	<ul style="list-style-type: none"> • Attempts an introduction, body, and conclusion; however, one or more of these components could be weak or ineffective • Provides a simplistic, repetitious, or somewhat random progression of ideas throughout the writing 	<ul style="list-style-type: none"> • Attempts an introduction, body, and conclusion; however, one or more of these components could be absent or confusing • Presents information in a random or illogical order throughout the writing
VOICE		<ul style="list-style-type: none"> • Uses precise and/or vivid vocabulary appropriate for the topic • Phrasing is effective, not predictable or obvious • Varies sentence structure to promote rhythmic reading • Shows strong awareness of audience and task; tone is consistent and appropriate 	<ul style="list-style-type: none"> • Uses both general and precise vocabulary • Phrasing may not be effective, and may be predictable or obvious • Some sentence variety results in reading that is somewhat rhythmic; may be mechanical • Shows awareness of audience and task; tone is appropriate 	<ul style="list-style-type: none"> • Uses simple vocabulary • Phrasing is repetitive or confusing • Shows little or no sentence variety; reading is monotonous • Shows little or no awareness of audience and task; tone may be inappropriate
CONVENTIONS	<ul style="list-style-type: none"> • Provides evidence of a consistent and strong command of grade-level conventions (grammar, capitalization, punctuation, and spelling) 	<ul style="list-style-type: none"> • Provides evidence of an adequate command of grade-level conventions (grammar, capitalization, punctuation, and spelling) 	<ul style="list-style-type: none"> • Provides evidence of a limited command of grade-level conventions (grammar, capitalization, punctuation, and spelling) 	<ul style="list-style-type: none"> • Provides little or no evidence of having a command of grade-level conventions (grammar, capitalization, punctuation, and spelling)

SCPASS: SECURE TEST GR8/AD S14



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SERIAL#



Appendix B Forms

Appendix B

WRITING ANSWER DOCUMENT GRADE 8

Form Type	
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<input type="radio"/>	A-LP
<input type="radio"/>	A-LL
<input type="radio"/>	C-BR
<input type="radio"/>	C-SL

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

Day 2 Multiple-Choice

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SCPASS: SECURE TEST GR8/AD S14

State Assessment System SCDE-12-0001

3800-416-SCPASS/GR8/AD/W/S14

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SERIAL#

Appendix B Forms

Appendix B

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

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TO BE COMPLETED FOR ENGLISH LANGUAGE ARTS

Teachers/test administrators must complete all applicable codes.

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

SCPASS: SECURE TEST GR8/AD S14

520417-10826000024 2 SERIAL#

Appendix B Forms

TO BE COMPLETED FOR MATHEMATICS

Teachers/test administrators must complete all applicable codes.

IEP/504 Standard Accommodations Mark all that apply. <ul style="list-style-type: none"> <input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling <input type="radio"/> Presentation - Oral Administration Script <input type="radio"/> Presentation - Oral Administration CD-ROM <input type="radio"/> Presentation - Signed Administration Script <input type="radio"/> Presentation - Signed Administration DVD <input type="radio"/> Presentation - Other <input type="radio"/> Response Options <input type="radio"/> Supplemental Materials or Devices <input type="radio"/> Calculator 	IEP Special Request Code ① ②	ESL Accommodations Mark all that apply. <ul style="list-style-type: none"> <input type="radio"/> Bilingual Dictionary <input type="radio"/> Directions Translated <input type="radio"/> Individual and Small Group Administration <input type="radio"/> Oral Administration <input type="radio"/> Scheduling <input type="radio"/> Timing 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px;">FI</td> <td>Test Administrator First Initial</td> </tr> <tr> <td></td> <td>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</td> </tr> <tr> <td>MI</td> <td>Test Administrator Middle Initial</td> </tr> <tr> <td></td> <td>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</td> </tr> <tr> <td>LI</td> <td>Test Administrator Last Initial</td> </tr> <tr> <td></td> <td>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</td> </tr> </table>	FI	Test Administrator First Initial		A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	MI	Test Administrator Middle Initial		A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	LI	Test Administrator Last Initial		A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
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Test Administrator Name: _____
(Print First and Last Name)

TO BE COMPLETED FOR SCIENCE

Teachers/test administrators must complete all applicable codes.

IEP/504 Standard Accommodations Mark all that apply. <ul style="list-style-type: none"> <input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling <input type="radio"/> Presentation - Oral Administration Script <input type="radio"/> Presentation - Oral Administration CD-ROM <input type="radio"/> Presentation - Signed Administration Script <input type="radio"/> Presentation - Signed Administration DVD <input type="radio"/> Presentation - Other <input type="radio"/> Response Options <input type="radio"/> Supplemental Materials or Devices 	IEP Special Request Code ① ②	ESL Accommodations Mark all that apply. <ul style="list-style-type: none"> <input type="radio"/> Bilingual Dictionary <input type="radio"/> Directions Translated <input type="radio"/> Individual and Small Group Administration <input type="radio"/> Oral Administration <input type="radio"/> Scheduling <input type="radio"/> Timing 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px;">FI</td> <td>Test Administrator First Initial</td> </tr> <tr> <td></td> <td>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</td> </tr> <tr> <td>MI</td> <td>Test Administrator Middle Initial</td> </tr> <tr> <td></td> <td>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</td> </tr> <tr> <td>LI</td> <td>Test Administrator Last Initial</td> </tr> <tr> <td></td> <td>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</td> </tr> </table>	FI	Test Administrator First Initial		A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	MI	Test Administrator Middle Initial		A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	LI	Test Administrator Last Initial		A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
FI	Test Administrator First Initial														
	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z														
MI	Test Administrator Middle Initial														
	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z														
LI	Test Administrator Last Initial														
	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z														

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

TO BE COMPLETED FOR SOCIAL STUDIES

Teachers/test administrators must complete all applicable codes.

IEP/504 Standard Accommodations Mark all that apply. <ul style="list-style-type: none"> <input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling <input type="radio"/> Presentation - Oral Administration Script <input type="radio"/> Presentation - Oral Administration CD-ROM <input type="radio"/> Presentation - Signed Administration Script <input type="radio"/> Presentation - Signed Administration DVD <input type="radio"/> Presentation - Other <input type="radio"/> Response Options <input type="radio"/> Supplemental Materials or Devices 	IEP Special Request Code ① ②	ESL Accommodations Mark all that apply. <ul style="list-style-type: none"> <input type="radio"/> Bilingual Dictionary <input type="radio"/> Directions Translated <input type="radio"/> Individual and Small Group Administration <input type="radio"/> Oral Administration <input type="radio"/> Scheduling <input type="radio"/> Timing 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px;">FI</td> <td>Test Administrator First Initial</td> </tr> <tr> <td></td> <td>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</td> </tr> <tr> <td>MI</td> <td>Test Administrator Middle Initial</td> </tr> <tr> <td></td> <td>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</td> </tr> <tr> <td>LI</td> <td>Test Administrator Last Initial</td> </tr> <tr> <td></td> <td>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</td> </tr> </table>	FI	Test Administrator First Initial		A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	MI	Test Administrator Middle Initial		A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	LI	Test Administrator Last Initial		A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
FI	Test Administrator First Initial														
	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z														
MI	Test Administrator Middle Initial														
	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z														
LI	Test Administrator Last Initial														
	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z														

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

SCPASS: SECURE TEST GR8/AD S14

520417-10826000032 3 SERIAL#

Appendix B Forms

Appendix B



ENGLISH LANGUAGE ARTS



Form Type
<input type="radio"/> A
<input type="radio"/> A-LP
<input type="radio"/> A-LL
<input type="radio"/> C-BR
<input type="radio"/> C-SL

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

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

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

49.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
50.	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I

SCPASS: SECURE TEST GR8/AD S14



520417-10826000040

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SERIAL#



Appendix B Forms



MATHEMATICS



Form Type
<input type="radio"/> A
<input type="radio"/> A-LP
<input type="radio"/> A-LL
<input type="radio"/> C-BR
<input type="radio"/> C-SL

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

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

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

49. A B C D
50. F G H I
51. A B C D
52. F G H I
53. A B C D
54. F G H I
55. A B C D
56. F G H I
57. A B C D
58. F G H I
59. A B C D
60. F G H I
61. A B C D
62. F G H I
63. A B C D

SCPASS: SECURE TEST GR8/AD S14



520417-10826000057

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SERIAL#



Appendix B Forms

Appendix B

This document is **secure** and must not be duplicated or reproduced by **any** means. All secure documents must be kept in locked storage when not being used. All secure test materials must be returned as directed.

Unauthorized use, duplication, or reproduction of **any** or **all** portions of secure test materials or **any** other action that would invalidate test scores is prohibited by law. Any person violating security procedures or regulations may be prosecuted and found guilty of a misdemeanor punishable by a fine of not more than one thousand dollars or imprisonment for not more than ninety days, or both; in addition, the State Board of Education may suspend or revoke the administrative or teaching certificate, or both, of any person convicted of violating test security.

SCPASS: SECURE TEST GR8/AD S14

520417-10826000065

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SERIAL#

Appendix B Forms



SCIENCE



Form Type
<input type="radio"/> A
<input type="radio"/> A-LP
<input type="radio"/> A-LL
<input type="radio"/> C-BR
<input type="radio"/> C-SL

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

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

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

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

SCPASS: SECURE TEST GR8/AD S14



520417-10826000073

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SERIAL#



Appendix B Forms

Appendix B



SOCIAL STUDIES



Form Type
<input type="radio"/> A
<input type="radio"/> A-LP
<input type="radio"/> A-LL
<input type="radio"/> C-BR
<input type="radio"/> C-SL

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

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

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

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

SCPASS: SECURE TEST GR8/AD S14

State Assessment System SCDE-12-0001

3800-417-SCPASS/GR8/AD/S14



520417-10826000081

8

SERIAL#





STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

Agreement to Maintain Test Security and Confidentiality for District Test Coordinators and School Test Coordinators

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

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

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

As a DTC or STC, I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), South Carolina Palmetto Assessment of State Standards (SCPASS), South Carolina Alternate Assessment (SC-Alt), Cognitive Abilities Test (CogAT), Iowa Tests of Basic Skills (ITBS), and the South Carolina Performance Tasks Assessment (PTA). Other tests that may be administered include National Center State Collaborative (NCSC) Alternate Assessment and the Smarter Balanced Assessments.

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

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

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

Office of Assessment 2013–2014

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

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

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

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

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

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

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

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

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

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

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

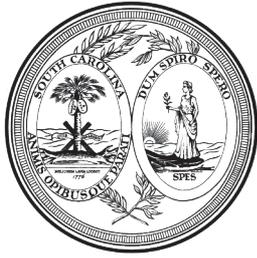
I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Date

Print Name

District and School



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

Agreement to Maintain Test Security and Confidentiality **for Test Administrators**

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

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

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), South Carolina Palmetto Assessment of State Standards (SCPASS), South Carolina Alternate Assessment (SC-Alt), Cognitive Abilities Test (CogAT), Iowa Tests of Basic Skills (ITBS), and the South Carolina Performance Tasks Assessment (PTA). Other tests that may be administered include National Center State Collaborative (NCSC) Alternate Assessment and the Smarter Balanced Assessments.

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

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

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

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

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

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

Office of Assessment 2013–2014

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

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

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

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

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

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

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

Signature

Date

Print Name

District and School

STUDENT MAKE-UP ROSTER – MARCH WRITING ASSESSMENT

District Name _____ Test Administrator _____

School Name _____ Grade _____

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

Directions to the Teacher/Test Administrator:

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

Directions to the Make-up Teacher/Test Administrator:

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

Student's Name	Needs Make-up		Attended Make-up? Yes or No	
	Day 1	Day 2	Day 1	Day 2
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				

Appendix B

Appendix B Forms

Appendix B

STUDENT MAKE-UP ROSTER – MAY ASSESSMENT

District Name _____ Test Administrator _____

School Name _____ Grade _____

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

Directions to the Teacher/Test Administrator:

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

Directions to the Make-up Teacher/Test Administrator:

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

ELA = English language arts; M = mathematics; S = science, SS = social studies

Student’s Name	Needs Make-up				Attended Make-up? Yes or No			
	ELA	M	S	SS	ELA	M	S	SS
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								

Appendix B Forms

Appendix B

SCPASS Do Not Disturb Sign

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



DO NOT DISTURB

South Carolina

Palmetto Assessment of State Standards

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

Appendix C

Testing Students with Documented Disabilities

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Appendix C

Testing Students with Documented Disabilities

A. General Information

1. Definition of a Student with Disabilities

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

2. Student Participation

Students in grades 3–8 with a current Individualized Education Program (IEP) or 504 Accommodation Plan must participate in SCPASS. Students may participate in the assessment in the same manner as other students, with accommodations, or with SC-Alt. If the student cannot participate with appropriate accommodations, the student must be designated as requiring alternate assessment and tested with the SC-Alt when age eligible.

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

3. IEP and 504 Plans

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

4. IEP and 504 Accommodation Plan Requirements

Accommodations are changes to content, format, or conditions (instructional, assessment) for particular students that do not reduce learning expectations or change the construct but do remove construct-irrelevant factors so that students are able to access the content and fully demonstrate what they know and can do. (Based on draft Standards for Educational and Psychological Testing, by AERA, APA, & NCME, in press.)

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

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Testing Students with Documented Disabilities

5. Test Security Violations

According to 2 S.C. Code Ann. Regs. (2011), it is a test security violation to test a student without the accommodations or customized materials specified in the IEP or 504 Accommodation Plan (e.g., not providing an oral administration specified in the IEP) or with accommodations or customized materials not specified in the IEP or 504 Accommodation Plan. See pages 9–12 of this manual for procedures that must be followed to report these security violations.

6. Special Requests

The IEP team or 504 Accommodation Plan team may determine if a student requires an accommodation or supplemental material or device that is not addressed in this appendix. Special requests are not required for a specific brand of device or material that meets the guidelines in this appendix. The IEP/504 Plan team must complete the Special Circumstances Request form located on page C-27 to request the use of a specific accommodation or supplemental material or device during testing. This form and accompanying IEP/504 Plan documentation must be routed to the DTC for signature. The DTC should fax this form to Anne Mruz at 803-734-8886. **If approved, you will be given a special request code to enter on the student's answer document.** The code "1" is used to indicate the special request is a standard accommodation. If you have any further questions, contact Anne at amruz@ed.sc.gov or 803-734-8034.

NOTE: *Special requests are not required for a student who cannot write because of an injury (e.g., sprain, broken bone). See page 20 of this manual for more information pertaining to testing students with injuries.*

B. IEP/504 Standard Accommodations

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

Refer to Table I on page C-5 for examples of standard accommodations used during SCPASS.

C. IEP/504 Non-Standard Accommodations

A non-standard accommodation is a change in the testing environment, procedures, or presentation that may **alter the construct that a test measures or change the meaning of the test scores.** The student's permanent record and any other school documents that contain scores from a non-standard administration must state that the student used non-standard accommodations. **Students using non-standard accommodations are considered non-participants for accountability purposes.**

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Testing Students with Documented Disabilities

The following are non-standard accommodations.

Oral or Signed Administration of ELA (grades 3 and 4)

An oral administration script, signed administration script, or ASL DVD must be used if the student's IEP or 504 Plan requires an oral administration of the English language arts (ELA) test. If a student is administered an oral or signed administration of ELA in grades 3 or 4, it is a non-standard accommodation.

Extended-Response Options (Writing)

Use of word processors, including voice-activated processors, with spell-check, grammar-check, and word prediction programs is a non-standard accommodation on Day 1 of the writing test for grades 3 through 8.

Calculator for Mathematics (grades 3 and 4)

Use of a calculator with a grade 3 or a grade 4 mathematics test is a non-standard accommodation.

See *Frequently Asked Questions (FAQs): Testing Students with Disabilities* for more information on determining appropriate testing accommodations for students with disabilities. <http://www.ed.sc.gov/agency/programs-services/172/>.

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

Appendix C

Testing Students with Documented Disabilities

D. Examples of Standard Accommodations

Table I presents the types of accommodations typically used during SCPASS.

Table I – Examples of IEP/504 Standard Accommodations for SCPASS

IEP/504 Standard Accommodation	Examples
Setting	preferential seating separate location small group * individual administration
Timing	frequent breaks * extended breaks *
Scheduling	afternoon administration * multiple testing sessions per day * multiple testing days *
Presentation	highlighting * cueing * reading aloud to self * repeating/signing directions * customized forms * oral or signed administration of writing, mathematics, science, and social studies. For ELA, oral or signed administration is a standard accommodation for grades 5–8. *
Response Options	typing responses * writing responses on bold-line paper or other special paper * non-verbal indication of answer choices * dictation of responses * Braille test responses * responding in test booklet *
Extended-Response Options	word processors with spell-check, grammar-check, and word prediction programs disabled * spelling *
Supplemental Materials and Devices	provided by the district *
Calculator	grades 5–8 only – mathematics only *
Special Circumstances	use form in Section G of this appendix

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

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Testing Students with Documented Disabilities

E. Instructions for Use and Administrative Procedures

This section provides specific information about some of the accommodations allowed during testing. For all administrations, the test administrator (TA) will read directions as written in the *TAM*. Some wording changes may be necessary depending on the mode of response by the student (e.g., instead of telling a student to “Mark your answers in your answer document,” you may say, “Point to your answer, and I will mark your answer in your answer document”).

1. Setting

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

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

2. Timing

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

Frequent and extended breaks may occur:

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

3. Scheduling

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

- Estimate the duration of each testing session for the student. This should be based on IEP documentation of the time a student typically works on a task. Determine whether the student can complete the test in one day or over several days, in one session or over several sessions.
- If it is determined that the student requires testing over several days, divide the test into “sections” according to the time allotted for each test session. Each “section” should end with the last question on an odd-numbered page so that the student is not able to see test questions for the next session.
- During each testing session, the student may work only on test questions for that “section.” The student may not go back and work on any “section” from a previous session.

NOTE: *The extended-response portion of the writing test (Day 1) must be completed in one day, as indicated by the state test administration schedule.*

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Testing Students with Documented Disabilities

4. Presentation

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

- **Highlighting within the test**

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

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

- **Cueing**

The TA may write cues, use cue symbols, or orally cue the **directions only** in the test booklet (e.g., providing arrows, stop signs, or phrases such as “Read the passage and answer questions 6–10.”). If using oral cueing, the TA should read the test directions only from the student’s test booklet to individual students. This may require an individual administration.

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

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

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

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

- **Directions in sign language**

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

- **Customized materials**

Customized test booklets are requested through precode in the customized test booklet fields. Additional customized materials can be ordered from the contractor by the DTC.

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

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Testing Students with Documented Disabilities

Table II – Customized Materials for SCPASS

Test Materials	For the student who:	The TA will:
Braille (Form C-BR)	reads classroom materials in Braille	Verify that the student has the appropriate test booklet and all other materials needed for testing.
Large-Print (Form A)	has difficulty reading text in a standard size font	
Loose-Leaf (Form A)	needs to remove single-sided individual pages for any subject and/or needs one item per page for math, science, and/or social studies	
Sign Language (Form C-SL)	is deaf or hard of hearing	
Oral Administration Script (OAS) or Audio CD-ROM (grades 5–8 only)	needs an oral administration of the test (directions, questions, and most answer choices)	Verify that the student is using either a Form A regular print, large-print, or loose-leaf test booklet.
Braille Oral Administration Script	needs an oral administration and is using a Braille test booklet	Verify that the student is using a Braille test booklet.
Signed Administration Script	needs a signed administration (directions, questions, and most answer choices)	Verify that the student is using a sign language test booklet.
Sign Language DVD (ASL)	needs a signed administration in ASL (directions, questions, and most answer choices)	Verify that the student is using a sign language test booklet.

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

The Braille tests have been reviewed for bias for students who are blind or visually-impaired and who read classroom materials in Braille. Students may write their extended-responses for the Day 1 writing test on Braille paper. Students' multiple-choice responses may be written on Braille paper or marked in the test booklet, but must be transferred into a scannable answer document.

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

SCPASS Test Administration Manual (TAM)—for information normally read aloud to all students.

Test Administrator's (TA) Notes are provided with the Braille test materials. The TA Notes provide additional information to TAs regarding changes in the wording or graphics in test items, special instructions during administration, supplemental materials needed during testing, or options for student responses. The TA Notes, in conjunction with the print version of the Braille test booklet, provide the same information as the student's Braille test booklet. **TAs**

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Testing Students with Documented Disabilities

should carefully review the TA Notes before testing to ensure that all needed materials are available during testing.

Braille rulers (grades 3–5), Braille protractors (grade 5), and Braille reference sheets (grades 6–8) are packaged with the mathematics tests. If needed, Braille periodic tables are packaged with the grade 7 science tests.

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

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

The large-print test booklet is provided for students who have difficulty reading text in a standard size font. The large-print version is a 9-inch by 12-inch spiral-bound booklet with text in 18-point sans serif type. Students record their extended-responses for Day 1 writing directly in their test booklets. Students' multiple-choice responses may be marked in the large-print booklet, but must be transferred into a scannable answer document.

Large-print rulers (grades 3–5), large-print protractors (grade 5), and large-print reference sheets (grades 6–8) are packaged with the mathematics tests. If needed, large-print periodic tables are packaged with the grade 7 science tests.

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

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

Regular rulers (grades 3–5), protractors (grade 5), and reference sheets (grades 6–8) are packaged with the mathematics tests. If needed, periodic tables are packaged with the grade 7 science tests.

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

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

Rulers (grades 3–5), protractors (grade 5), and reference sheets (grades 6–8) are packaged with the mathematics tests. If needed, periodic tables are packaged with the grade 7 science tests.

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

DVDs—The sign language DVDs include the test directions, questions, and some answer choices signed in American Sign Language (ASL).

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Testing Students with Documented Disabilities

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

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

Like the *Form A OAS*, the Braille OAS provides directions to the TA regarding the appropriate way to read test questions, passages, and answer choices to the student. It is available in all SCPASS subject areas and all grades tested and must be used with the Braille test booklets.

- **Form A Oral Administration Scripts (OAS) and Oral Administration CD-ROMs**

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

The *Form A OAS* is available in all SCPASS subject areas and all grades tested; it may be used with Form A regular print, large-print, or loose-leaf test booklets.

For grades 5–8, **Oral Administration Audio CD-ROMs** can be used instead of the *Form A OAS* with students who can use a computer. Audio CD-ROMs are available for SCPASS writing, ELA, mathematics, science, and social studies tests.

For CD-ROM oral administrations, the student must also use a test booklet as the computer only provides the auditory portion of the assessment. Students answer test questions in the appropriate answer document while listening to the CD-ROM.

Oral or Signed Administration of Writing, English Language Arts, Mathematics, Science, and Social Studies – For oral and signed administrations, the directions, questions, and some answer choices are read aloud or signed to the student. The oral scripts, audio CD-ROMs, signed scripts, and sign language DVDs must be used for these administrations.

An *Oral Administration Script (OAS)* must be used if the TA reads the directions, questions, and some answer choices to the student.

An **Oral Administration Audio CD-ROM** (grades 5–8 only) may be used to administer the test orally to the student instead of using an OAS. The Audio CD-ROM administration requires student access to a computer, and the student must use a test booklet with the CD-ROM.

A **Signed Administration Script** must be used if the TA or interpreter signs the directions, questions, and some answer choices to the student. A DVD is available in American Sign Language (ASL). If the DVD is used, the student must also have a test booklet.

- **Criteria for IEP Teams—Oral/Signed Administration as an Accommodation**
Oral/Signed Administration of ELA (Reading and Research)

Oral/signed administration of ELA (Reading and Research) is a standard accommodation in grades 5–8. It is a non-standard accommodation in grades 3–4.

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Testing Students with Documented Disabilities

Criteria that the IEP team must consider when recommending oral/signed administration as an accommodation for SCPASS:

- The accommodation is necessary to provide access to the assessment due to the student’s disability (e.g., the student has a specific disability that severely limits or prevents the student from reading text at **any** level of difficulty even after varied and repeated attempts to teach the student to do so);
- The student is a non-reader and not simply reading below grade level; and
- The student uses oral administration through a reader or electronic format routinely for instruction and assessment or receives signed administration presented through a sign language interpreter for routine instruction and assessment.

• **Oral Administration Procedures**

To prepare for the oral administration of the test, the TA may review the *Oral Administration Script* two days before the test. (For example, if testing begins on Monday, reviews may take place on Thursday and Friday of the previous week.) All reviews **must** take place at the school with **no students present** and be coordinated through the STC with adherence to test security procedures. TAs may review the directions “insert” from the CD-ROM case only. This review may take place two business days before the test. The audio CD-ROM **may not** be reviewed. The audio CD-ROM is in read-only memory (ROM) format and cannot be copied.

Oral Administration Procedures for Audio CD-ROM
<p>The audio CD-ROMs can be used with Form A regular print, large-print, and loose-leaf test booklets.</p> <ol style="list-style-type: none"> 1. Make sure that you have the appropriate and correct number of audio CD-ROMs and computers. Each student must have his/her own CD-ROM, computer, and headphones. 2. Review the information packaged with the audio CD-ROMs regarding login procedures and other important information. 3. Begin the administration by reading aloud the administration directions from the appropriate pages in this <i>TAM</i>. Then, follow the audio CD-ROM procedures for the rest of the administration. 4. Students work at their own pace and may replay passages and/or questions as many times as necessary.
<p><i>While some conversation between the student(s) and TA is expected, discussion concerning any test item content is not permitted. Do not converse with the student(s) about any test items. Try to respond to student questions by repeating instructions or by instructing the student to replay the passages or test questions as needed.</i></p>

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Testing Students with Documented Disabilities

Procedures for Using Oral Administration Script

1. Begin the administration by reading aloud the administration directions from the appropriate pages of this *TAM*.
2. Read the script exactly as it is written. No changes in the wording of the passages or items are allowed. Be aware of the grammatical make-up and structure of the items. An unconscious pause, change of inflection, and/or facial expression can be misleading or distracting to the student. Allow breaks in your voice to convey commas, end-of-sentence punctuation, and paragraph breaks.
3. Pause between questions or statements and answer choices to give the student time to reflect on the items. Special instructions for administering particular questions are included as needed. Follow the student's direction as to how quickly or slowly to read. Pause at the student's request.
 - a. Read the passages (where applicable), test items, and answer choices exactly as directed in the oral script.
 - b. When answer choices are to be read aloud, read all answer choices even if the student chooses an answer before you have finished reading.
 - c. For some items, students may be required to read information presented in the graphics (e.g., tables, pictures, charts) or in the answer choices. As indicated in the script, individual words may be read aloud to a student, if requested.
4. Give the student sufficient time to respond. However, if the student pauses for a considerable period of time, ask the student whether he or she wants you to repeat the item.
 - a. Students may request to skip an item and return to it later.
 - b. Repeat passages and/or questions as requested. The entire passage and/or question must be reread. Items may be repeated as many times as necessary. During group administrations, if there are numerous requests for repetitions, the TA may choose to reread items only once during the testing session and then repeat items as necessary at the end of the testing session.
5. At the end of the day's testing session, reread any specific passages and/or items as requested by the student.

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Testing Students with Documented Disabilities

- **Signed Administration Procedures**

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

Procedures for Signed Administration—Using Script or DVD

1. Begin the administration by signing the administration directions from the appropriate pages of this *TAM*.
2. Using a DVD: The video will be the “administrator” of the entire test. If a student does not understand a word, the student should first try to fingerspell the unfamiliar word for the TA or sign language interpreter. The TA or sign language interpreter can verify whether the student’s finger-spelled word is correct. If the student did not spell the correct word, the TA can fingerspell the word, but not the phrase or an entire passage.
3. Using a script: The *Signed Administration Script* must be followed exactly as written. The TA or sign language interpreter must not interpret test item content beyond what is allowed by the subject.
4. Students will work at their own pace and may replay passages and/or questions as needed or ask that passages and/or questions be signed again. These may be repeated as many times as is necessary.
5. For some items, students may be required to read information presented in graphics (e.g., tables, pictures, charts) or in the answer choices. Individual words may be signed or fingerspelled for a student, if requested.

*While some conversation between the student(s) and TA is expected, **discussion concerning any test item content is not permitted.** Do not converse with the student(s) about any test items. Try to respond to student questions by repeating instructions or by instructing the student to replay the passages or test questions as needed.*

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Testing Students with Documented Disabilities

5. Response Options

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

Table III – Procedures for Marking and Scoring of Student Responses

Form/Type	Writing	ELA, Mathematics, Science, and Social Studies
Form A (A)	Student marks answers in scannable answer document (extended-response and multiple-choice).	Student marks answers in scannable answer document.
Form C Braille (C-BR)	Student uses Braillewriter, slate and stylus, or electronic Braille note-taking device; student may Braille up to 4 pages for the extended-response. <i>TA transcribes multiple-choice responses into scannable answer document; contractor transcribes extended-response.</i>	Student uses Braillewriter, slate and stylus, or electronic Braille note-taking device; <i>TA transcribes responses into scannable answer document.</i>
Form C Sign Language (C-SL)	Student marks answers in scannable answer document (extended-response and multiple-choice).	Student marks answers in scannable answer document.
Form A Loose-Leaf (A-LL)	Student marks answers in scannable answer document (extended-response and multiple-choice).	Student marks answers in scannable answer document.
Form A Large-Print (A-LP)	Student marks answers in test booklet (extended-response and multiple-choice). <i>TA transcribes multiple-choice responses into scannable answer document.</i> TA/STC returns test booklet and answer document in the envelope labeled "Response Envelope." Follow the instructions on page C-22.	Student marks answers in test booklet; <i>TA transcribes responses into scannable answer document.</i>

- **Responding on Separate Paper (Typed Responses, Bold-Line or Other Special Paper) March Writing Assessment Extended-Response Item Only**

- The responding on separate paper accommodation is available only for the extended-response item administered in March. Responses may be typed or handwritten.
- For typed responses, either a typewriter or word processor may be used.
- The students must be monitored while using a computer.
- Unless specified in an IEP, a student may not use computer-enhanced writing programs (e.g., online thesaurus, spell-check, grammar-check, or word prediction software) when responding to the extended-response portion of the writing test. Use of these programs is a non-standard accommodation.

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

Note: All typed/separate paper responses must fit in the specified area on the “Final Draft” pages of the Writing answer document. See pages C-22 and C-23 for details. For typed responses, margins of 1.5" on each edge are recommended.

Computer Software Issues When Students Type Responses

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

A student may not use computer-enhanced writing programs (e.g., online dictionaries, online thesaurus, spell-check, grammar-check, or word prediction software) when responding to the extended response portion of the writing test. See page C-19 for accommodating students who are blind.

Students who use computer-enhanced writing programs will be using a **non-standard accommodation** (see Section C of this appendix for more information).

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

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

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Testing Students with Documented Disabilities

- **Non-verbal Indication of Answer Choices**

Students may indicate their answer choices nonverbally to the TA (e.g., by pointing or by using a personal communication device).

Non-verbal Indication of Answer Choices for Multiple-Choice Items Procedures
A monitor must be present during the administration or a video recording must be made of the entire administration. (Any equipment used for video recording must be school- or district-owned.)
<ol style="list-style-type: none">1. The student will indicate answers nonverbally by pointing to an answer choice in the test booklet (or by other means such as index cards) or by using a personal communication device. The TA will mark the student's answer in the answer document.2. The video recording (if applicable) must be saved to a USB device or a DVD; labeled with the following demographic information: district name, school name, student name, student state ID, birth date, gender, and answer document security number; and returned with the non-scorable materials.3. The TA and monitor must sign the <i>SCPASS Security Affidavit Form for Alternative Response Options</i> and return the form to the STC. If applicable, the TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.

- **Dictation of Responses**

Students may dictate their answers for the multiple-choice and extended-response items to a scribe or through the use of a personal communication device that does not include spell-check, grammar-check, or word prediction programs. This accommodation requires an individual administration.

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Testing Students with Documented Disabilities

Procedures for Dictation of Responses to Multiple-Choice Items

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

1. The student dictates the answer choice for multiple-choice items to the scribe. The scribe marks the student's responses in the appropriate answer document.
2. The student may watch as the scribe marks the response.
3. The audio recording (if applicable) must be saved to a DVD/CD or USB device; labeled with the following demographic information: district name, school name, student name, student state ID, birth date, gender, and answer document security number; and returned with the non-scorable materials.
4. The TA and monitor must sign the *SCPASS Security Affidavit Form for Alternative Response Options* and return the form to the STC. If applicable, the TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.

- **Dictation of Responses to Extended-Response Items**

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

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

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

Students may use a dictionary, thesaurus, and the spelling accommodation if needed during the extended-response portion of the writing test. See page C-20 for more information on the spelling accommodation.

No assistance should be given to the student. Scribes may provide guidance under certain circumstances like, "Do you want to make an outline?," "Start dictating when you are ready," and/or "Are you finished?" TAs must not prompt students for writing content like, "What do you want to write about?," "What happens next in your story?," and/or "Describe that toy more to me."

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

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Testing Students with Documented Disabilities

Procedures for Dictation of Extended-Response Items

1. The student may make prewriting notes or an outline on separate paper using devices such as a pencil, typewriter, Braillewriter, word processor, an electronic Braille note-taking device, a personal communication device, or dictate the prewriting notes or outline into a tape recorder or to a scribe/monitor. If the student uses a word processor, he/she must use a text editor that does not have spelling- and grammar-checking capabilities (such as text edit or Notepad.exe, not Word). Students who use computer-enhanced writing programs will be using a non-standard accommodation. (See Section C of this appendix for more information.)
2. The TA begins audio recording when the student is ready to begin dictating the first draft; the recording continues until a final draft is completed. The scribe will write the first draft on separate pages. **Only the final response should be written in the answer document.** The scribe writes the composition in all lowercase letters, using correct spelling. No punctuation, capitalization, or paragraphing is included within the composition. There are two options for revising punctuation, capitalization, or paragraphing:
 - a. The student may observe the scribe writing the composition and make revisions as the dictation proceeds.
 - b. The student may make all revisions after dictating the spelling of words in the composition.
3. When the student has completed dictating the first draft, the TA or scribe reads the draft to the student (without the student looking at the draft) and asks the student to spell three words per each line of text (excluding words such as “a,” “an,” “the”). The student must spell all of the designated words even if the words are repeated from a previous line. The TA or scribe repeats the student’s spelling aloud to allow the student to double-check the spelling.
 - a. When dictating the spelling, the student may write the word on a separate sheet of paper using any appropriate mode, or if necessary, as the student spells each word, the scribe may write the word on a separate sheet of paper for the student to see.
 - b. If the student misspells a word, the scribe must write it using the student’s spelling throughout the composition.
 - c. If the student is asked to spell the same word twice and spells it incorrectly the first time and correctly the second time, the scribe must spell it correctly in any subsequent spellings. The scribe does not correct the first spelling of the word unless the student requests a change.
4. After completion of the spelling dictation, the student must indicate instructions on punctuation, capitalization, and paragraphing if he/she did not do so while dictating the draft.

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5. When the student has completed all of the revisions to the first draft, the TA or scribe reads the revised draft to the student. The student may indicate any additional edits as needed. The TA or scribe verbally repeats the student's corrections to allow the student to make revisions.
6. When all corrections are made to the satisfaction of the student, this is considered the final draft and the TA ends the audio recording.
7. The TA transfers the student's final response into the appropriate answer document. The student may proofread the final response.
8. The TA saves the audio recording to a DVD/CD or USB device and labels it with the student's demographic information: district name, school name, student name, student state ID, birth date, gender, subject, and answer document security number. The labeled device must be returned with the nonscorable materials.
9. The TA and monitor (and third adult/scribe, if applicable) must sign the *SCPASS Security Affidavit Form for Alternative Response Options* and return the form to the STC. The TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.

- **Braille Response Options**

Students may use a braillewriter, slate and stylus, or electronic Braille note-taking device for answering multiple-choice and extended-response items. Students' brailled multiple-choice responses must be transcribed to the appropriate answer document before they are returned to the contractor. Students' brailled extended-response items are submitted to the contractor for transcription.

Procedures for Braille Responses to Multiple-Choice and Extended-Response Items

Students may use a Braillewriter, slate and stylus, or electronic Braille note-taker, provided by the district, to answer test items.

Multiple-choice answers marked in the Braille test booklet or submitted in Braille must be transcribed by the TA into a scannable answer document.

The student's Brailled multiple-choice responses should be identified by student name and returned in the plastic bag with the student's other Braille materials.

Extended-responses will be transcribed by the contractor.

The student's Brailled extended-responses must be labeled and returned using the instructions beginning on page C-22.

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Testing Students with Documented Disabilities

- **Responding in the test booklet**

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

6. Spelling

The spelling accommodation **may be used only during Day 1 of the extended-response portion of the writing test.** Students may use the following:

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

NOTE: *This accommodation does not include teacher- or student-made dictionaries, picture dictionaries, or word lists. Refer to page 24 in this manual for additional information about acceptable dictionary formats.*

7. Supplemental Materials and Devices

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

Answer document coding – The “Supplemental Materials or Devices” option should be coded in the IEP/504 Accommodations box on the student’s answer document (page 2 for the March writing assessment or pages 2 and 3 for the May assessment). Be sure that this accommodations code has been completed for the appropriate students.

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

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

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- Tape recorder and cassette
- Television monitor and VCR
- Adaptive or special furniture
- Graph paper for mathematics portion of the test
- Manipulatives
- Abacus or number line

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

8. Calculator

Students may require the use of a calculator with the mathematics test. Calculator usage is a standard accommodation for students in grades 5–8, but it is a non-standard accommodation for students in grades 3 and 4.

Calculators may be used as a standard accommodation with the mathematics test in **grades 5–8 only**. Follow these guidelines and procedures when the student’s IEP specifies a calculator for mathematics.

Students must use a basic, four-function calculator. A basic four-function calculator has four computational functions (addition, subtraction, multiplication, and division). Many four-function calculators also have square root and percentage functions.

To help maintain test security, the memory of every calculator used during testing must be reset **before and after testing** to clear all applications.

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Testing Students with Documented Disabilities

F. Procedures for Returning Typed/Separate Paper Responses (March Writing Only)

Procedures for returning typed/separate paper responses for the SCPASS Spring 2014 administration are outlined below. This process will allow for the automated scanning and scoring of extended (Day 1 Writing) responses that are returned on separate sheets of paper (including bold-line or other special paper).

Please note that the typed/separate paper response process outlined below does not apply to extended responses for students who use large-print or Braille materials.

- Students using **large-print** materials should write their extended responses directly on the “Final Draft” pages in the large-print test booklet. TAs must provide the student’s identifying information (name, school, answer document security number, student state ID, and date of birth) in the box that appears on the front of the large-print test booklet. Return the student’s test booklet and corresponding answer document (with the student’s transcribed multiple-choice responses) together in the red “Response Envelope.”
- For **Braille** extended responses, the TA must write the words “Final Response” at the top of each sheet of the student’s final response. Each sheet must also be identified with the student’s full name and answer document security number. Place the sheet(s) inside the student’s answer document and return all Braille materials in the plastic bag.

Typed/Separate Paper Response Process—This process should be used for students who respond on separate paper and use Form A regular print, Form A loose-leaf, and Form C-SL Sign Language test materials.

1. Establish the appropriate margins for the extended response on the paper being used. For typed responses, suggested margins are 1.5" on each edge of the document. However, this may need to be adjusted depending on the computer, printer, and paper used. (See step 3 below and the diagram on the next page to help determine the margins needed.) **Note that the final response cannot exceed two sheets of paper.**
2. On each sheet of the student’s final response, type or write (in No. 2 pencil) “Final Response” and the following information:
 - the student’s full name, and
 - the answer document security number (the 8-digit code found in the bottom right-hand corner of some “Final Draft” pages).
3. Cut out and securely tape the student’s response on the “Final Draft” page(s) in the answer document. (See the diagram on page C-23.)
 - Apply scotch tape on all four sides of each sheet so that the response is securely adhered to the answer document.
 - **Important:** Ensure that each T-mark in all four corners of the answer document page remains visible and “tape-free.”
 - A T-mark looks like this: 
 - **Important:** Ensure that the 8-digit code in the bottom-right corner of the page remains visible and “tape-free.”
 - Here is a sample 8-digit code: 80001853

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Testing Students with Documented Disabilities

Coding of the Customized Answer Documents

Ensure that all applicable fields on the answer documents are coded correctly. The accommodation fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes. The accommodation fields are presented below.

ELA	Mathematics	Science
IEP/504 Standard Accommodations Mark all that apply	IEP/504 Standard Accommodations Mark all that apply	IEP/504 Standard Accommodations Mark all that apply
<ul style="list-style-type: none"> • Setting • Timing • Scheduling • Presentation – Oral Administration Script (Grades 5–8) • Presentation – Oral Administration CD-ROM (Grades 5–8) • Presentation – Signed Administration Script (Grades 5–8) • Presentation – Signed Administration DVD (Grades 5–8) • Presentation – Other • Response Options – Other • Supplemental Materials or Devices 	<ul style="list-style-type: none"> • Setting • Timing • Scheduling • Presentation – Oral Administration Script • Presentation – Oral Administration CD-ROM (Grades 5–8) • Presentation – Signed Administration Script • Presentation – Signed Administration DVD • Presentation – Other • Response Options – Other • Supplemental Materials or Devices • Calculator (Grades 5–8) 	<ul style="list-style-type: none"> • Setting • Timing • Scheduling • Presentation – Oral Administration Script • Presentation – Oral Administration CD-ROM (Grades 5–8) • Presentation – Signed Administration Script • Presentation – Signed Administration DVD • Presentation – Other • Response Options – Other • Supplemental Materials or Devices
IEP/504 Non-standard Accommodations	IEP/504 Non-standard Accommodations	
<ul style="list-style-type: none"> • Presentation – Oral Administration Script (Grades 3–4) • Presentation – Signed Administration Script (Grades 3–4) • Presentation – Signed Administration DVD (Grades 3–4) 	<ul style="list-style-type: none"> • Calculator (Grades 3–4) 	

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Social Studies	Writing
IEP/504 Standard Accommodations Mark all that apply	IEP/504 Standard Accommodations Mark all that apply
<ul style="list-style-type: none"> • Setting • Timing • Scheduling • Presentation – Oral Administration Script • Presentation – Oral Administration CD-ROM (Grades 5–8) • Presentation – Signed Administration Script • Presentation – Signed Administration DVD • Presentation – Other • Response Options – Other • Supplemental Materials or Devices 	<ul style="list-style-type: none"> • Setting • Timing • Scheduling • Presentation – Oral Administration Script • Presentation – Oral Administration CD-ROM (Grades 5–8) • Presentation – Signed Administration Script • Presentation – Signed Administration DVD • Presentation – Other • Response Options – Typed/Separate Paper • Response Options – Other • Spelling (Day 1 Only) • Supplemental Material or Devices
	IEP/504 Non-standard Accommodations
	<ul style="list-style-type: none"> • Extended-response Options (Spell-check, Grammar-check)

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IEP Special Request Code (All Subjects) and IEP Invalidation (All Subjects)

IEP SPECIAL REQUEST CODE
①
②

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

IEP INVALIDATION
○

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

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Testing Students with Documented Disabilities

G. Additional Information

In this section, you will find the following:

- **Special Circumstances Request Form** – Use this form to request an accommodation, a non-standard accommodation, or supplemental device that is not addressed in this appendix. This form may be reproduced as needed.
- **SCPASS Security Affidavit Form for Alternative Response Options**—This page may be reproduced as needed.

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Testing Students with Documented Disabilities

**Office of Assessment Special Circumstances Request Form
for the 2014 Administration of SCPASS**

Student Name: _____ Student State ID#: _____

District: _____ PowerSchool #: _____

School: _____

Content area(s) for which request will apply:

Specific accommodation requested (tell how it will be used):

Reason for requesting accommodation (tell how it applies to routine instruction):

List of attached IEP documentation (i.e., instructional and assessment supports)*

***No request will be accepted without evidence of instructional and assessment alignment.**

School Representative (Signature)

School Representative Phone Number

District Test Coordinator Name (Print)

District Test Coordinator Phone Number

District Test Coordinator (Signature & Date)

District Test Coordinator Fax Number

Please fax this form and appropriate documentation to Anne Mruz at (803) 734-8886 ***at least two weeks prior to testing***. You will receive a response by phone and by fax (if applicable) within 5 business days.

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SCPASS Security Affidavit Form for Alternative Response Options

An alternative method of responding to test items was required for the following student:

Student Name	Student State ID
_____	_____
District: _____	School: _____
Subject: _____	Grade: _____

I verify that the procedures for using one of the allowed response options were followed as specified in **Appendix C** of the SCPASS *Test Administration Manual (TAM)*. I verify that the student responses represent an authentic student assessment consistent with state test security laws and regulations.

_____	_____
Test Administrator—Signature	Position
_____	_____
Test Administrator—Print Name	Date
_____	_____
Monitor/Scribe/Other—Signature	Position
_____	_____
Monitor/Scribe/Other—Print Name	Date

STCs—Return this form to the DTC upon completion.

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Testing Students with Documented Disabilities

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Appendix D

Administration of the SCPASS to ESOL/LEP Students

Definition

A limited English proficient (LEP) student is defined as a student who has a primary language other than English and is not proficient in listening, speaking, reading, writing, or comprehension in the English speaking classroom as determined by a language assessment instrument.

Precode

In PowerSchool, the appropriate code for each student is based on the student's ELDA Composite test score. For new students who have never taken the ELDA, coding in PowerSchool is based upon performance on the assessment used for initial placement.

ESOL/LEP students should be coded in one of the following categories:

1 = Pre-functional – The student scores at this level on the English proficiency test (EPT) and receives ESOL services. PowerSchool English Prof = 1.

2 = Beginner – The student scores at this level on the EPT and receives ESOL services. PowerSchool English Prof = 2.

3 = Intermediate – The student scores at this level on the EPT and receives ESOL services. PowerSchool English Prof = 3.

4 = Advanced – The student scores at this level on the EPT and receives ESOL services. PowerSchool English Prof = 4.

5 = Initially English Proficient – The student scores initially English proficient at least once on the EPT and receives some limited ESOL services from the ESOL or mainstream teacher (the student may not be English proficient at grade level as measured by ELDA). Note: A level 5 composite score must be at the third grade level or above before a student can be exited – ESL Code 6. PowerSchool English Prof = 5.

6 = Title III First Year Exited – Student scored proficient on ELDA. The student has exited Title III/ESOL services as defined in the South Carolina Accountability Workbook (<http://www.ed.sc.gov/agency/programs-services/90/>) and is no longer funded by Title III, but continues to count as LEP for Title I AYP calculations. Is monitored and can receive accommodations on assessments. PowerSchool English Prof = 6.

7 = Title III Second Year Exited – The student is in the second year of exited status and counts as LEP for Title I AYP calculations. Is monitored and can receive accommodations on assessments. PowerSchool Eng Prof = 7.

The final two codes are not considered to be LEP students and should not receive LEP accommodations.

8 = English Speaker I – The student is a former ESOL or bilingual student who is not monitored or counted as LEP for Title I AYP calculations and does not receive LEP accommodations. PowerSchool English Prof = 8.

9 = English Speaker II – The student is a native English speaker and was never coded as an ESOL/LEP student. The student does not receive LEP accommodations and is not counted as LEP for AYP. PowerSchool English Prof = 9.

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Administration of the SCPASS to ESOL/LEP Students

The following codes are used if a parent does not give approval for the student to be enrolled in the ESOL/LEP program. These students still qualify for LEP accommodations and must take ELDA just as other ESOL students do.

A = Pre-functional Waiver

B = Beginner Waiver

C = Intermediate Waiver

D = Advanced Waiver

SCPASS Format

SCPASS is **not** available in alternate language formats; all ESOL students must take these tests in English. **TAs may not translate any part of the SCPASS except the test directions.**

SCPASS Participation

All ESOL/LEP students are required to take all SCPASS subjects (writing, ELA, mathematics, science, and social studies) with the following exceptions:

- Students enrolled in U.S. schools for less than one year and who score less than “Initially Proficient” (PowerSchool English Prof 1–4 and A–D) based upon their scores on an English proficiency test (Woodcock-Muñoz, Language Assessment Scales, or IDEA Proficiency Test) are allowed a one-time exemption from the SCPASS ELA and writing tests. However, if these students take the ELA and/or writing tests in their first year, their scores will not be counted for federal or state calculations as long as they have taken an English proficiency test in place of the ELA sub-test.
- Students who were born in the United States or its territories, but who enter U.S. schools for the first time and who have less than one year in U.S. schools are also allowed this one-time exemption from the SCPASS ELA and writing tests if they score less than “Initially Proficient” (PowerSchool 1–4 or A–D) based on their EPT scores. However, if these students take the ELA and/or writing tests in their first year, their scores will not be counted for federal or state calculations as long as they have taken an English proficiency test. Code these **very few** students as RTN-US in the “Birth Country” field of PowerSchool and enter a date in the “Date Entered US Schools” field.

If a student meets the first year exemption criteria as outlined above, his or her scores on ALL tests (writing, ELA, mathematics, science, and social studies) will not count for federal or state calculations.

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

Appendix D

Administration of the SCPASS to ESOL/LEP Students

Preparation Before Administering the SCPASS

ESOL/LEP students may receive special test preparation instruction prior to the administration of SCPASS. This instruction may cover test format, directions, answer document use, and test taking strategies.

Accommodations

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

Accommodations should be recorded on the student's accommodations form and kept with the student's ESOL folder. If accommodations are used with the SCPASS, complete the appropriate codes on the student's answer document.

The following accommodations may be used on the SCPASS tests:

- **Bilingual Dictionary** – LEP students may use a word-for-word bilingual dictionary during all SCPASS tests. However, the dictionary **must not** include any examples, pictures, or definitions. Bilingual dictionaries that include examples and/or definitions may be used only during Day 1 of the writing test (extended-response item).
- **Reword and/or Translate Directions** – The *TAM* administration directions may be reworded in any format **or language** necessary to enable the student to understand the task(s) by repeating in English, using the native language, etc. **No other parts of the test may be reworded or translated.** This rewording and/or translation of directions cannot go beyond the scope and meaning of the written directions.
- **Oral administration of writing, mathematics, science, and social studies** – LEP students may receive an oral administration of the writing (Day 1 and Day 2), mathematics, science, and social studies tests. Oral administrations of these tests are accommodations because these tests assess knowledge of writing, mathematical, scientific, and social studies content standards, not reading ability. *Oral Administration Scripts (OAS)* or an Oral Administration audio CD-ROM will be used in all cases.

An **Oral Administration Script (OAS)** (grades 3–8) must be used if the TA reads the directions, questions, **and** some answer choices to the student.

An **Oral Administration CD-ROM** (grades 5–8 only) will administer the test to the student on the computer. The CD-ROM contains the same information and wording as the *Oral Administration Script* but allows the student to take the test independently.

The ELA test cannot be administered orally to LEP students unless they have a documented disability and the IEP or 504 Accommodations Plan specifies oral administration of the ELA tests.

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Administration of the SCPASS to ESOL/LEP Students

- **Scheduling** – The student may take portions of the SCPASS over several days, as long as all testing is completed by the last day of make-up testing. Students may not go back to previously completed sections of the test. Scheduling accommodations may include the following:

- administering the test in the afternoon rather than the morning.
- administering the test in one day with several testing sessions per day.
- administering the test over several days with one or several testing sessions per day.

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

1. Estimate the duration of each testing session for the student.
2. Determine if the student can complete the test in one day or several days.
3. If it is determined that the student requires testing over several days, divide the test into “sections” according to the time allotted for each test session. Each “section” should end with the last question on an odd-numbered page so the student is not able to see test questions for the next session.
4. During each testing session, the student may work only on test questions for that “section.” The student may not go back and work on any “section” from a previous session.

Note: The extended-response portion of the writing test (Day 1) must be completed in one day as indicated by the state test administration schedule.

- **Individual or Small Group Administration/Setting** – The SCPASS may be administered in a setting appropriate to the student’s individual needs. Setting accommodations may include the following:

- preferential seating in the classroom.
- separate location with minimal distractions.
- small group administration in a separate location.
- individual administration in a separate location.

LEP students may participate in individual or small group administrations by the ESOL teacher or other school or district designee.

- **Timing** – The SCPASS are not timed tests. Students may take as long as they need to complete each test during the school day. Any timing accommodations must be monitored to maintain test security. Timing accommodations may include the following:

- frequent breaks in the testing room without contact with other students.
- extended breaks that may involve contact with other students.

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Administration of the SCPASS to ESOL/LEP Students

Customized Materials

ESOL students with disabilities may require customized test booklets as well as additional accommodations. Sign language, Braille, large-print, and loose-leaf versions of the SCPASS are available for this purpose. The accommodations should always be related to the student's specific disability. Any accommodations for an individual must be specified before the student takes the assessment and must be documented in the student's IEP or 504 Plan.

The same customized materials for students with disabilities, as discussed in **Appendix C**, are available for ESOL students with disabilities.

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Administration of the SCPASS to ESOL/LEP Students

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Appendix E

Monitor's Section

Legal Requirements

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

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

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

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the South Carolina Department of Education.

The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the South Carolina Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

Appendix E

Monitor's Section

State Board Regulations

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

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 2 S.C. Code Ann. Regs. 43-100 (2011), 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 programs 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 (SDE) 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 State 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 SDE.

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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. § 59-1-445 (2004). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- 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 SDE.
 - 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 State 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 State 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.

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- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. 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 State 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 [SLED].
- 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.

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Monitor Requirements

- The use of monitors is recommended to facilitate the administration of the tests and to ensure that test security is maintained.
- A monitor can be a teacher's aide, a parent, or other district or school personnel (e.g., music teachers, P.E. teachers, counselors).
- Monitors cannot be in rooms where their close relatives are being tested.
- It is **not** permissible for a monitor to be left in charge of a test administration session; the TA should remain with the students and send the monitor out in case of an emergency.
- The STC must review testing procedures, test security, and duties with monitors.

Monitor Responsibilities and Duties

- Monitors are required to walk around the room during testing to check that students are marking their answers in the correct sections of the answer documents. It is permissible to alert students that their answers are being marked in the wrong sections of the answer documents. **However, it is not permissible to stop and read test items or students' responses in students' answer documents.**

The following is a list of duties that should be performed by a monitor.

- Distribute and collect materials needed during testing (e.g., No. 2 pencils, answer documents, paper) as directed by the TA.
- Ensure that students receive the correct answer documents.
- During testing, ensure that students
 - ✓ receive additional sharpened No. 2 pencils when needed,
 - ✓ follow directions,
 - ✓ mark their responses in the appropriate area of the answer document,
 - ✓ use only the allowable supplemental materials specified in this manual, and
 - ✓ do not give or receive help from other students.
- Help maintain test security.
- Refer all student questions to the TA.
- Check restrooms before allowing students to enter to make sure that they do not contain reference materials (e.g., books, notes, writing on towels or walls). This is especially important for schools where examinees are permitted to leave the testing room early.
- Retrieve additional test materials from the STC if needed during testing.
- Serve as a messenger between the TA and STC during testing, if an emergency occurs. (Monitors may leave the room for short periods of time to relay messages.)

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Test Administration Policies

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

Student Participation Guidelines

All public school students in grades three through eight must be tested with the SCPASS or the SC-Alt.

This testing policy includes all students with IEPs or 504 Plans, suspended students, home school students who are registered through the district or local school board, homebound students, and homebased students. Also included are ESOL/LEP students, charter school students (including those in virtual charter schools), and students who are incarcerated. All public school students who are in attendance during the SCPASS testing window including make-up dates must participate in the assessment.

Special Groups of Students

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

Home School Students—Home school students are defined as those students whose parents or guardians teach their children at home. Students whose home school program is registered through the district must be tested according to S.C. Code Ann. § 59-65-40 (A)(6)(2004).

The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student's place of instruction, at the parent's option. The parent is responsible for paying the TA if the test is administered at the student's home.

It is recommended, but not required, that a monitor accompany the TA if the parent chooses to have the student tested at home. Parents or other relatives may not be present in the room with the student during testing.

Home school students will receive individual student results but will not be included in the district or school data. If home school students do not have an ID, use 9999 as their identification number to retrieve a science/social studies assignment.

Homebound Students—Homebound students (with or without disabilities) must be tested. These students receive instruction at home or in the hospital because they cannot attend school due to illness, accident, or pregnancy, even with the aid of transportation [24 S.C. Code Ann. Regs. 43-241 (2011)]. The district must administer the required tests to a student who is homebound, except in individual cases where it is documented that the student is not physically and/or mentally able to take the test. It is a district's decision to choose whether or not to have a monitor present when testing homebound students.

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

Limited English Proficient (LEP) Students—ESOL/LEP students are required to take all SCPASS tests with a few exceptions. See **Appendix D** for more information.

Non-Public School Students – Non-public school students do **not** participate in SCPASS. These include:

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

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

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

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

Residential Treatment Facilities

State Placement of Students

Proviso 1.51 requires that the school district in which a Residential Treatment Facility (RTF) is located provides the necessary education programs and services for RTF students, both with and without disabilities, who were referred or placed in the RTF by the **state**. This requirement includes the administration of statewide tests.

For accountability purposes, students residing in RTFs are attributed to a specific school only if they physically attend that school. All other students are reported separately in the district's accountability calculations.

School District Placement of Students

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

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Procedures for Testing RTF Students

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

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

Districts are responsible for obtaining all required test materials for students who are to be tested and for the packaging, distribution, and receipt of all test materials in a safe and secure manner. If SCPASS is administered at the RTF facility, the test materials may be delivered, in person or by FedEx, to the test administrator. If mailed by FedEx, a signed receipt is required.

Testing Out-of-State Students

All students need to be tested even if they are schooled out of state. The district is responsible for providing any required test administrations. Districts may:

1. send a trained administrator to the student's location to administer the required tests;
2. train an individual who is part of the student's instructional program to administer the tests;
3. provide transportation, meals, and other essentials for the student to and from the school for test administration within South Carolina; or
4. elect to receive a zero on the test participation standard for not testing the student.

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

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

Testing Dates

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

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Parent Notification

Preparing students and parents for the SCPASS is important.

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



Testing Hours, Breaks, and Student Activities During Testing

The SCPASS tests are not timed tests. Therefore, students should be given as much time as they need to complete each test. SCPASS tests, however, must begin and end on the same day unless the student has an IEP, 504 Plan, or ELL accommodation plan specifying administration of a single test over several days. **All students must complete Day 1 of the Writing test in one day.**



- Some students may take a much longer time to complete a test than other students. Districts and/or schools should provide TAs with guidelines specifying acceptable activities to engage students while waiting for other students to finish a test. Examples of appropriate activities may include reading a book, magazine, or newspaper, completing word or number games, working crossword puzzles, or doing schoolwork unrelated to the tested subject.
- The length of time the school can allow a student to continue working on a test is dependent upon the student, the testing situation, and the information available to the TA. As long as the student actively works on items (e.g., marking responses, writing, and working out problems), the TA must allow the student to continue with the test. If a student is clearly not attempting to finish, the school may use discretion to end the testing session.
- If necessary, and if space and staff are available, students who need to continue working on the test after others are finished may be moved to another location to complete testing. District policy should dictate whether staying after school to complete tests is an acceptable option.
- If students have not completed testing by their lunch period, students may be permitted to have a “silent lunch” or have a monitor present for the lunch period. Test security must be maintained throughout the lunch period.
- Silent breaks may be scheduled during testing, as needed. Test booklets and answer documents must be closed during breaks. Snacks are permissible, if desired.

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Policy on Use of Calculators

School- or student-owned calculators may **not** be used during any SCPASS mathematics test, unless the student's IEP or 504 Plan documents the use of a calculator. Test questions are written so that a calculator is not necessary. See **Appendix C** for information about calculator usage by students with IEPs or 504 Plans.

Policy on Use of Electronic Devices

During testing, students may not be in possession of **any electronic or other device** that can be used for communicating, timing, creating images, or storing images. These devices include, but are not limited to, cell phones, media players, tablets, electronic readers, headphones, stop watches, electronic translators, hand-held devices, or any electronic imaging or photographic devices. The district and school should have procedures in place for the collection of these devices during testing (e.g., having students place all devices in backpacks and putting all backpacks in front of the room as students enter). All electronic devices must be collected before students begin taking the test. The Administration Directions include instructions about electronic devices and are read to the students by the TA. This restriction does not apply to devices documented for use during testing in a student's IEP or 504 Plan and/or required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM.)

Testing Environment

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

- Tests should be administered in a familiar classroom setting to reduce student test anxiety and simplify test security.
- Students should be tested in classrooms that have good lighting and are well-ventilated with a reasonable temperature.
- Adequate space (three feet or more) between students is necessary to increase test security and to reduce distractions.
- Classrooms should be quiet and free from interruptions or distractions of any type. **Appendix B** includes a "Do Not Disturb" sign for classroom use; it may be removed from this manual and taped to the outside of the classroom door.
- **Teachers must not work or communicate on a computer, tablet, phone, or similar device during a test administration in their classroom. Any electronic devices must be silenced during testing.**
- Classrooms and halls must be inspected prior to testing to ensure that all subject-related materials have been covered or removed from walls, bulletin boards, doors, desks, floors, ceilings, or windows. Word walls, maps, globes, charts, and subject-related mobiles must be taken down or covered during testing. ELA, math, science, and social studies materials must be removed or covered during the writing test.

NOTE!

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District/School Guidelines for Disruptions

Schools should have policies and procedures in effect for classroom disturbances that interrupt testing. Such disruptions could include unruly students, students who sleep during the test, students who will not take the test, and students arriving late to school or leaving early because of appointments. TAs should know what to do in each of these situations.

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

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

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

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

Student Cheating

- The school should follow policies and procedures established by the district for investigating and documenting suspected student cheating incidents.
- If cheating is confirmed, the STC may choose to bubble the “Do Not Score” bubble in the appropriate subject area section of the answer document before it is returned to the contractor.
- Do not report student cheating to the SCDE as a test security violation unless electronic devices are involved in the incident.

Student Injury

Students who suffer injuries may be scheduled for make-up testing if the condition warrants this delay. If a student cannot write or hand-code answers because of an injury, such as a broken arm, testing may be delayed until the make-up days, and/or the student may follow any of the options listed as a standard accommodation in Appendix C of this manual. These accommodations include changing the setting, timing, scheduling, or using one of the alternative response options. For example, some students find it easier to use a computer to type responses when they have a broken finger, broken wrist, or a broken arm. Other alternatives include having the student indicate the answer choices non-verbally (pointing) or dictating responses to a qualified individual. In each case, the TA and STC should follow the guidelines set forth in **Appendix C** (see pages C-5, C-6, and C-14 through C-20); the accommodation(s) used should be documented in school records, but not coded on the student's answer document. If necessary, call the Office of Assessment to discuss possible alternative test dates.

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Student Illness

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

- The TA should excuse the sick student from the testing room. The determination to remove a student depends on the severity and the timing of the sickness.
- The TA should not leave the room. If possible, the TA should send a monitor to accompany the student to the restroom, nurse's office, or other sick room.
- Students can take a supervised break until the sick student is situated and the student's desk and the classroom have been cleaned.
- The TA can retrieve and save the student's test booklet and answer document for further use if these documents were not damaged. Return these materials to the STC, sign in the materials on the *School Security Checklist*, and add the sick student's name to the make-up roster.
- Damaged test booklets or answer documents should be destroyed or disposed of in a secure manner (e.g., shredding, burning); the action taken must be documented on the security checklist. **Do not return damaged test booklets or answer documents to the contractor.**
- If a new test booklet or answer document is needed for make-up testing, obtain and sign out the appropriate subject and grade level materials from school overage and on the security checklist.
- Student responses must be transferred from the damaged answer document to a new answer document in a supervised, secure setting.
- If a student cannot be tested during the testing window, contact the Office of Assessment to discuss possible alternative test dates.

Test Administration Manual (TAM) and DTC Supplement

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

- The *TAM* is **not** a secure document.
- *TAMs* arrive in districts in February and should be distributed to STCs and TAs as soon as possible after receipt.
- STCs, TAs, and monitors must read the *TAM* prior to the training session and the testing window.
- **TAs must keep a copy of the *TAM* so that they can read the test administration directions to the students.** These directions begin on page 53 of the *TAM* with the instructions for coding answer documents.
- TAs must read the test administration directions exactly as written.
- Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test is a test security violation.

The *DTC Supplement* is distributed to DTCs via eDIRECT and provides additional information that are applicable **only** to DTCs.



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Secure Materials

Secure test materials include:

- all test booklets and answer documents;
- all customized administration materials including Braille, sign language, large-print, and loose-leaf test booklets, oral administration scripts (OASs), audio CD-ROMS, signed administration scripts, sign language DVDs, Braille Test Administrator's Notes (TA Notes), and Braille OASs;
- papers or materials with student responses (e.g., graphic organizers or rough drafts, typed responses, Brailled responses); and
- science and social studies assignment lists (for grades 3, 5, 6, and 8). The testing assignments should not be shared with teachers until the afternoon of May 6 after students have been dismissed for the day. Students may be told on May 7 which test they will be taking.

Storage Policies

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

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



Access to Secure Materials

Access to secure materials is restricted to testing sessions, make-up sessions, and supervised sessions for completing or editing demographic codes on student answer documents. See page 23 and **Appendix C** (pages C-11 and C-13) for rules regarding TA access to oral and signed administration materials before testing.

Test Items

SCPASS test items are secure. Test items include writing and ELA passages, multiple-choice items, and the extended-writing prompts and responses. It is not permissible for any school or district personnel to open test booklets or answer documents for the purpose of reading test items. Monitors, TAs, STCs, and other school and district personnel (including principals, assistant principals, and guidance counselors) **are not permitted to read test items before testing, during testing, or after testing** except as directed in the administration directions for Day 1 of the writing test and in the administration materials for an oral or signed administration of any subject area test.

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

Coding of Demographic Information

Before, during, and after testing, access to test booklets and answer documents is restricted to **supervised sessions conducted by the STC**. Supervised sessions for the coding of student demographic information on the answer documents may be held no more than two weeks before testing. Access to the answer documents is restricted to the coding on pages 1 and 2 of the March answer documents and pages 1–3 of the May answer documents (outside and inside front covers).



Please note that the **test administrator's initials** must be written and hand-coded in the appropriate area and the **test administrator's name** must be handwritten on the designated line for **each subject** (page 2 for March answer documents, pages 2 and 3 for May answer documents).

Preparation for Oral/Signed Administrations

To prepare for an oral or signed administration, the TA may review the *Oral Administration Script* or the *Signed Administration Script* (including DVDs) **up to two days prior to the SCPASS administration** of the subject area test. For additional information regarding these reviews, refer to pages C-11 and C-13. Review sessions must be coordinated by the STC and held at the school with no students present. Review sessions must comply with all test security procedures.

Supplementary Materials

The rulers, protractors, and reference sheets shipped to the district must be distributed, as specified, for student use during the administration of the mathematics tests. Do not provide substitutes for these materials. These materials must be used without any changes. Teachers may not mark, cut, or write on these materials. After testing, these materials may be retained by the teacher. In some years, the periodic table is needed for the grade 7 science test. These reference sheets are only provided when they are needed.

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Dictionaries and Thesauruses

- At least one dictionary and thesaurus, preferably more, must be available in the classroom for students to use during the SCPASS Day 1 writing test in March. All students in all grade levels tested must have access to these materials.
- Students **may not** use a dictionary or a thesaurus for Day 2 of the writing test or for any subject tested during the May assessment. **Note:** LEP students may use a word-for-word bilingual dictionary during all SCPASS tests. See **Appendix D**, page D-3.
- There are many types of dictionaries written and published for educational purposes. During the Day 1 writing test administration, students may consult a conventional, published book containing a list of words in alphabetical order with their meanings explained. Acceptable dictionaries are further defined as:
 1. a reference book containing words alphabetically arranged along with information about their forms, pronunciations, functions, etymologies, meanings, and syntactical and idiomatic uses;
 2. a reference book giving words of one language equivalents in another.
- If a dictionary does not meet the criteria specified here, then students must not use it during the Day 1 writing test administration.
- The following types of reference materials **should not be used** during any test administration: teacher-made word lists, spelling lists or books, wall lists, and other alternative types of reference books. Computerized dictionaries and thesauruses are not allowed during testing.

Color Overlays, Highlighters, and Colored Pencils

- **All students** may use colored overlays, highlighters, and colored pencils for all SCPASS tests. Students may use highlighters to highlight text in the test booklets. During the Day 1 writing test, highlighters can be used for pre-writing/rough drafts and on pages 4 and 5 of the answer document. Highlighters must not be used on any other pages of the March answer document or on any page of the May answer document.
- All students may use black lead or colored pencils to underline text, take notes, or do scratch work within the test booklets. Colored pencils may also be used for pre-writing and rough drafts during Day 1 of the writing test.

Proctoring the Tests

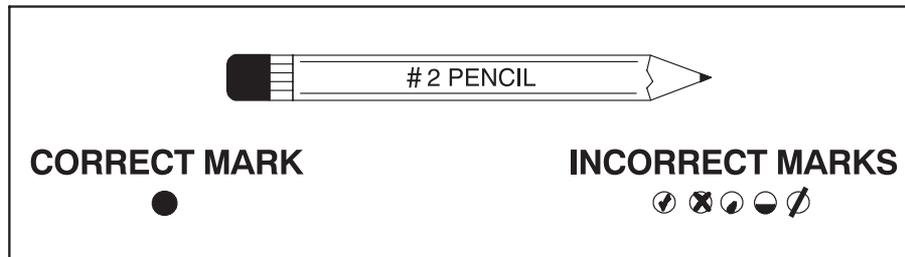
Administering the test is a critical aspect of the assessment process. The atmosphere the TA creates in performing his/her duties and the TA's manner may inspire students and put them at ease while participating in the test.

TAs should make certain they are well-prepared to administer the test.

- TAs should ensure that each student receives the correct test booklet and answer document, especially those students with disabilities who require a customized test booklet, an oral or signed administration, or other accommodations.
- TAs should not deviate from the directions for conducting the test. TAs may clarify test directions; TAs may not assist with actual test items.

Appendix E Monitor's Section

- Before, during, and after the test, it is not permissible for TAs or monitors to read test items from the test booklets or students' responses in their answer documents. TAs may not read student rough drafts or the student compositions in the answer document.
- TAs and monitors should be alert and moving throughout the room to detect wrongdoing such as copying from other students, student talking, or student use of electronic devices. Any observations of apparent cheating, including student use of a cell phone, should be reported to the STC and DTC immediately. Do not wait until the test is over.
- TAs and monitors should quietly move around the room, walking up and down the aisles to check that students are following the directions for appropriately darkening bubbles or writing within the lines on the "final draft" section of the writing answer document.
- The diagram below shows an example of correctly and incorrectly marked bubbles. This diagram also appears on the back cover of the test booklets.



- If a problem is detected, such as a student drawing a single line through a bubble, it is permissible to alert the student. It is also permissible to give general reminders to the class. For example, the TA could say "Remember to completely darken the bubble for your answer." or "Darken only one bubble for each question." or "Make sure you erase completely." For the writing test, TAs may remind students that the final draft must be written on the correct pages to be scored.
- The TA must ensure that dictionaries and thesauruses are available in the classroom for Day 1 writing; however, TAs and monitors may not assist students in any way with finding words in the dictionary or thesaurus.
- TAs and monitors should make sure students stop at the end of the Day 1 writing section. TAs may remind students not to proceed to Day 2 in the writing answer document.
- On Day 2 of the writing test, TAs and monitors should make sure students do not go back to work on their Day 1 extended response.
- TAs and monitors must not engage in any unnecessary conversation or make and receive telephone calls during the test. TAs must not work on a computer, tablet, or similar device or engage in any other distracting activity such as talking or texting on a cell phone. Any electronic devices must be silenced during testing.
- Monitors may not be left in charge of a classroom in which students are testing or in which test materials are not in secure storage.
- During the testing session, the TA should create a seating chart using the graph paper provided for this purpose.

Appendix E Monitor's Section

Make-up Testing

Students may take no more than two make-up tests per day. Make-up testing is restricted to the dates designated by the SCDE. If students miss a substantial number of testing days in May, the order of the make-up tests should follow this schedule: ELA, mathematics, science, and social studies.

Administration of an Incorrect Test or Accommodation

Only one form of each SCPASS test may be administered to each student. To maintain test security of the SCPASS tests, there is no opportunity for a student to take an additional test or a retest in the same administration if a mistake has been made. For example, if a student is incorrectly administered a science or social studies test, a school cannot administer the correct test unless the error is caught before the student has begun taking the incorrect test. This policy also applies to the misadministration of student accommodations. If a student incorrectly receives or fails to receive an oral administration of the test, schools can not give the student a retest to correct the error.

Science and Social Studies Assignment Lists

Students in the Precode Files. Students in grades 3, 5, 6, and 8 are randomly assigned to take either the science or the social studies test by grade level at each school. Science and social studies assignment lists will be available on eDIRECT by April 22, 2014. **These assignment lists include only those students who were included in the January and the March precode files.**

New Students. An interactive program (Student Registration), accessible through eDIRECT, is used to assign science and social studies tests to students who enrolled after the March update file was submitted to the SCDE. Schools must log-on to this system and enter each new student in the order of their enrollment. The system will automatically assign the appropriate test for each student entry.

Students must be administered the assigned test as indicated by the eDIRECT Student Registration system. Schools that do not follow this procedure may be at risk of having a student counted as “non-participating” for report card and AYP purposes.

Use of Lists. STCs, special education coordinators, or other administrators may use the assignment information to prepare for special test administrations involving students with disabilities, LEP students, or homebound, homebased, or home schooled students. DTCs and STCs may access this information, and print the assignment lists as needed, by logging on to eDIRECT at <https://sc.drctdirect.com>. Science and social studies assignments are also provided on the answer document range sheets; however, these documents should not be given out in advance of testing.

Optional. Although it is not recommended, STCs may make the Science and Social Studies Assignment Lists available to teachers or TAs after students are dismissed on May 6, which is two days prior to the science/social studies test administration. The information may be shared after school is dismissed when no students are present. Distribution of this information must be coordinated by the STC with adherence to test security procedures. The students may be told on May 7, the day before the science or social studies administration, which test they will be taking. Please note that informing teachers and students regarding their science or social studies selection **is not a requirement** and is **not** an Office of Assessment recommendation.

Appendix E Monitor's Section

Materials Sent to the Schools

The following table identifies test materials that STCs will receive and distribute to TAs on the day of testing for all SCPASS tests. STCs will receive and distribute graph paper for TAs to use in creating seating charts.

Writing	ELA	Mathematics	Science	Social Studies
<ul style="list-style-type: none"> • Nonscannable Test Booklets (Day 2 only) • Scannable Answer Documents (Day 1 and Day 2) • Paper Bands for graphic organizers and rough drafts (Day 1 only) <p>Note: Large-Print and Braille users will need test booklets on Day 1.</p>	<ul style="list-style-type: none"> • Nonscannable Test Booklets • Scannable Answer Documents* 	<ul style="list-style-type: none"> • Nonscannable Test Booklets • Scannable Answer Documents* • One Ruler per student (grades 3–5) • One Protractor per student (grade 5) • One Reference Sheet per student (grades 6–8) 	<ul style="list-style-type: none"> • Nonscannable Test Booklets • Scannable Answer Documents* • One Periodic Table per student (grade 7) 	<ul style="list-style-type: none"> • Nonscannable Test Booklets • Scannable Answer Documents*

* All four subjects are included in one scannable answer document for the May assessment.

Materials Supplied by the Schools

- **Sharpened No. 2 pencils with erasers.** Only No. 2 pencils write dark enough to ensure accurate scoring. Students must NOT use pens or highlighters on any portion of the SCPASS answer document—including the “Final Draft” pages used for the extended-response (“Time to Write”) item that is administered on Day 1 of the writing test.
- **Dictionaries and Thesauruses—Writing Test Day 1 only.** At least one dictionary and thesaurus, preferably more, must be available in each classroom. Students may use the dictionary and thesaurus **only** when responding to the extended-response prompt. Students may not use dictionaries at any other time during SCPASS testing.
- **Lined scratch paper—Writing Test Day 1 only.** During Day 1 of the March writing test, students may use lined scratch paper to prepare their rough drafts for the extended-response item. Lined scratch paper must be provided by the school. **Writing done on lined scratch paper must be collected and returned with the nonscorable test materials.** Anything written on the lined scratch paper will not be scored. Scratch paper is not needed for any other SCPASS test. There is sufficient space to work problems in the mathematics test booklet.

Appendix E Monitor's Section

- **Cover sheets (optional).** Blank paper, index cards (lined or unlined), or graph paper may be distributed to assist students in keeping their place in the test booklets or answer documents or to cover their responses.
- **Other Optional Materials.** Other optional materials that may be used by all students during any SCPASS tests are color overlays, highlighters, and colored pencils (see page 24). If these materials are used during testing, they must be supplied by the schools.
- **IEP Supplemental Materials.** Schools must provide the supplemental materials required by students with disabilities as specified in the student's IEP or 504 Plan. It is a violation of test security legislation and State Board regulations to allow students to use supplemental materials not specified in their IEPs or to fail to provide materials specified in the student's IEP/504 Plan.

Appendix E
Monitor's Section



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

Agreement to Maintain Test Security and Confidentiality for Testing Monitors

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

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

DTCs and/or STCs must review test security policies and procedures with monitors and require monitors to read all sections of the TAM and other appropriate materials and documents provided to them.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), South Carolina Palmetto Assessment of State Standards (SCPASS), South Carolina Alternate Assessment (SC-Alt), Cognitive Abilities Test (CogAT), Iowa Tests of Basic Skills (ITBS), and the South Carolina Performance Tasks Assessment (PTA). Other tests that may be administered include National Center State Collaborative (NCSC) Alternate Assessment and the Smarter Balanced Assessments.

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

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

I acknowledge that it is my responsibility, as a monitor, to follow all of the testing procedures as outlined in the test administration manual.

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

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

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

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

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

I will return all test materials to the STC or the DTC, as appropriate.

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

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

Signature

Date

Print Name

District and School

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Spring 2014 Forms

FORM	RETAINED BY	RETENTION TIMEFRAME
Agreement to Maintain Test Security and Confidentiality	DTC	3 years
Student Make-Up Roster	STC	Until Test Results are Received
Special Circumstances Request Form	STC	1 year
SCPASS Security Affidavit Form for Alternative Response Options	DTC	3 years
Security Checklists (paper or electronic)	DTC – pink copy STC – yellow copy	DTC – 1 year STC – 1 year



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OF EDUCATION

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