

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

Spring 2015



Spring 2015 SCPASS Testing Schedule

May Assessment – Grades 4–8

DATE	EVENT
By March 10	Manuals arrive in districts
March 25	WebEx pretest training sessions for District Test Coordinators (DTCs)
March 26	WebEx technology coordinator training (for online testing)
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
April 6	Online testing engine, Online Tools Training (OTT), and tutorials available
April 16	Test Setup available (for online testing)
May 7 (Thursday)	Science test (paper/pencil administration)
May 7–May 22	Science testing window (online administration)
May 8 (Friday)	Social Studies test (paper/pencil administration)
May 8–May 22	Social Studies testing window (online administration)
Through May 15	Paper/pencil make-up testing. Two tests may be administered on a make-up day.

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

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

Table of Contents

Overview.....	1
Introduction	1
Education Legislation	3
The Education Accountability Act	3
Test Security	4
Legal Requirements.....	4
State Board Regulations.....	5
Reporting Test Security Violations.....	8
Required Documentation	8
How to Conduct an Investigation and Document the Investigation.....	9
Test Security Violation Action Form.....	10
Violations and Students with Disabilities.....	11
Test Security Agreement Forms	12
Security Checklists for Paper/Pencil Testing.....	12
Security for Online Testing.....	13
SCDE Policies	14
Test Administration Policies.....	14
Student Participation Guidelines.....	14
Residential Treatment Facilities.....	15
Testing Out-of-State Students	16
Testing Dates.....	17
Parent Notification.....	17
Testing Hours, Breaks, and Student Activities During Testing	18
Policy on Use of Electronic Devices.....	18
Testing Environment	19
District/School Guidelines for Disruptions	19
Fire Drills, Bomb Threats, Power Failure, Storms, Death.....	19
Student Cheating	20
Student Injury	20
Student Illness.....	20
Test Administration Manual (TAM) and DTC Supplement	21
Secure Materials.....	22
Test Items	22
Coding of Demographic Information.....	23
Preparing Students for Online Testing.....	23
TA Preparation for Oral/Signed Administrations	23
Supplementary Materials	23
Dictionaries and Thesauruses	24
Color Overlays, Highlighters, and Colored Pencils	24
Seating Charts.....	24

Table of Contents

Proctoring the Tests	24
Make-up Testing.....	26
Administration of an Incorrect Test or Accommodation.....	26
Test Materials.....	27
Materials Sent to the Schools	27
For Paper/Pencil Testing	27
For Online Testing	27
Materials Supplied by the Schools.....	27
For Paper/Pencil Testing	27
For Online Testing	28
School Test Coordinator’s Section	29
DTC Requirements	29
STC Requirements	30
School Test Coordinator’s Section – Paper/Pencil Testing	31
Before Test Administration	31
Step 1 – Prepare Parents and Students.....	31
Step 2 – Train TAs and Monitors	31
Step 3 – Take Inventory.....	31
Step 4 – Prepare for the Test.....	32
Step 5 – Labeling of Answer Documents.....	32
Step 6 – Complete Answer Document Coding	35
During the Test Administration	36
Step 1 – Use Security Checklist and Distribute Materials.....	36
Step 2 – Maintain Test Security.....	37
Step 3 – Assist TAs During Testing.....	37
Step 4 – Supervise Materials Return.....	38
Guidelines for Make-up Testing.....	38
Step 1 – Identify and Schedule Students.....	38
Step 2 – Make-up Testing Dates	38
Step 3 – Administration Procedures.....	38
Materials Return	39
Step 1 – Verify Labeling.....	39
Step 2 – Verify Answer Document Coding	39
Step 3 – Complete Answer Document Return Form (Electronic).....	39
Step 4 – Sign and Return Security Checklists	39
Step 5 – Return Seating Charts.....	39
Step 6 – Package Materials for Return – Shipment 1	40
Step 7 – Package Materials for Return – Shipment 2	41

Table of Contents

School Test Coordinator’s Section – Online Testing	44
Before Test Administration	44
Step 1 – Prepare Parents and Students.....	44
Step 2 – Train TAs and Monitors	44
Step 3 – Prepare for the Test.....	45
During Test Administration	46
Step 1 – Maintain Test Security.....	46
Step 2 – Supervise Materials Return.....	46
Guidelines for Make-up Testing.....	46
Step 1 – Identify and Schedule Students.....	46
Step 2 – Make-up Testing Dates	46
Step 3 – Administration Procedures.....	47
After Test Administration	47
Step 1 – Collect Materials	47
Step 2 – Return Seating Charts and Security Checklists.....	47
Step 3 – Package Materials for Return	47
Test Administrator’s Section	48
Test Administrator Requirements	48
Test Administrator Training	48
Test Administrator’s Section – Paper/Pencil Testing	49
Before the Test Administration	49
Step 1 – Prepare for Testing.....	49
Step 2 – Day of Testing	49
During the Test Administration	49
Step 1 – Getting Ready	49
Step 2 – Hand Out Materials.....	50
Step 3 – Complete Answer Document Coding	50
Step 4 – Follow Administration Directions	51
Step 5 – Handling Disruptions During Testing.....	52
Make-up Testing.....	52
After Test Administration	52
Test Administrator’s Section – Online Testing	54
Before Test Administration	54
Step 1 – Prepare for Testing.....	54
Step 2 – Day of Testing	55
During Test Administration	55
Step 1 – Getting Ready	55
Step 2 – Hand Out Materials.....	55
Step 3 – Follow Administration Directions	56
Step 4 – Monitoring Log-In	56
Step 5 – Handling Disruptions During Testing.....	57

Table of Contents

Guidelines for Make-up Testing.....	57
After Test Administration	57
Paper/Pencil Administration Directions for Answer Document Coding	59
Paper/Pencil Administration Directions for Science	63
Paper/Pencil Administration Directions for Social Studies.....	68
Online Administration Directions for All Subjects.....	74
General Information.....	74
General Information for Using iPads.....	74
General Information for Using Chromebooks	75
Appendix A Labels and Forms	A-1
Appendix B eDIRECT Test Setup for Online Testing	B-1
Appendix C Testing Students with Documented Disabilities	C-1
Appendix D Administration of the SCPASS to ESOL/LEP Students.....	D-1
Appendix E Monitor’s Section.....	E-1
Index	I-1

Overview

Introduction

The South Carolina Palmetto Assessment of State Standards (SCPASS) is a statewide assessment in science and social studies administered to students in grades four through eight. All students in these grade levels are required to take the SCPASS except those who qualify for the South Carolina Alternate Assessment (SC-Alt). The initial administration of SCPASS was during the 2008–2009 academic year.

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—For paper/pencil administrations, the science and social studies tests will be administered May 7 and May 8, with make-up testing through May 15. The online administration window is May 7–May 22. 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 (2005 Science Academic Standards and 2011 Social Studies Academic Standards). Standards describe what schools are expected to teach and what students are expected to learn. Academic standards also include indicators that are statements of the specific cognitive processes and the content knowledge and skills that students must demonstrate to meet the grade-level standards. SCPASS test items are written to assess the content knowledge and skills described in the academic standards and indicators. The academic standards and supporting documents are available on the South Carolina Department of Education 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.

SCPASS Format

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

Overview

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

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

The ISR presents student results for each SCPASS test taken by the student. The student's total scale score and performance level are reported for each test taken. 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 science results on a grade 4 ISR are provided on the SCPASS Web page at: <http://ed.sc.gov/agency/programs-services/45/>.

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, 2015. The paper copies of ISRs and student labels will be sent in 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.**

New for 2015

- All students in grades 4–8 will be tested in both science and social studies. Previously, grade 3 students were tested; and students in grades 3, 5, 6, and 8 were assigned to take either science or social studies, with approximately half of the students in each of those grades tested in science and other half tested in social studies. In prior years, only students in grades 4 and 7 were tested in both subject areas.
- Online SCPASS testing will be offered for grades 4–8. Students can test all online, all paper/pencil, or one subject online and one subject paper/pencil.
- Form A Audio CD-ROMs will be available for students in grades 4–8 who take paper/pencil tests and use an oral administration accommodation for science and/or social studies. Previously, these audio CD-ROMs were only produced for grades 5–8. For online testing, the oral administration will be provided through Human Voice Audio (HVA).

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.

In 2014, Act No. 200 amended Section 59-18-325 of the 1976 Code by adding a “C” subsection to the law. The following excerpt directs the procurement of grades 3–8 English/language arts and mathematics assessments for the 2014–15 school year and specifies the administration of state-developed science and social studies assessments to all students in grades 4–8.

(3) In school years 2014-2015, 2015-2016, and 2016-2017, the department must administer the assessments procured by the State Budget and Control Board in English/language arts and mathematics in grades three through eight, and if funds are available, in grades nine and ten. The department also must administer the state-developed and adopted assessments in science and social studies to all students in grades four through eight, and the college readiness assessment and WorkKeys assessment to all students in grade eleven. If the Education Oversight Committee approves of the assessments pursuant to Section 59-18-320 after the 2016-2017 assessment, the assessments also may be administered in 2017-2018 and 2018-2019. Formative assessments must continue to be adopted, selected, and administered pursuant to Section 59-18-310.

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.

Test Security

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

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

Required Documentation

The following documents must be completed and submitted to Kathryn Rhodes in the Office of Assessment.

1. **Test Security Violation (TSV) Action Form** – A PDF file may be downloaded from the Office of Assessment Web page at: <http://ed.sc.gov/agency/ac/Assessment/TestSecurity.cfm>. Click on the Test Security Violation Action Form link.

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

The TSV Action Form must include **all** of the requested information (see the sample on page 10 of this manual), including the identification of the person(s) who allegedly committed the violation and each person's certification number. Indicate the section of the law that is violated, if applicable. See page 4 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 5–7 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 (see 2.d. under "Supporting Documentation").

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 Kathryn Rhodes via encrypted e-mail, secure fax (803-734-8886), or mail (South Carolina Department of Education, Office of Assessment, 1429 Senate Street, Suite 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 and Document the Investigation

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

- If a test security violation is observed within a school, the individual(s) observing the incident must notify the STC or the DTC as soon as possible. The STC must notify the DTC immediately regarding the violation. The DTC must notify Kathryn Rhodes in the Office of Assessment.
- 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 reliable information. Open-ended questions should be used during the interview process to obtain the most compelling evidence. In the case of student interviews, the STC should write a summary of the information learned from each student. It is not necessary to have the students provide a written statement.
- The DTC must write a concise summary of events (2.d. above). This summary should be in the form of a letter written to Kathryn Rhodes in the Office of Assessment. If appropriate, the DTC may want to provide additional details regarding the incident—e.g., action taken as a result of the investigation, if the district referred the violation to the South Carolina Law Enforcement Division, or any information that supports or refutes the credibility of any witness.

Test Security

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

2014–15 Test Security Violation (TSV) Action Form

DTCs must complete this form with Adobe Reader or Acrobat and submit via secure fax (803-734-8896) to Kathryn Rhodes or encrypt the completed form and send via e-mail to KRhodes@ed.sc.gov. Do not send unencrypted TSV forms or documentation via e-mail.

School District: School:

DTC Name: 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)

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

Certification Number

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

Legislative Violation(s)(see TAM):

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

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

Continue to Next Page

Test Security

Violations and Students with Disabilities

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

The State Board of Education Regulations 2 S.C. Code Ann. Regs. 43-100 (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 or by checking the IEP Invalidation box under the Testing Codes tab in Test Setup for online testing.
- **If a student received a standard accommodation** that is not specified in the IEP/504 Plan, the team must determine if the unauthorized accommodation would cause the test score to be invalid.
- **If a student did not receive a standard or non-standard accommodation** that is specified in the IEP/504 Plan, the team must determine whether the test score would be valid without the specified accommodation and/or non-standard accommodation.

If the IEP/504 Plan team determines that:

- **the test administration is valid**, the test is 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 or in Test Setup for online testing.
- **the test administration is not valid**, the school/district must invalidate the score by darkening the IEP Invalidation bubble on the student's answer document (for the appropriate subject test) or by checking the IEP Invalidation box under the Testing Codes tab within Test Setup. Return answer documents to the contractor **in a scorable box**.

Test Security

Test Security Agreement Forms

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

The DTC/STC and TA test security agreement forms for SCPASS are provided in **Appendix A**. The monitor form is in **Appendix E**. The forms in the appendices are perforated for easy removal and may be copied. The test security agreement forms can also be downloaded from the following link: <http://ed.sc.gov/agency/ac/Assessment/TestSecurity.cfm>. 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 for Paper/Pencil Testing

- **The STC is responsible for inventory control within the school; schools and districts are responsible for missing materials and are required to use security checklists to track the distribution and return of all secure paper/pencil test materials.**
- All secure paper/pencil test materials have been assigned security numbers; these numbers appear on the *School Security Checklist* and the *District Overage Security Checklist*.
- **NEW!** The security checklists are available in electronic format only. The *School Security Checklist(s)* and *District Overage Security Checklist* are available on eDIRECT (<https://sc.drcedirect.com>) and can be downloaded into an Excel spreadsheet. These checklists will be available by April 16.
- For each day of testing, the STC and TA must use the *School Security Checklist* to sign out and sign in secure paper/pencil test materials.
- 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*.
- It is not necessary to enter student names on the security checklist for test materials that are not assigned to a specific student.

STC Guidelines for Using Electronic Security Checklists

- 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, use the appropriate columns to input TA/STC initials for sign-out/sign-in, initials when packaging materials for return, and any notes.

Test Security

- 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.
- After testing, “sign” the security checklist and return it to your DTC according to the procedures described on page 39 of this manual (see Step 4).

Note: Security checklists are not used for online testing **except** in cases where a student uses large-print or loose-leaf test materials. School will receive paper copies of these materials for any student testing online who is marked in precode as needing a large-print or loose-leaf test booklet, and the test booklets will be listed on the *School Security Checklist*. For most online testers, the only secure paper materials will be test tickets, which are listed on the online testing roster (see next section, “Security for Online Testing”).



Security for Online Testing

DTCs, STCs, TAs, and monitors are responsible for ensuring that all test materials and student responses for the online tests are handled in accordance with the security procedures outlined in this manual.



Online tests may not be viewed by anyone prior to the test session. Only students being tested are allowed to view the test at the time of testing. TAs and monitors must monitor students to ensure that they look only at their computer. **It is highly recommended that a partition and/or folder be placed around each computer screen or a privacy filter placed on each screen to eliminate any possibility of students looking at other computer screens. Workstations should be separated by enough space to restrict student’s ability to view adjacent workstations.**

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

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

Note: The use of traditional desktop and laptop computers is recommended for online testing. Beginning in spring 2015, however, Chromebooks (non-touch only) and iPads will be allowed for online testing. Any districts choosing to administer online tests on Chromebooks and/or iPads will be responsible for ensuring test security on these devices and accountable for any atypical impact on student test scores. Districts should require schools to implement appropriate procedures to ensure that students who possess these devices cannot access online assessments inappropriately. Such procedures must go beyond a reliance on “kiosk-mode” during the testing session. Test security policies and procedures must ensure that all student answers are submitted and all tests are fully exited at the end of a testing session. Students must have no opportunity to leave the room with a device in a mode that might allow the student to re-enter the test outside of the classroom. Also recommended are procedures that require the clearing of cached responses at the end of each testing session rather than waiting until the end of the day.

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 four through eight must be tested with the SCPASS or the South Carolina Alternate Assessment (SC-Alt).

This testing policy includes all students with IEPs or 504 Plans, suspended students, home school students who are registered through the district or local school board, homebound students, and homebased students. Also included are ESOL/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

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

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

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

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

It is recommended, but not required, that a monitor accompany the TA if the parent chooses to have the student tested at home. Parents 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.

SCDE Policies

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

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

Limited English Proficient (LEP) Students—ESOL/LEP students are required to take the SCPASS tests. See **Appendix D** for more information on administering the SCPASS to ESOL/LEP students.

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

All students placed in a Residential Treatment Facility (RTF) must participate in statewide assessments. For accountability purposes, the assessment scores for students residing in RTFs will be attributed to a specific school only if the child physically attends the school. The performance of students residing in a RTF who receive their educational program on site at the RTF will be reflected on a separate line on the facility school district's report card and will not be included in the overall performance rating of the facility school district.

SCDE Policies

Proviso 1.49 describes policies and procedures regarding enrollment, funding, and educational services for students enrolled in Residential Treatment Facilities. A reprint of this proviso is located on the Office of Assessment's Web page at <http://ed.sc.gov/agency/ac/Assessment/documents/RTF-Proviso2014.pdf>.

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

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

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

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

Procedures for Testing RTF Students

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

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

Districts are responsible for obtaining all required test materials for 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;

SCDE Policies

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. For the spring 2015 SCPASS administration, this includes the published test dates for paper/pencil administration and the testing window for online administration. Failure to administer tests on the dates specified by the SCDE is considered a test security violation that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate. This regulation also applies to the administration of any make-up tests. This regulation does not apply to students requiring a scheduling accommodation as directed in an IEP, 504 Plan, or ESOL accommodation plan.

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.



SCDE Policies

Testing Hours, Breaks, and Student Activities During Testing

The SCPASS tests are not timed. 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 ESOL accommodation plan specifying administration of a single test over several days.

- Some students may take a much longer time to complete a test than other students. Districts and/or schools should provide TAs with guidelines specifying acceptable activities to engage students while waiting for other students to finish a test. Students should not be allowed to engage with content related to the subject being tested. For example, they should not be allowed to read a science textbook during the SCPASS science test. Examples of appropriate activities 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., entering responses on the paper answer document or into the online testing system, writing, and working out problems), the TA must allow the student to continue with the test. If a student has not completed the test by the time most others are finished and clearly is not attempting to finish, the school may use discretion to end the testing session.
- If necessary, and if space and staff are available, students who need to continue working on the test after others are finished may be moved to another location to complete testing. District policy should dictate whether staying after school to complete tests is an acceptable option.
- If students have not completed testing by their lunch period, students may be permitted to have a “silent lunch” or have a monitor present for the lunch period. Test security must be maintained throughout the lunch period.
- Silent breaks may be scheduled during testing, as needed. Test booklets and answer documents must be closed during breaks. Snacks are permissible, if desired.



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.) Also, as noted on page 13 of this manual, Chromebooks (non-touch only) and iPads may be used for online testing if extra security procedures are followed.

SCDE Policies

Testing Environment

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

- Tests should be administered in a familiar classroom or computer lab setting to reduce student test anxiety and simplify test security.
- Students should be tested in classrooms or computer labs that have good lighting and are well-ventilated with a reasonable temperature.
- Adequate space (three feet or more) between students is necessary to increase test security and to reduce distractions. For online testing, the placement of partitions and/or folders around computer screens or the use of privacy filters on screens is highly recommended.
- Classrooms and computer labs should be quiet and free from interruptions or distractions of any type. **Appendix A** includes a “Do Not Disturb” sign for use during testing; it may be removed from this manual and taped to the outside of the classroom or computer lab door.



- **TAs and monitors must not work or communicate on a computer, tablet, phone, or similar device during a test administration. Any electronic devices must be silenced during testing.**
- Classrooms, computer labs, and halls must be inspected prior to testing to ensure that all subject-related materials have been covered or removed from walls, bulletin boards, doors, desks, floors, ceilings, or windows. Word walls, maps, globes, charts, and subject-related mobiles must be taken down or covered during testing.

District/School Guidelines for Disruptions

Schools should have policies and procedures in effect for classroom disturbances that interrupt testing. Such disruptions could include unruly students, students who sleep during the test, students who 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, online testing rosters, test tickets, and other secure materials as the students leave the room. The TA can keep the materials secure by keeping possession of the materials and taking them outdoors or by locking them in a secure location within the classroom or computer lab.

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

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

SCDE Policies

Student Cheating

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

Student Injury

Students who suffer injuries may be scheduled for make-up testing if the condition warrants this delay. If a student cannot enter responses on the paper answer document or into the online testing system because of an injury, such as a broken arm, testing may be delayed 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-4 and C-16 through C-18); the accommodation(s) used should be documented in school records, but not coded on the student’s answer document. If necessary, call the Office of Assessment to discuss possible alternative test dates.

Student Illness

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

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

SCDE Policies



Paper/Pencil Testing Procedures for Student Illness

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



Online Testing Procedures for Student Illness

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

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

This will exit the student from the test and allow him or her to log in at a later time the same day, using the same login information. If the student’s test is ended by clicking **Review/End Test**, or if the student needs to finish testing on another day, refer to page B-26 for more information.

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. It has been updated to include both paper/pencil and online testing information.
- *TAMs* arrive in districts in March 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.** For paper/pencil testing, these directions begin on page 59 of the *TAM* with the instructions for coding answer documents. For online testing, the administration directions begin on page 74.
- 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 is 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 (ASL) DVDs, Braille Test Administrator's Notes (TA Notes), and Braille OASs;
- papers or materials with student responses (e.g., brailled responses); and
- any test session ticket or testing roster printed through the online testing system, or any other documentation containing student usernames and passwords for online testing. Secure materials, including student usernames and passwords, should not be transmitted by e-mail or nonsecure fax.

Storage Policies

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



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

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. STCs should not sign out or distribute secure materials to TAs until the day of the test. See page 23 and **Appendix C** (pages C-10 and C-14) for rules regarding TA access to oral and signed administration materials before testing.

Test Items

SCPASS test items are secure. 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 materials for an oral or signed administration of a test.



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

SCDE Policies

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

Coding of Demographic Information

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



Please note that the **test administrator's name** must be handwritten by the TA on the designated line for **each subject** on page 3 of the answer document. In addition, students will be instructed to write and hand-code the **test administrator's initials** for each subject (page 4 for science and page 6 for social studies).



Preparing Students for Online Testing

All students who will be taking the science and/or social studies test(s) online should complete the Online Tools Training (OTT) and tutorials **prior to** the first day of online testing. OTTs and tutorials will be available on April 6.

TA Preparation for Oral/Signed Administrations



To prepare for an oral or signed administration of a paper/pencil test, the TA may review the *Oral Administration Script*, *Signed Administration Script*, or ASL DVD **up to two days prior to the administration** of the subject area test. Review sessions must be coordinated by the STC and held at the school with no students present. Review sessions must comply with all test security procedures. For additional information regarding these reviews, refer to pages C-10 and C-14.



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

Supplementary Materials



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



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

SCDE Policies

Dictionaries and Thesauruses

- Students are not allowed to use a dictionary or thesaurus on any of the SCPASS tests. **Note:** As indicated in **Appendix D**, ESOL/LEP students may use a word-for-word bilingual dictionary as an accommodation during the SCPASS tests.
- The following types of reference materials **should not be used** during any test administration: teacher-made word lists, spelling lists or books, wall lists, and other alternative types of reference books. Computerized dictionaries and thesauruses are not allowed during testing.

Color Overlays, Highlighters, and Colored Pencils

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

Seating Charts

TAs are required to create a seating chart for each testing session showing the testing locations of all students in the classroom. This is a requirement for both paper/pencil and online SCPASS testing. To assist TAs with this task, a seating chart PowerPoint is provided on eDIRECT (<https://sc.drccdirect.com>). The PowerPoint includes templates for several configurations, as well as instructions for creating a seating chart with a different configuration. Alternatively, TAs may create their own seating charts using another format. Each seating chart should contain the following identifying information: district, school, test date, subject, grade level, and TA name (first initial, last name). Each student's location within the classroom or computer lab should be labeled, using the student's first initial and last name. All seating charts will be returned to the contractor—via hard copy with nonscorable materials or electronically via e-mail.

Proctoring the Tests

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

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

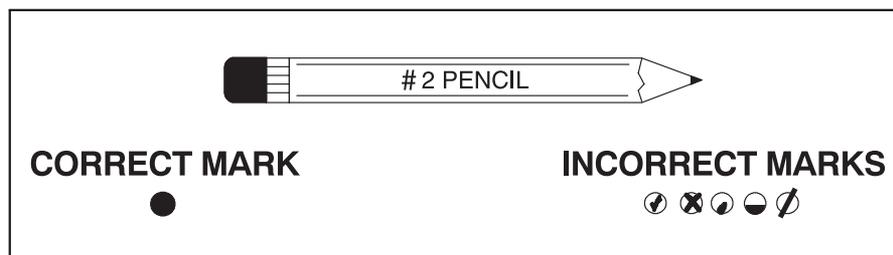
SCDE Policies

- TAs and monitors should quietly move around the room, walking up and down the aisles to check that students are following the directions for marking or entering responses on the paper answer document or into the online testing system.
- TAs and monitors 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.
- During the testing session, the TA should create a seating chart indicating each student's first initial and last name and location within the classroom configuration (see page 24).
- Monitors may not be left in charge of a classroom in which students are testing or in which test materials are not in secure storage.



Proctoring for Paper/Pencil Testing

- TAs should ensure that each student receives the correct test booklet and answer document, especially those students with disabilities who require an oral or signed administration or other customized test materials.
- TAs and monitors should make sure that students are marking answers on the correct page of the answer document and following the directions for appropriately darkening bubbles. The diagram below shows an example of correctly and incorrectly marked bubbles. 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,” “darken only one bubble for each question,” or “make sure you erase completely.”



Proctoring for Online Testing

- Monitors are highly recommended to assist TAs with the monitoring of online test administrations.
- TAs should set up the seating for online testing to provide maximum privacy for each student. The ability for other students to view classmates' screens will depend upon the size and type of monitor, the proximity of students to each other, and other variables such as whether students are seated together at long tables. TAs must carefully consider the classroom or computer lab environment and determine what additional measures, such as partitions and/or folders,

SCDE Policies

privacy filters, spacing between students, etc., may be required to restrict the view of nearby test takers. It is the responsibility of the STC and TA to ensure that partitions/folders, privacy filters, spacing, and other measures are implemented as needed.

- Some school networks have software installed that allows the TA's computer to display what is on a student's monitor. While appropriate for an instructional setting, viewing the test or test items is a test security violation.
- Student access to and use of computers prior to the beginning of the test should be monitored to ensure that students do not activate software or other resources that could interfere with the security and integrity of the test.
- TAs should ensure that each student receives the correct test ticket. Test tickets must not be distributed to students until immediately before logging into an actual test session (refer to page 75 of the Online Administration Directions). If the TA is proctoring students whom he/she does not know, then the TA should ask for some type of identification before releasing the ticket to the student.
- Once testing has begun, TAs and monitors are expected to be actively engaged in the monitoring of the entire class of students. Do not let an issue with one student distract the proctoring of the entire class. Have extra computers available if problems occur with a computer. An IT person/resource should be available to assist TAs with such issues.
- The TA must collect student test tickets and any other test materials after each testing session. These materials and the online testing roster must be stored in a secure location.

Note: Students who use large-print or loose-leaf booklets as testing accommodations should have access to the paper/pencil customized test materials during online test administrations.

Make-up Testing

The administration of one make-up test per day is recommended. However, students may take **two** make-up tests per day, if absolutely necessary. Make-up testing is restricted to the dates designated by the SCDE. If students miss a substantial number of testing days, the order of the make-up tests should follow this schedule: 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. This policy also applies to the misadministration of student accommodations. For example, if a student incorrectly receives or fails to receive an oral administration of the test, schools can not give the student a retest to correct the error.

Test Materials

Materials Sent to the Schools



For Paper/Pencil Testing

- Science Test Booklets—one for each student, plus overage
- Social Studies Test Booklets—one for each student, plus overage
- Answer Documents—one for each student, plus overage
- “Do Not Score” Labels
- Periodic Table for Grade 7 Science—one for each grade 7 student
- Precode Labels
- Customized Test Materials—if ordered, for students with testing accommodations



For Online Testing

- For grade 7 science administrations only, a periodic table is provided in the online testing system.
- For students with large-print or loose-leaf test booklet accommodations, paper/pencil customized test booklets are sent for use, if needed, during online testing.

Materials Supplied by the Schools



For Paper/Pencil Testing

- **Sharpened No. 2 pencils with erasers:** Only No. 2 pencils are dark enough to ensure accurate scoring. Students must NOT use pens or highlighters on any portion of the SCPASS answer document. Students may use their own No. 2 pencils.
- **Cover sheets (optional):** Blank paper or index cards (lined or unlined) may be distributed to assist students in keeping their place in the test booklets or answer documents or to cover their responses.
- **Other Optional Materials:** Other optional materials that may be used by all students during the 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 any supplemental materials required by students with disabilities as specified in the student’s IEP or 504 Plan or by ESOL/LEP students. It is a violation of test security legislation and State Board regulations to allow students to use supplemental materials not specified in their IEP/504 Plans or **not** to provide materials that are specified in the student’s IEP/504 Plan.

Test Materials



For Online Testing

- Blank scratch paper for the science tests

Note: For paper/pencil and online testing, any supplementary materials that contain student writing must be securely destroyed at the completion of testing. It is not required that this material be returned to the testing contractor.

School Test Coordinator's Section

DTC Requirements



- DTCs **must** participate in the pretest workshops presented by the SCDE and the contractor. These workshops will be conducted via WebEx sessions in March.
- **It is the responsibility of the DTC to ensure that adequate training is given to all persons who will be administering or monitoring the SCPASS.** DTCs must have policies and procedures in place to ensure that STCs provide adequate training for all persons who are involved in test administration. The district and the DTC will be held accountable for the training given to these persons.
- DTCs **must** conduct training sessions for all STCs; Special Education Coordinators and ESOL/LEP 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 may use the STC/TA Training Tool to assist in these trainings.
- DTCs and/or STCs **must** hold training sessions for all TAs and monitors who are employed or volunteer to assist with the SCPASS administration. This includes retired teachers, additional TAs hired for testing, and substitute teachers. Training sessions should cover all information presented in the pretest workshops, with an emphasis on procedures for IEP, 504, and ESOL/LEP students. DTCs may provide TA training in conjunction with the training for the STCs. The STC/TA Training Tool may be used to assist in these trainings.
- DTCs **must** provide *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 A**.



- For online testing, DTCs must be familiar with the system requirements and installation information found in the *DRC INSIGHT Technology User's Guide*.

- DTCs **must** approve qualified STCs. STCs **must** be certified employees of the district and knowledgeable about all of the policies and procedures in this manual, especially the following topics: test security, coding of answer documents, the administration directions, policies and procedures for assessing students with disabilities and ESOL/LEP students, the testing schedule, and the receipt and return procedures.



- For online testing, DTCs must provide the applicable eDIRECT Test Setup permissions to the STCs and TAs. See **Appendix B** for more information regarding Test Setup.

School Test Coordinator's Section

STC Requirements

- **STCs must be certified employees of the district.** It is the responsibility of the DTC to approve qualified STCs.
- It is the responsibility of the STC to read and understand all of the policies and procedures in the *TAM*.
- STCs **must** read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form after attending the training provided by the DTC. This form is included in **Appendix A** and may be copied. STCs should return signed forms to the DTC.
- STCs or DTCs **must** hold 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. The STC/TA Training Tool may be used to assist in this training.



School Test Coordinator's Section – Paper/Pencil Testing

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.
- Inform parents of students with disabilities of any special conditions that will apply to the testing of their children.
- Tell parents that during testing students may not be in possession of any electronic device that can be used for communicating, timing, creating images, or storing images. 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. Parents and students should be aware that these devices will be collected by the TA.

Step 2 – Train TAs and Monitors

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

Step 3 – Take Inventory

- The STC is responsible for inventory control of test materials; schools and districts are responsible for missing materials.
- Retain all original shipping boxes for the return of test materials to the contractor. Also retain the plastic bags in which braille materials were received.



School Test Coordinator's Section – Paper/Pencil Testing

- 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 all students scheduled to take the tests, particularly students with disabilities who may use a customized test booklet and/or supplemental materials.

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

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

Step 4 – Prepare for the Test

Secure Materials

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

Step 5 – Labeling of Answer Documents

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



School Test Coordinator's Section – Paper/Pencil Testing

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

Non-precoded or Non-preprinted Answer Documents

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

Labels for Answer Documents

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

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

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



School Test Coordinator's Section – Paper/Pencil Testing

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

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

If a student's responses should not be scored for only a particular subject, the appropriate “Do Not Score” bubble should be darkened in the subject-specific section on page 3 of the answer document.

Fall Assignment

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

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

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

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

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

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



School Test Coordinator's Section – Paper/Pencil Testing

Step 6 – Complete Answer Document Coding

Answer Document – Demographic Coding

- SCPASS answer documents contain student demographic fields on page 1 (front cover) and page 2, as well as subject-specific fields on page 3.
- All of the fields on page 2 of each answer document could have been submitted through precode. Information/fields submitted through precode do not need to be handcoded.
- Handcoding of the student's name on page 1 (the front cover) of a preprinted answer document is optional. However, it provides a secondary method for identifying an answer document as belonging to a particular student. Handcoding of the student's name is required on any answer document containing an override label or home school override label. 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 – Page 2

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

- **Birth Date**—Hand-code the month, day, and year the student was born.
- **Gender**—Bubble the student's gender.
- **Migrant (Migrant Status)**—If the box is left blank, the student will be identified as “No.”
- **M (Meals)**—Hand-code the appropriate bubble, if applicable: “F” = Free; “R” = Reduced.
- **Hispanic or Latino**—Mark “Yes” if the student is of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture of origin—regardless of race.
- **Race**—Mark all races that apply by hand-coding the appropriate bubble(s).
- **English Proficiency**—See **Appendix D** for a detailed explanation of each category.
- **PowerSchool Number**—Write and hand-code the student's ID number in PowerSchool. If a student has a 5-digit student ID number, begin hand-coding on the left of the grid, leaving leftover boxes blank.
- **Student State ID**—Write and hand-code the student's 10-digit state ID number.
- **504 Plan**—If the box is left blank, the student will be identified as “No.”



School Test Coordinator's Section – Paper/Pencil Testing

- **G (Gifted and Talented)**—If applicable, hand-code the appropriate bubble. If the box is left blank, the student will be identified as “No.”
- **Special Education**—If applicable, bubble one or more of the listed codes, as indicated by the student’s IEP. (If needed, explanations are provided in the Precode Manual, posted at [http://ed.sc.gov/agency/programs-services/46/.](http://ed.sc.gov/agency/programs-services/46/))
- **Fall Assign Code**—Hand-code the SIDN of the school to which the student is fall assigned.

Subject-specific Demographic Fields – Page 3

Page 3 of the answer document includes two sections of demographic fields: one for science and one for social studies. Within each subject-specific section, all **applicable** fields should be handcoded on both **precoded** and **non-precoded** answer documents. These fields could not have been submitted through precode.

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

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

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

IEP Invalidation—**Bubble this field if the student’s IEP or 504 team has determined that the student’s test administration should be invalidated due to inappropriate use of testing accommodations.** See page 11 of this manual for information on test security violations involving students with disabilities. (Any answer document with the IEP Invalidation field bubbled must be returned in a scorable box.)

Do Not Score—Darken this bubble if the student’s responses for the particular subject should not be scored due to some reason other than an IEP invalidation. If responses for neither subject should be scored, apply a “Do Not Score” label (see page 34).

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



School Test Coordinator's Section – Paper/Pencil Testing

- Read pages 12–13 of this manual for information regarding the *School Security Checklist*.
 - The checklists are available in electronic format only on eDIRECT (<https://sc.drccdirect.com>) and can be downloaded into an Excel spreadsheet. These checklists will be available by April 16.
- 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*.
- **On each day of testing, each TA must sign out only the secure materials needed for that day.**
- **For the grade 7 science test**, make sure that TAs also receive periodic tables (one per student).

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 8–11.**
- Monitor classrooms to check for adherence with the test security guidelines.
- Do not allow administration directions to be read over the public announcement system.

Step 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 staff and students must evacuate the testing room or the building, TAs should collect test materials from students as they leave the testing room (provided that doing so does not compromise the safety of TAs or students).



School Test Coordinator's Section – Paper/Pencil Testing

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 column.
- Make sure responses for students using response option accommodations have been transcribed into answer documents as specified in **Appendix C**.
- Make sure the TA's initials are handcoded on the appropriate page and the TA's name is handwritten in the designated area on page 3 of the answer document.

Guidelines for Make-up Testing

Step 1 – Identify and Schedule Students

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

Step 2 – Make-up Testing Dates

- Make-up tests may be given between May 11 and May 15 for paper/pencil testing.
- The administration of one make-up test per day is recommended. However, students may take **two** make-up tests per day, if absolutely necessary. If two tests are administered on the same day, the student **must complete both tests on the same day**.

Step 3 – Administration Procedures

- Sign make-up materials out and in on the *Security Checklist for Make-up Testing*.
- TAs must have all materials needed to administer the make-up test for each particular subject.
- To administer the make-up tests, TAs must follow the appropriate test administration directions in this manual (pages 63–67 for science; pages 68–73 for social studies). Read the administration directions aloud from the beginning, even if students have partially completed the test.
- Students must **not** work on parts of the test previously completed.
- Immediately after completing the make-up testing session, TAs must return the *Student Make-up Roster* and all test materials to the STC.



School Test Coordinator's Section – Paper/Pencil Testing

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 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.

Step 2 – Verify Answer Document Coding

- Make sure that the form type (and, for social studies, the form number) have been coded in each subject-specific section on page 3 of the answer document. Also, be sure that the accommodation codes have been completed for the appropriate students.
- Answer document coding of student demographic information must be completed in **supervised** sessions (see page 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 A-4.

Step 4 – Sign and Return Security Checklists

- Use the electronic *School Security Checklist* (Excel spreadsheet) 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*.
- Send the completed security checklist (in Excel format) to your DTC via e-mail attachment. For more information on how to use electronic *School Security Checklists*, see pages 12–13.

Step 5 – Return Seating Charts

- Return all seating charts to the DTC. Seating charts may be returned via hard copy or electronically via email.
- If hard copies of seating charts are being returned, clip the charts together and place them in your nonscorable school boxes in return shipment 1 and/or 2.
- Alternatively, hard copies of seating charts can be converted to electronic copies via scanning and returned to the DTC as email attachments.



School Test Coordinator's Section – Paper/Pencil Testing

Step 6 – Package Materials for Return – Shipment 1

- 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.**
- 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.**

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 only completed, scorable answer documents into the scorable boxes.** 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 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 42 and 43.
- Keep all test materials secure until they are returned to the DTC.

Nonscorable Secure Materials (optional for shipment 1) – These materials include all used test booklets and customized materials that are no longer needed for testing. Hard copies of seating charts may also be included (see Step 5 on page 39).

- **Place only nonscorable secure materials in the nonscorable boxes.** Materials do not have to be boxed by grade.
- Place all remaining braille materials into the plastic bags in which the materials were received and return the bags of braille materials 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.



School Test Coordinator's Section— Paper/Pencil Testing

Step 7 – Package Materials for 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.**

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.

- **Place only scorable answer documents in the scorable boxes.** 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, and customized materials. Hard copies of seating charts may also be included (see Step 5 on page 39).

- **Place only nonscorable secure materials in the nonscorable boxes.** Materials do not have to be boxed by grade.
- Place all remaining braille materials into the plastic bags in which the materials were received and return the bags of braille materials 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.

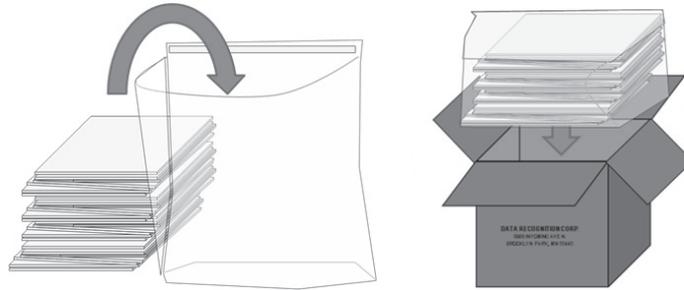
Do not return TAMs, periodic tables, unused labels, or make-up rosters. Retain several copies of the manuals after testing for reference purposes. Periodic tables that contain no student writing may be retained by teachers; otherwise, they must be securely destroyed (e.g., shredded) after testing. Other materials may be discarded at the end of the assessment(s).



School Test Coordinator's Section – Paper/Pencil Testing

RETURN PACKAGING INSTRUCTIONS CHECKLIST

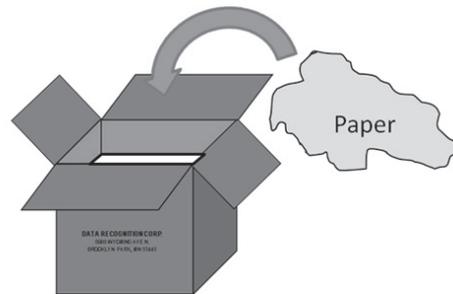
- Place all SCORABLE test materials in plastic return bags provided by DRC, seal the bags tightly, and place them in the SCORABLE boxes.



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



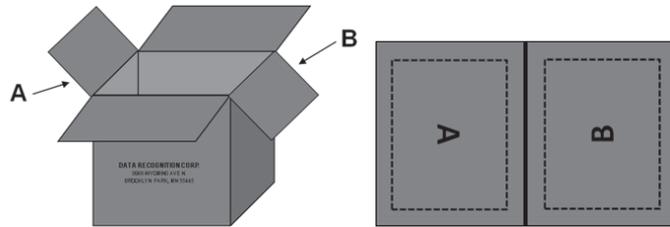
- Fill any empty space in the boxes with crumpled paper or bubble wrap ensuring that testing material does not shift during transit. Make sure you fill voids to the top of the box.





School Test Coordinator's Section – Paper/Pencil Testing

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



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



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



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



STC—P/P



School Test Coordinator's Section – Online Testing

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.
- Inform parents of students with disabilities of any special conditions that will apply to the testing of their children.
- Tell parents that during testing students may not be in possession of any electronic device that can be used for communicating, timing, creating images, or storing images. 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. Parents and students should be aware that these devices will be collected by the TA.

Step 2 – Train TAs and Monitors

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



School Test Coordinator's Section – Online Testing

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

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

Step 3 – Prepare for the Test

- Work with the Technology Coordinator and DTC to ensure that the testing software and TSM are installed correctly on student workstations.
- The STC is responsible for reviewing the Tutorial and the Online Tools Training (OTT) prior to testing. The STC must also arrange for TA training sessions and ensure that students have an opportunity to use both the Tutorial and the OTT prior to online testing. More information about the Tutorial and OTT can be found in **Appendix B**.
- Access Test Setup to ensure that all students are assigned to test sessions, as applicable.
- If any students need to be assigned an online oral administration (HVA) or ASL signed administration (VSL) accommodation, update the students' accommodations, in eDIRECT Test Setup, prior to the student testing.

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

- Print student test tickets and online testing rosters from Test Setup.
- **Suggestion:** Print subjects or test sessions on colored paper to differentiate more easily.
- Ensure that the TA has created a seating chart for each testing session and that measures have been taken to provide maximum privacy for each student in the testing room. Seating chart templates are available in a PowerPoint on eDIRECT.
- Check that sufficient quantities of supplemental materials, such as blank scratch paper for the science test, have been provided.
- Make sure headphones are available for all students using the online oral administration (HVA) accommodation.
- Make sure paper/pencil **large-print** and **loose-leaf** test booklets are available for students using these accommodations and testing online. These test booklets must be signed out and in on the *School Security Checklist*.



School Test Coordinator's Section— Online Testing

During Test Administration

Step 1 – Maintain Test Security

- Schools must use the online testing roster to track and monitor the distribution and receipt of student test tickets. **For each day of testing, the STC and TA must initial the appropriate columns signifying that the student has received and returned his or her test ticket.**
- If large-print and loose-leaf test booklets are being distributed for online testers, these materials must be signed out and in on the *School Security Checklist*.
- Make sure TAs also receive all supplemental materials needed for the subject area test, including blank scratch paper for the science test.
- Any breach of security must be reported in accordance with the directions indicated in this manual. See pages 8–11 for more detailed information.

Step 2 – Supervise Materials Return

- For each day of testing, collect all test materials from TAs, including testing rosters, student test tickets, and seating charts. Collect any scratch paper. Also collect any headphones used for oral administration.
- Make sure that TAs return and sign in all student test tickets on the online testing roster. Make sure that any large-print or loose-leaf test booklets are returned and signed in on the *School Security Checklist*.

Guidelines for Make-up Testing

Step 1 – Identify and Schedule Students

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

Step 2 – Make-up Testing Dates

- Make-up tests for online testing may be administered through May 22, the end of the online testing window.
- The administration of one test per day is recommended. However, students may take **two** make-up tests in one day if absolutely necessary. If two tests are administered on the same day, the student **must complete both tests on the same day.**



School Test Coordinator's Section— Online Testing

Step 3 – Administration Procedures

- The DTC or STC must request via e-mail to the SCProject Team and to Susan Creighton or Sheila Graybeal at the SCDE to have the student's test unlocked.
- TAs must have all materials needed to administer the make-up test for each particular subject.
- TAs must distribute each student's original test ticket and supplementary materials.
- To administer the make-up tests, TAs must follow the appropriate test administration directions in this manual (pages 74–80). Read the administration directions aloud from the beginning, even if students have partially completed the test.
- Students must **not** work on parts of the test previously completed.
- Immediately after completing the make-up testing session, TAs must return the *Student Make-up Roster* and all test materials to the STC.

After Test Administration

Step 1 – Collect Materials

- Ensure that the TA has returned all test materials, including testing rosters, student test tickets, seating charts, and scratch paper with student writing. Paper that contains **no student writing** may be re-used, stored, or discarded.
- Securely destroy all testing rosters, student test tickets, and any scratch paper with student writing.

Step 2 – Return Seating Charts and Security Checklists

- Return seating charts to the DTC via hard copy or electronically via email, using the procedures on page 39 of this manual.
- If a *School Security Checklist* was used, see page 39 of this manual for signing and returning security checklists.

Step 3 – Package Materials for Return

- Schools testing 100% online may not have any materials to return. However, it is important to know the date to return materials to the DTC.
- Follow the packaging and return instructions on pages 42–43 of this manual if there are paper/pencil test materials to be returned.
- Keep all materials in locked storage until they are returned to the DTC.

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 14–26 of this manual.
- 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 TA; or
 5. someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified TA.
- Even if a test is administered in a location other than the school, the TA must meet the specified eligibility criteria and must be approved by the DTC.
- During testing, a **trained** TA must be present at all times in the classroom.
- TAs cannot administer tests to close relatives such as their own children, grandchildren, nieces, nephews, or close cousins.

Test Administrator Training

- All TAs must attend a training session scheduled by the DTC or STC.
- All TAs and monitors who will have access to SCPASS secure test materials must sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form. The TA form can be found in **Appendix A**. The monitor form can be found in **Appendix E**. These forms may be photocopied, if needed. This step should be completed after the training session for SCPASS administration.
- Schools should have policies and procedures in effect for students who are tardy, sick, or cause disturbances in the classroom. TAs should know what these policies and procedures are before testing begins. TAs should know how to handle disruptions such as unruly students, students arriving to school late, parents wanting to pick up children during the test period, etc.
- **Know the procedures to follow if a student cannot write due to an injury (e.g., sprain, broken bone). Testing for this student could be delayed until the make-up days. See page 20 of this manual for more information.**



Test Administrator's Section – Paper/Pencil Testing

Before the Test Administration

Step 1 – Prepare for Testing

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

Step 2 – Day of Testing

- On each day of testing, sign out the secure materials needed for that day from the STC. **Do not leave secure materials unattended at any time.**
- When secure materials are in the room, the TA may not conduct any instruction or review related to the subject being tested.
- If a TA must leave the room before testing begins, the secure test materials should be placed in a secure, locked cabinet, closet, drawer, etc., or all secure test materials should be taken with the person. If no students are in the room, the teacher's door may be locked to secure the test materials.
- Check answer documents to ensure that they:
 1. are pre-identified by student name through preprinting or labeling,
 2. contain no systematic errors in the preprinted information, 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.
- Students may not have access to cell phones, calculators, or other similar devices during testing. Collect all electronic devices for return at the end of the testing session. Students may be asked to place all of their belongings, including electronic devices, at the front of the room.



Test Administrator's Section – Paper/Pencil 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.

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), and periodic tables for grade 7 science tests.
- Make sure that students with disabilities and ESOL/LEP students have the appropriate supplemental materials as specified in their IEP, 504 Plan, or ESOL accommodation plan. Refer to the procedures in **Appendix C** or **Appendix D** for more information.
- Ensure that each student receives the correct answer document and the correct test booklet (i.e., correct subject and grade, correct form type, and, if applicable, correct form number) each day of testing. If a student is receiving an oral administration accommodation for social studies and uses a regular Form A test booklet, the test booklet must be designated with a “01” form number.
- Distribute test materials to students as directed in the Administration Directions for the subject being tested.

Step 3 – Complete Answer Document Coding

- Follow the directions for answer document coding **beginning on page 59** of this manual for **precoded** or **non-precoded** 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. As indicated in the answer document coding directions, handcoding of the student name is optional for precoded students. However, this handcoding is highly recommended, since it provides a secondary method for identifying an answer document as belonging to a particular student.
- An answer document is considered “non-precoded” if it requires an **override label** or a **home school override label**. Handcoding of the student name, as well as the birth date and gender fields, is required for all non-precoded answer documents. The answer document coding directions contain instructions for students to complete these demographic fields for non-precoded answer documents.
- **All other demographic coding on precoded and non-precoded answer documents—i.e., applicable fields on pages 2 and 3 of the answer document—must be completed by school staff.** Refer to page 23 and to pages 35–36 of this manual for more information about the coding of demographic information.



Test Administrator's Section – Paper/Pencil Testing

Step 4 – Follow Administration Directions

- After the students' answer document coding (beginning on page 59) has been completed, follow the paper/pencil administration directions for the subject being tested (pages 63–67 for science; pages 68–73 for social studies).
- If you are using customized administration materials (e.g., *Form A Oral Administration Script* or audio CD-ROM, *Braille Oral Administration Script*, *Signed Administration Script* or ASL DVD), be sure to begin the testing session by reading the administration directions in this manual. The administration directions will direct you to proceed to the customized administration materials at the appropriate time.
- When reading the administration directions from this manual or a customized script, read the directions to students exactly as they are written, using a natural tone and manner. If a mistake is made in reading a direction, stop and re-read the direction correctly. Never deviate from the directions as written, except as indicated for students using specified testing accommodations. Deviating from printed directions is considered to be a test security violation.
- **Each student should hear all of the administration directions for each test.** Do not allow administration directions to be read over the public address system. Each subject has specific directions that must be read, in their entirety, by the TA. TAs may re-read directions as requested by students.
- Allow students to ask questions about directions and procedures; you may not answer questions about test items or student responses. 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.**
- Unless you are using an oral administration script to administer a test to a student with an IEP, 504 Plan, or ESOL accommodation plan, **do not pronounce words in test questions for students or read any parts of the test questions aloud or to yourself.**
- Actively proctor the test session to make sure that students are following directions (see pages 24–26 of this manual).
- If students are using highlighters or colored pencils to highlight or mark text in their test booklets, make sure they are not using these writing instruments on their answer documents. All student responses must be marked on the answer document with a No. 2 pencil only.
- Create a seating chart for the testing session (see page 24 of this manual).
- 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 *Student Make-up Roster* (see **Appendix A**). Directions for completion are provided on the form.



Test Administrator's Section – Paper/Pencil Testing

Step 5 – Handling Disruptions During Testing

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

Make-up Testing

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

After Test Administration

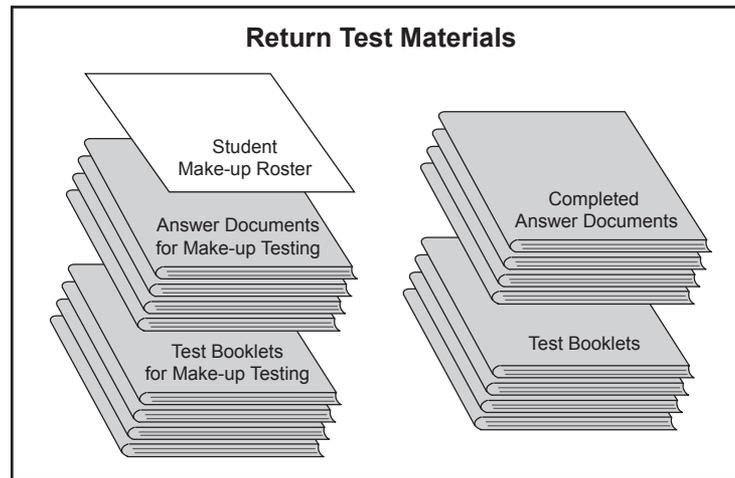
Follow these procedures at the end of each testing session.

- Make sure you have collected all test materials from students.
- Make sure you have recorded the names of students who missed the test on the *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 pages 2 and 3 of the answer documents has been completed.



Test Administrator's Section – Paper/Pencil Testing

- 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 – Online Testing

Before Test Administration

Step 1 – Prepare for Testing

- Before the testing window begins, make sure students become familiar with the online testing system by using the Online Tools Training (OTT) and Tutorial.
- For each day of testing, set up seating for online testing to provide maximum privacy for each student. The ability for other students to view classmates' screens will depend upon the size and type of monitor, the proximity of students to each other, and other variables such as whether students are seated together at long tables. Carefully consider the classroom or computer lab environment and determine what additional measures, such as partitions and/or folders, privacy filters, spacing between students, etc., may be required to restrict the view of nearby test takers. It is the responsibility of the STC and TA to ensure that partitions/folders, privacy filters, spacing, and other measures are implemented as needed.



Testing Using iPads or Chromebooks (Non-touch Only)

Students should be given the opportunity to use the Online Test Tools (OTT) using an iPad or Chromebook (non-touch) to practice before being administered the test. You do not need to turn on Guided Access to complete the OTTs. You may want to “practice” this process during the OTTs, however.

iPad

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

Other Considerations for the iPad/Chromebook

- Ensure device is fully charged or plugged in before beginning testing.
- DRC INSIGHT will be displayed in landscape mode only.
- Teach students to use only the tip of one finger to touch the screen. A hand resting on the edge of a screen will disable the ability to make selections with the other hand.
- Use of certain gestures like pinching to zoom in/out are supported.
- Swiping is not supported.
- If a student is idle for too long, the screen will dim or turn off (“sleep”). Each device has its own “sleep” setting, typically 1–5 minutes of inactivity. The testing system is designed to exit a student out of a test after 20 minutes of inactivity. After 19 minutes of inactivity, a one-minute timer will pop up asking if the student would like to continue. This timer may not be seen, however, if the



Test Administrator's Section – Online Testing

screen has already gone to “sleep.” If the screen has gone to “sleep,” the student can touch any key to re-activate it or press their home key (and if applicable, may need to type in the device password).

Step 2 – Day of Testing

- Work with the STC to use the online testing roster in tracking the distribution of student test tickets.
- If large-print or loose-leaf test booklets are being distributed for online testers, sign out these materials from the STC.
- Remember to maintain the security of all test materials, whether paper/pencil or online. Some school networks have software installed that allows the TA's computer to display what is on a student's monitor. While appropriate for an instructional setting, viewing the test or test items is a test security violation.

During Test Administration

Step 1 – Getting Ready

- Student access to and use of computers prior to the beginning of the test should be monitored to ensure that students do not activate software or other resources that could interfere with the security and integrity of the test.
- Ask students to put away all books, papers, class materials, and personal belongings.
- Students may not have access to cell phones, calculators, or other similar devices during testing. Collect all electronic devices for return at the end of the testing session. Students may be asked to place all of their belongings, including electronic devices, at the front of the room.
- Make sure that any students with chronic illnesses or special medical needs have received any necessary medication or treatment before testing begins.
- Inform students to notify you if they are not feeling well.
- Monitors may not be “left in charge” of a test administration or left in a classroom with test materials, including student test tickets. When test materials are out of secure storage, a trained TA must be present at all times.

Step 2 – Hand Out Materials

- Make sure you have the following test materials available for the appropriate tests: online testing roster, student test tickets, and scratch paper (science).

Notes: Paper copies of periodic tables are not provided for grade 7 science online testing. Students taking the grade 7 science test will access the periodic table through the online testing system. The periodic table is also available via eDIRECT and can be printed out and photocopied as needed.

Be sure to distribute a large-print or loose-leaf test booklet for the appropriate subject and grade to any student who uses these materials as a testing accommodation.



Test Administrator's Section – Online Testing

Step 3 – Follow Administration Directions

- Follow the online administration directions on pages 74–80 of this manual.
- When reading the administration directions from this manual, read the directions to students exactly as they are written, using a natural tone and manner. If a mistake is made in reading a direction, stop and re-read the direction correctly. Never deviate from the directions as written, except as indicated for students using specified testing accommodations. Deviating from printed directions is considered to be a test security violation.
- **Each student should hear all of the administration directions for each test.** Do not allow administration directions to be read over a public address system. TAs may re-read directions as requested by students. **Note:** For students testing with an oral administration (HVA) or signed administration (VSL) accommodation, the online system will begin reading/signing the instructions to students following log-in.
- Do not distribute the test tickets until prompted to do so in the administration directions. Ensure that each student receives the correct test ticket. If the TA is proctoring students whom he/she does not know, the TA should ask for some type of identification before releasing the ticket to the student.
- Allow students to ask questions about directions and procedures; you may not answer questions about test items or student responses. TAs should take extra care when reviewing subject content or answering questions on the day of the test. **Do not discuss any test questions with students before, during, or after testing.**
- **Do not pronounce words in test questions for students or read any parts of test questions aloud or to yourself.**
- Actively proctor the test session to make sure students are following directions (see pages 24–26 of this manual). Do not let an issue with one student distract the proctoring of the entire class. Have extra computers available if problems occur with a computer. The STC should have an IT person/resource available to assist TAs with such issues.
- Monitors in classrooms are highly recommended to assist TAs with the proctoring of online test administrations.
- Create a seating chart for the testing session (see page 24 of this manual).
- Record the names of students who missed testing on the *Student Make-up Roster* (see **Appendix A**). Directions for completion are provided on the form.

Step 4 – Monitoring Log-In

- As part of the administration directions, students are instructed to log in to the online testing system. To reduce the tax on the school's network, instruct students to log in using a staggered log-in process, instead of instructing all students to log in at the same time.
- If students are having trouble logging in to the online testing system, ensure the student is:
 - using the correct test ticket for the subject being tested.
 - typing the username and password exactly as it appears on the test ticket.



Test Administrator's Section – Online Testing

Step 5 – Handling Disruptions During Testing

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

Guidelines for Make-up Testing

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

After Test Administration

Follow these procedures at the end of each testing session.

- Be sure to collect all test tickets and any other test materials (such as scratch paper for science) from students.
- Make sure you have recorded the names of students who missed the test on the *Student Make-up Roster*. Separate the test tickets for students who completed the test from the test tickets for students who need to make up the test.
- Return the online testing roster, test tickets, and any other test materials to the STC.
- Work with the STC and the Technology Coordinator to confirm that all responses have been cleared from each TSM used by the school and/or district. It is recommended that each TSM be checked each day during the testing window and also at the end of the testing window.



Test Administrator's Section – Online Testing

TA—Online



Paper/Pencil Administration Directions for Answer Document Coding

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

For Social Studies – Begin with the directions on page 68. Use the “Directions for Answer Document Coding” only for students who missed the science test.

For all subjects and grades, TAs should complete any applicable demographic coding that is not completed by students. (See page 23 and pages 35–36 of this manual for details.)

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

If customized administration materials (Oral Administration Script or audio CD-ROM for Form A, Oral Administration Script for Braille, 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.

Read aloud what is printed within the shaded “SAY” boxes. Do not read aloud what is printed outside the shaded boxes. You may repeat directions as needed.

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

SAY:

Today you will be taking one of the tests called the South Carolina Palmetto Assessment of State Standards or SCPASS. During this test, you may not have any electronic 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).



Paper/Pencil Administration Directions for Answer Document Coding

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. Do NOT give a student an answer document with another student's name on the front.

SAY:

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

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

Coding of Student Name Field:

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

SAY:

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

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

SAY:

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

(PAUSE)

SAY:

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

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

(PAUSE)



Paper/Pencil Administration Directions for Answer Document Coding

Coding of Student Name Field—continued

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.

Coding of Birth Date and Gender Fields:

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

SAY:

Now open your answer document to page 2.

Find the box at the top labeled “Birth Date.”

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

SAY:

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

(PAUSE)

SAY:

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

(PAUSE)

SAY:

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

PAUSE to provide help as needed.

SAY:

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

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

Then tell students to close their answer documents.



Paper/Pencil Administration Directions for Answer Document Coding

For all students:

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.

Science	Page 63 of this manual
Social Studies	Page 68 of this manual



Paper/Pencil Administration Directions for Science

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 seating chart

For **Braille** and **Large-Print**, the TA Notes and customized versions of the periodic table (grade 7 science only) 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 59. Now begin reading aloud the “SAY” boxes below.

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

SAY:

Today you will be working on the Science 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:

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.



Paper/Pencil Administration Directions for Science

SAY:

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

(PAUSE)

SAY:

Open your answer document to page 4.

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

SAY:

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

(PAUSE)

SAY:

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

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

SAY:

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

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

SAY:

Now find the box labeled “TA Initials.”

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

SAY:

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

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

SAY:

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

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



Paper/Pencil Administration Directions for Science

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 4 of your answer document. You will mark your answers to the Science 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.)



Paper/Pencil Administration Directions for Science

SAY:

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

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

SAY:

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

Do not help anyone or show anyone your answers.

PAUSE. *The use of 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.*

FOR SCIENCE GRADE 7:

SAY:

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

Distribute a periodic table to each student.

(PAUSE)

SAY:

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

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

SAY:

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

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

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



Paper/Pencil Administration Directions for Science

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 initial and last name (see page 24 of this manual).

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

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

Allow students who have finished to read materials other than textbooks for the subject being tested or to leave (if provisions have been made).

Be sure to return all test materials, including the seating chart, to the School Test Coordinator immediately after testing.



Paper/Pencil Administration Directions for Social Studies

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

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

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

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

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

SAY:

Today you will be working on the Social Studies 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).



Paper/Pencil Administration Directions for Social Studies

SAY:

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

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

SAY:

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

PAUSE while students check their names. Make sure that each student has the correct answer document. *If any student was absent for the Science test, make sure the necessary coding is completed following the "Directions for Answer Document Coding" beginning on page 60.*

SAY:

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

PAUSE while students write their names on their test booklets.

SAY:

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

(PAUSE)

SAY:

Open your answer document to page 6.

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

SAY:

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

(PAUSE)

SAY:

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

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



Paper/Pencil Administration Directions for Social Studies

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 find the box on the answer document labeled “Form Number.”

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

SAY:

Darken the bubble for the form number that is printed on your test booklet cover.

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

SAY:

Now find the box labeled “TA Initials.”

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

SAY:

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

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

SAY:

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

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

SAY:

Next we will review the 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.



Paper/Pencil Administration Directions for Social Studies

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 6 of your answer document. You will mark your answers to the Social Studies 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. For any students using a **Sign Language (Form C-SL)** test booklet, tell the student that the answer document has answer bubbles for six more items than appear on the Sign Language test; students should leave the answer bubbles for those items blank.)

SAY:

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

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



Paper/Pencil Administration Directions for Social Studies

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:

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

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

SAY:

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

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

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

SAY:

When you get to the end of today’s test, you may go back and check your answers 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 initial and last name (see page 24 of this manual).



Paper/Pencil Administration Directions for Social Studies

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

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

Allow students who have finished to read materials other than textbooks for the subject being tested or to leave (if provisions have been made).

Be sure to return all test materials, including the seating chart, to the School Test Coordinator immediately after testing.



Online Administration Directions for All Subjects

General Information

Materials Needed: online testing roster, student test tickets, and seating chart

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

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



General Information for Using iPads

If you are administering the test using an iPad:

Starting Guided Access

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

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

You may choose to have students complete this step.



Guided Access Started Confirmation

Exiting Guided Access Mode

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



Online Administration Directions for All Subjects



General Information for Using Chromebooks

If you are administering the test using a Chromebook (non-touch):

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

At each student’s computer, click on the “SC Online Assessments” icon on the computer’s desktop to load the welcome page prior to the start of the test session.

SAY:

Today you will be taking the South Carolina Palmetto Assessment of State Standards or SCPASS (say test subject) test.

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.

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 online oral administration).

SAY:

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

(PAUSE)

SAY:

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

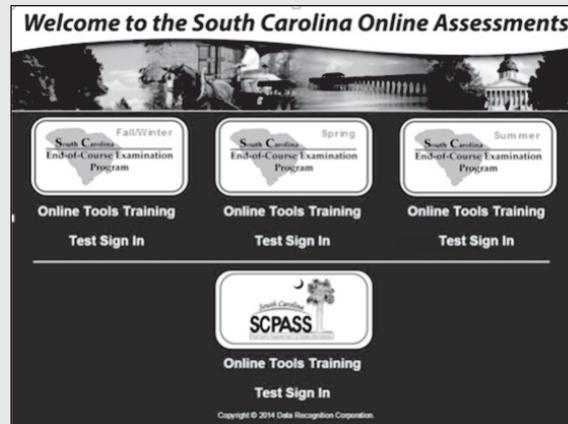
Distribute the appropriate test ticket to each student. Make sure that each student receives the correct test ticket. Each student’s test ticket provides the student’s username and password needed to begin testing. Test tickets are secure. After test tickets have been distributed to students, testing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



Online Administration Directions for All Subjects

SAY:

At the top of your screen you should see “Welcome to the South Carolina Assessments.” On the bottom half of the screen are two buttons for the SCPASS test. Select the one that says “Test Sign In.”



Assist students as needed.

SAY:

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



Test ticket information is unique to each student and each session. Assist students as needed; TAs may have to help students type in this information.

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

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



Online Administration Directions for All Subjects

SAY:

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

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

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

Your PowerSchool Number is: 000000000000
Accommodation(s):

If the above information is correct, please select **Continue**.

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

Options **Continue** **Exit**

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(PAUSE)

SAY:

You are now on the screen that shows the name of the test you are scheduled to take. If you do not see this, please raise your hand. Please select (say test subject).

The following tests have been scheduled for Sample Student!
Once instructed, click on the test link below to start the test.
If no additional tests are available, please select **Exit** to close the application.

[Social Studies](#)

Options **Exit**

Copyright © 2013 Data Recognition Corporation.

(PAUSE)

The **Video Sign Language (VSL)** administration will begin at this point for students testing with the online ASL signed administration accommodation.



Online Administration Directions for All Subjects

SAY:

Please follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help  button and choose the Test Directions tab. All of the questions on this test are multiple-choice.

(PAUSE)

SAY:

Now, select the Next button.

(PAUSE)

SAY:

1. Use the Next and Back buttons to move from question to question or from page to page.
2. Finally, when you have answered all the questions, select the Review/End Test button at the bottom of the screen.
 - You may check your work by selecting questions from the list that appears on the screen.
 - When you have finished and have checked your answers, follow the directions on the screen to exit.

(PAUSE)

SAY:

Now, select the Next button.

(PAUSE)

SAY:

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

(PAUSE)



Online Administration Directions for All Subjects

FOR SCIENCE GRADE 7:

SAY:

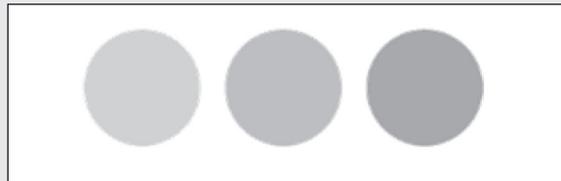
In addition to these tools, you will have the Periodic Table  to assist you if you need it during the test.

(PAUSE)

SAY:

Now, select the **Next** button.

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



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

SAY:

This test is not timed. Are there any questions before you begin the test?

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

SAY:

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

The TA should create a seating chart showing the testing locations of all students in the classroom. Label each location with the student's first initial and last name (see page 24 of this manual).

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



Online Administration Directions for All Subjects

As each student finishes the test, collect the student's test ticket and all supplemental materials.

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 to return all test materials, including the online testing roster, test tickets, and seating chart, to the School Test Coordinator immediately after testing.

Appendix A Labels and Forms

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

- **New Student Precode Labels**
- **Override Labels**
- **Home School Override Labels**
- **Do Not Score Labels**
- **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**
- **SCPASS “Do Not Disturb” Sign**

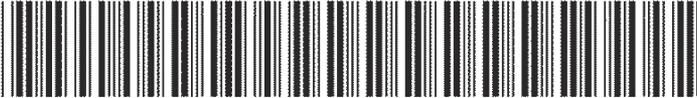
Appendix A Labels and Forms

New Student Precode Labels (Pink-striped)

^ ALIGN TOP OF LABEL ^

SCPASS 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 OVERRIDE LABEL

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



P520416 00000001 2

Appendix A Labels and Forms

Home School Override Labels (Ivory)

^ ALIGN TOP OF LABEL ^
SCPASS OVERRIDE LABEL

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



P520416 00000001 2

Do Not Score Labels (Tan)

SCPASS
DO NOT SCORE



D520416NOTSCORE

Appendix A Labels and Forms

Electronic Answer Document Return Form (eDIRECT)

Administration
SCPASS Spring 2015
District
0160 - Abbeville
School
007 - John C. Calhoun E

Enter Counts
Summary
Status Report

Answer Document Return Count Data for School 0160-007 has been completed. You may continue making changes through the end of the answer document return count window.

Instructions

If score reports should be sent to a different school in the fall, select the three-digit Fall Assignment Code of the school that a majority of students will attend. This field is optional.

Note: The appropriate Fall Assignment Code must also be entered on the scorable answer document for each student who will be attending a different school in the fall.

Next, enter the total number of answer documents being returned per shipment for scoring by grade for this school.

Answer Document Return Count for School 0160-007 (SCPASS Spring 2015)				
	Fall Assignment Code (Optional)	Number of Answer Documents Returned for Scoring		
		Shipment 1	Shipment 2	Total
Grade 4	007 - John C. Calhoun	29		29
Grade 5	016 - Wright Middle	23		23
Grade 6				0
Grade 7				0
Grade 8				0

Appendix A Labels and Forms

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

Birth Date		
Month	Day	Year
<input type="radio"/> Jan	1 (1) 21 (31)	<input type="radio"/> 1997
<input type="radio"/> Feb	2 (2) 22	<input type="radio"/> 1998
<input type="radio"/> Mar	3 (3) 23	<input type="radio"/> 1999
<input type="radio"/> Apr	4 (4) 24	<input type="radio"/> 2000
<input type="radio"/> May	5 (5) 25	<input type="radio"/> 2001
<input type="radio"/> June	6 (6) 26	<input type="radio"/> 2002
<input type="radio"/> Jul	7 (7) 27	<input type="radio"/> 2003
<input type="radio"/> Aug	8 (8) 28	<input type="radio"/> 2004
<input type="radio"/> Sep	9 (9) 29	<input type="radio"/> 2005
<input type="radio"/> Oct	10 (20) 30	
<input type="radio"/> Nov		
<input type="radio"/> Dec		

Gender
<input type="radio"/> Female
<input type="radio"/> Male

Hispanic or Latino
<input type="radio"/> Yes

Migrant
<input type="radio"/> Yes

Race
Mark all that apply.
<input type="radio"/> American Indian/Alaska Native
<input type="radio"/> Asian
<input type="radio"/> Black/African American
<input type="radio"/> Native Hawaiian/Other Pacific Islander
<input type="radio"/> White

M
<input type="radio"/> F
<input type="radio"/> R

English Proficiency
<input type="radio"/> Pre-functional
<input type="radio"/> Beginner
<input type="radio"/> Intermediate
<input type="radio"/> Advanced
<input type="radio"/> Initially English Proficient
<input type="radio"/> Title III First Year Exited
<input type="radio"/> Title III Second Year Exited
<input type="radio"/> English Speaker I
<input type="radio"/> English Speaker II
<input type="radio"/> Pre-functional Waiver
<input type="radio"/> Beginner Waiver
<input type="radio"/> Intermediate Waiver
<input type="radio"/> Advanced Waiver
<input type="radio"/> Fluent Waiver
<input type="radio"/> Missed Annual ELD Assessment

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

504 Plan
<input type="radio"/> Yes

Special Education	
Mark all that apply.	
<input type="radio"/> AU	<input type="radio"/> OHI
<input type="radio"/> DB	<input type="radio"/> OH
<input type="radio"/> DD	<input type="radio"/> PMD
<input type="radio"/> EH	<input type="radio"/> SP
<input type="radio"/> EM	<input type="radio"/> TBI
<input type="radio"/> HH	<input type="radio"/> TM
<input type="radio"/> LD	<input type="radio"/> VH
<input type="radio"/> MD	

G
<input type="radio"/> Academic
<input type="radio"/> Artistic
<input type="radio"/> Both

Fall Assign Code		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Student State ID									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

SCPASS: SECURE TEST GR8/AD S15

520517-10845000028

2

SERIAL#

Appendix A Labels and Forms



TO BE COMPLETED FOR SCIENCE

Teachers/test administrators must complete all applicable codes.

IEP/504 Standard Accommodations
Mark all that apply.
<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

IEP Invalidation
<input type="radio"/>

Do Not Score
<input type="radio"/>

ESOL Accommodations
Mark all that apply.
<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

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.
<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

IEP Invalidation
<input type="radio"/>

Do Not Score
<input type="radio"/>

ESOL Accommodations
Mark all that apply.
<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

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

SCPASS: SECURE TEST GR8/AD S15



520517 - 10845000036

3

SERIAL#



Appendix A Labels and 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	

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

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

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

49. A B C D
50. F G H I
51. A B C D
52. F G H I
53. A B C D
54. F G H I
55. A B C D
56. F G H I
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 S15



520517-10845000044

4

SERIAL#



**Appendix A
Labels and Forms**

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SCPASS: SECURE TEST GR8/AD S15

520517-10845000051

5

SERIAL#

Appendix A Labels and Forms



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

Form Number	
<input type="radio"/> H01	<input type="radio"/> H07
<input type="radio"/> H02	<input type="radio"/> H08
<input type="radio"/> H03	<input type="radio"/> H09
<input type="radio"/> H04	
<input type="radio"/> H05	
<input type="radio"/> H06	

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

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

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

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

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

SCPASS: SECURE TEST GR8/AD S15



520517-10845000069

6

SERIAL#



**Appendix A
Labels and Forms**

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SCPASS: SECURE TEST GR8/AD S15

┌ 520517-10845000077 7 SERIAL# ─

Appendix A Labels and Forms

**SCPASS
ANSWER DOCUMENT
GRADE 8
SCIENCE AND
SOCIAL STUDIES**

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 S15

State Assessment System SCDE-12-0001

3800-517-SCPASS/GR8/AD/S15

520517-10845000085

8

SERIAL#



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

South Carolina Palmetto Assessment of State Standards (SCPASS) **Agreement to Maintain Test Security and Confidentiality** **for District Test Coordinators and School Test Coordinators**

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

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

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

As a DTC or STC, I acknowledge that I will have access to tests that are a part of the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

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

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

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

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

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

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

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

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

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

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

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

I will return all secure test materials (including, but not limited to, test booklets, answer documents, oral administration scripts, CD-ROMs, signed administration scripts or DVDs) 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

South Carolina Palmetto Assessment of State Standards (SCPASS) **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 at least two weeks prior to the testing window so that test administrators have the opportunity to read the TAM and become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

I acknowledge that I will have access to tests that are a part of the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

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

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

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

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

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

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

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

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

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

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

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

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

Signature

Date

Print Name

District and School

STUDENT MAKE-UP ROSTER

District Name _____ Test Administrator _____

School Name _____ Grade _____

Students who partially or totally missed any regular 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.

Sci = science, SS = social studies

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

**Appendix A
Labels and Forms**

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 B eDIRECT Test Setup for Online Testing

System Access

The online testing system can be accessed via eDIRECT at <https://sc.drctdirect.com>. DTCs will be sent a password to log into eDIRECT if they have not already been given access. DTCs have the responsibility to set up additional users in their districts. All STCs and TAs who will administer the online tests must be set up in eDIRECT and given the appropriate permissions for Test Setup. STCs also have the ability to set up TAs if given the appropriate permission by their DTC.

User Administration

Edit User Add Single User Upload Multiple Users

* Indicates required fields

First Name * Middle Initial Last Name *

Email Address *

Administration (Select) * User Role *

District School

Available Permissions Assigned Permissions

Save

All users will have access to perform the following tasks:

- Print Student Test Tickets
- View the testing status of students

DTCs (at a district-level) and STCs (at a school-level) will also have access to perform the following tasks:

- Add students
- Review and edit student data
- Review, edit, and add Test Sessions
- Review, edit, and add teachers

More details about Test Setup can be found beginning on page B-4 of this appendix.



Appendix B eDIRECT Test Setup for Online Testing

Tutorials and Online Tools Training

Tutorials

The Tutorials provide step-by-step instructions on how to navigate the online system and give detailed explanations about the key features of the software. **The Tutorials should be reviewed at least once by TAs who will supervise any of the SCPASS administrations and by students in advance of their first test day. Allow students to repeat the Tutorials as often as desired and needed.**

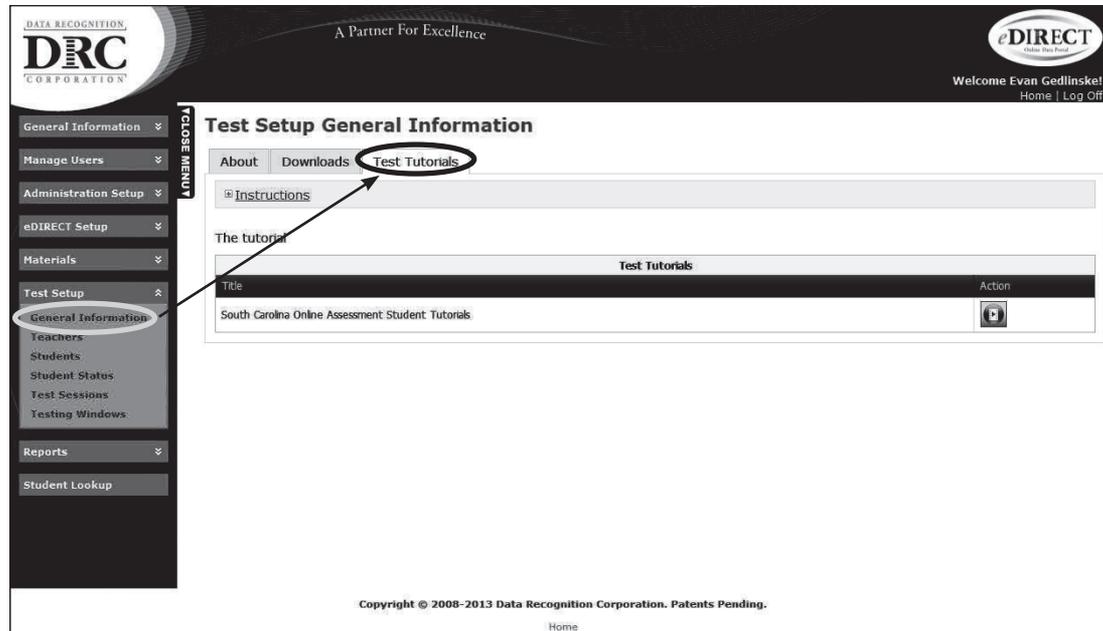
Students should review the tutorial before completing the Online Tools Training (OTT), described on page B-3. It has been proven beneficial for schools to schedule a tutorial session for students immediately before at least one OTT session.

Please note that for the actual online test, all students may use the highlighter and color chooser as shown in the tutorial and OTT. These tools are **not** considered to be testing accommodations.

If a school has capacity issues with the computer labs, the tutorials may be presented to school personnel and students in a classroom using an LCD projector and a single Internet connection.

Instructions for Accessing the Tutorials

1. Select **General Information** under **Test Setup**.



2. Click the **Test Tutorials** tab.
3. Click the **Play Tutorial** action button.
4. Select the tutorial you would like to view, either **Grades 4–5** or **Grades 6–8**.
5. Select **Play All** or choose from different sections within the tutorial.



Appendix B

eDIRECT Test Setup for Online Testing

The tutorial will walk students through the software and tools that will be available. In the tutorial, the student can move forward as directed or jump around if desired. A menu at the left of the page allows the student to select specific sections for review.

A link to the tutorial will also appear on the computer desktop when the testing software is downloaded.

Online Tools Training (OTT)

The online testing engine contains a training component—the Online Tools Training (OTT)—which simulates the testing environment. The primary purpose of the training session is for the students to try out the testing software and tools before the “real” administration of SCPASS. TAs are strongly advised to participate in a training session and become familiar with the testing tools and the online system features before the students sit for the actual online tests.

The items in the training session have been chosen to demonstrate various computerized testing features. The training sessions are not scored and no score reports are generated.



All schools should complete the Online Tools Training prior to the operational window to ensure that all components of the system are configured and operating correctly. The OTT should not be used immediately prior to an actual test session.

Instructions for Accessing the Online Tools Training

The following versions of the OTT are available for all subjects: regular (no accommodations), oral administration (HVA), and video sign language (VSL).

1. Click on the SC Online Assessments icon on the computer desktop. The main page of the SC Online Assessments will appear.



2. Select the **Online Tools Training** link on the main page.
3. Select a subject and grade range (i.e., Science Grades 4 & 5, Science Grades 6–8, Social Studies Grades 4 & 5, Social Studies Grades 6–8). Then select the appropriate OTT—regular, HVA, or VSL.

Note: Headphones must be supplied for any students using the HVA OTT.

4. Enter the Username and Password noted on the sign-in screen.
5. Click **Sign In** and follow the instructions on the screen.



Appendix B

eDIRECT Test Setup for Online Testing

- The online software includes a Summary page that indicates which items have been answered and items the student left blank.

A shaded oval indicates the student answered the question. It does not mean the student answered the question correctly. A white oval indicates the student did not answer the question. It does not mean the student answered the question incorrectly.

- To end an Online Tools Training, click **Review/End Test**. Next, click the **End Test** button. The system will ask you to confirm you have answered all questions. When you are ready, click on **End Test**. Follow the on-screen instructions to close your test.

Test Setup

The SC Online Assessments system uses Test Setup to manage student, teacher, and class information required to administer any of the online assessments.

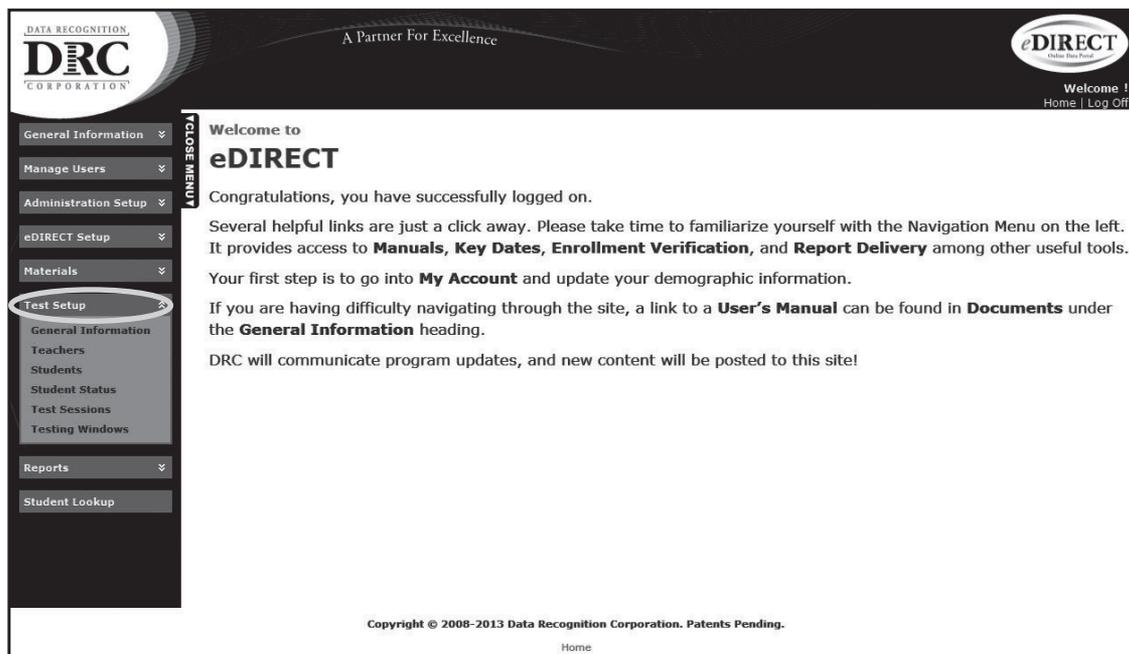
Test Setup is Web-based and does not require a software installation to operate. Test Setup is accessed via eDIRECT and requires a South Carolina eDIRECT account and appropriate permissions.

This section provides information about how to access Test Setup and provides details about its components.

Accessing Test Setup

To access Test Setup, follow these steps:

- Go to the SC eDIRECT Web site at <https://sc.drctdirect.com>.
- Log On** with your e-mail and password.
- Click on **Test Setup** on the left menu.





Appendix B

eDIRECT Test Setup for Online Testing

The following table contains descriptions of the eDIRECT permissions or functions that are available with the DRC online testing system.

DRC will provide District Test Coordinators (DTCs) these permissions. It is the DTC's responsibility to make sure their school users are given the appropriate permissions.

Permission	Allows Users To:
Online Testing – Secured Resources	Allows user to view secured online testing downloads and tutorials
Online Testing Statistics	Provides access to Online Testing Statistics Reports
Status Reports – District Reports	Allows access to District-level status reports
Students – Add/Edit	Add/edit students and student data for the purposes of testing online
Students – Download Students	Download a list of student information for all students in a school
Students – Search/View	Search/view student data and download search results
Teachers – Add/Edit	Add/edit teachers who have students testing online
Teachers – Search/View	Search/view teacher data and download search results
Test Session – Add/Edit	Add, edit, and delete test sessions
Test Session – Search/View	Search/view test sessions and download search results
Test Session – Status Summary	View testing status summary information
Test Setup – Primary Window	Allows user access to Test Setup during the primary window
Test Setup – View Student Status	View student status
Test Tickets – View/Print	Allows user to print student test tickets and view individual ticket statuses
Test Tickets – View Questions Attempted	Allows user to see questions attempted against total questions

Test Setup Instructions

Throughout Test Setup, there are built-in instructions for using each feature. Anytime you see +Instructions, click on the plus sign and the instructions will expand for further reading.

+ Instructions

* Indicates required fields

Administration <input type="text" value="(Select)"/> *	District <input type="text"/> *	School <input type="text"/> *
---	------------------------------------	----------------------------------



Appendix B eDIRECT Test Setup for Online Testing

Grid Functionality

Throughout Test Setup, any time a grid is displayed, it is organized and arranged based on default settings. The information displayed in the grid can be rearranged by clicking on a column header or by clicking on and dragging the column to a new position so that the order in which the columns are displayed changes.

Manage Teachers

Instructions

* Indicates required fields

Administration: SCPASS Spring 2015 *
District: 9999 - DRC Use Only - Sar
School: 999 - DRC Use Only - eDire

Last Name: _____ First Name: _____ Advisor ID: _____
Email: _____

Teachers							
<input type="checkbox"/>	District	School	Last Name	First Name	Advisor ID	Email	Action
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School	Teacher	Test	22222222222222		
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School	Teacher	Testtwo	123456		
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School	Teacher	TestThree	654321		



Appendix B eDIRECT Test Setup for Online Testing

Manage Teachers

Teacher information can be searched, added, or edited within the **Teachers** tab in Test Setup. Verify that all teachers who administer the online SCPASS assessments are in the system and that each teacher's information is correct and complete. (Teacher information from the Precode Update File was populated into Test Setup.)

Search for Teachers

To search for teachers, follow these steps:

1. Select **Teachers** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select the **District** and/or **School**.
4. Enter any additional search criteria: **Last Name**, **First Name**, etc.
5. Click on **Find Teachers**.
6. To clear your search and start over, click on **Clear**.

To export search results, follow these steps:

1. Search for teachers.
2. Click on **Export to Excel**.

Note: Only the search results are exported to Excel.

Manage Teachers

* Indicates required fields

Administration: SCPASS Spring 2015
District: 9999 - DRC Use Only - San
School: 999 - DRC Use Only - eDire

Last Name: _____ First Name: _____ Advisor ID: _____

Email: _____

Find Teachers Clear

District	School	Last Name	First Name	Advisor ID	Email	Action
<input type="checkbox"/> DRC Use Only - Sample District	DRC Use Only - eDirect Sample School	Teacher	Test	22222222222222		<input type="checkbox"/>
<input type="checkbox"/> DRC Use Only - Sample District	DRC Use Only - eDirect Sample School	Teacher	TestTwo	123456		<input type="checkbox"/>
<input type="checkbox"/> DRC Use Only - Sample District	DRC Use Only - eDirect Sample School	Teacher	TestThree	654321		<input type="checkbox"/>

Add Teacher Delete Teacher Export to Excel



Appendix B eDIRECT Test Setup for Online Testing

Add Teachers

Teachers who were not included in the Precode Update File need to be added to the Test Setup system.

To add teachers, follow these steps:

1. Select **Teachers** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select the **District** and/or **School**.
4. Click on **Add Teacher**.
5. Enter the teacher **Last Name**, **First Name**, and **Advisor ID**. These are required fields. The e-mail address is optional.
6. Click on **Save**.
7. To add another teacher, click on **Save & Add Another**.
8. To cancel and return to the **Manage Teachers** page, click on **Cancel**.

Add Teacher

Instructions

* Indicates required fields

Administration	District	School
<input type="text" value="SCPASS Spring 2015"/> *	<input type="text" value="9999 - DRC Use Only - Sampl"/> *	<input type="text" value="999 - DRC Use Only - eDirect"/> *
Last Name	First Name	Advisor ID
<input type="text"/> *	<input type="text"/> *	<input type="text"/> *
Email		
<input type="text"/>		



Appendix B eDIRECT Test Setup for Online Testing

Edit Teacher Information

Teachers whose information is missing or is incorrect in Test Setup should have their data edited to reflect the correct information.

To edit teacher profiles, follow these steps:

1. Select **Teachers** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select **District** and/or **School**.
4. Perform a search to find the teacher whose information needs to be edited.
5. Click the **Edit Teacher** icon in the Action  column to the right of the teacher being edited.
6. Update all the incorrect or missing information and click **Save**.
7. To cancel and return to the **Manage Teachers** page, click **Cancel**.

The screenshot shows the 'Edit Teacher' form with the following fields and values:

- Administration:** SCPASS Spring 2015 *
- District:** 9999 - DRC Use Only - Samp *
- School:** 999 - DRC Use Only - eDirect *
- Last Name:** Teacher *
- First Name:** Sample *
- Advisor ID:** 10000000000000000000 *
- Email:** (empty field)

Buttons: Save, Cancel



Appendix B

eDIRECT Test Setup for Online Testing

Delete Teachers

DTCs/STCs have the ability to delete teachers who are no longer with a district/school.

To delete teachers, follow these steps:

1. Select **Teachers** under the **Test Setup** tab.
2. Select the **Administration**.
3. If applicable, select the **District** and/or **School** you would like to search.
4. Click **Find Teachers** to display a list of all teachers, or enter **Last Name**, **First Name**, or **Advisor ID** to search for a specific teacher.
5. Check the box(es) in front of the teacher(s) you wish to remove.
6. Click the **Delete Teacher** button.
7. To confirm the delete, click **Delete Teacher** in the pop-up window or click **Cancel** to return to the **Manage Teachers** page.

Confirm Delete



By deleting the selected teacher(s), they will be removed from any associated test sessions.

Delete Teacher

Cancel



Appendix B eDIRECT Test Setup for Online Testing

Manage Students

Student information can be added or edited via the **Students** tab in Test Setup. DTCs and STCs have the ability to add or edit students to make necessary changes.

Prior to test administration, verify all participating students are in Test Setup with associated test sessions.

Helpful Hint: To quickly update student demographics and accommodations in Test Setup, double click on the student name on the screen where you are currently working.

Search/View Students

To search for students, follow these steps:

1. Select **Students** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select the **District** and/or **School**.
4. Enter any other desired search criteria: **Student Last Name**, **Student First Name**, **PowerSchool Number**, **Grade**, **Demographic**, **Content Area**, **Accommodation**, **Teacher**, or **Test Sessions**.
5. Click **Find Students**.
6. To clear your search and start over, click **Clear**.

DATA RECOGNITION
DRC
CORPORATION

A Partner For Excellence

DIRECT
eDIRECT
Welcome !
Home | Log Off

Manage Students

Instructions

* Indicates required fields

Administration: SCPASS Spring 2015 *
District: 9999 - DRC Use Only - Sar *
School: (All)

Last Name:
First Name:
PowerSchool Number:

Accommodation Content Area:
Accommodation Type:
Accommodation:

Grade:
Demographic:
Teacher:

Content Area:
Session:
Online Test Status:

Session Assignment:

Find Students Clear

Students

Last Name	First Name	Student State ID	PowerSchool Number	Date Of Birth	Grade	Action
-----------	------------	------------------	--------------------	---------------	-------	--------

Choose from the above filters and click on "Find Students" to view matching "Students"



Appendix B eDIRECT Test Setup for Online Testing

To export search results, follow these steps:

1. Search for students.
2. Click **Export to Excel**.

Note: Only the search results will be exported to Excel.

To download a complete student list for a school, follow these steps:

1. Select **Students** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select the **District** and/or **School**.
4. Click on **Download Students**.

The screenshot displays the eDIRECT search interface. At the top, there are dropdown menus for 'Grade', 'Demographic', and 'Teacher'. Below these are 'Content Area' and 'Session' dropdowns, and a checkbox for 'Online Students'. There are 'Find Students' and 'Clear' buttons. The main area is a table titled 'Students' with columns: Last Name, First Name, Student State ID, PowerSchool Number, Date Of Birth, Grade, and Action. The table contains 12 rows of sample data. At the bottom, there are buttons for 'Add Student', 'Export to Excel', 'Download Students', and 'Update Accommodations'. A pagination bar shows 'Page 1 of 1 (40 items)' with 'Prev' and 'Next' links.

Last Name	First Name	Student State ID	PowerSchool Number	Date Of Birth	Grade	Action
Student	Sample			11/15/2013		
Studenta	Em			1/1/1998	10	
Student	Sample					
Studenta	Sample			1/1/1998	09	
Student	Sample			8/8/1998	10	
Studenta	Sample			1/1/1998	09	
Student	Sample			3/3/9999	11	
StudentOne	Sample					
Three	Test					
Two	Test					
User	Test					



Appendix B eDIRECT Test Setup for Online Testing

Add Students

Students not included in the Precode Update File will need to be added to the system. The preferred method for adding new students to Test Setup is to add them directly to a test session. This will automatically set the student as an online tester.

To add a new student to a test session, follow these steps:

1. Under **Test Setup** select **Test Sessions**.
2. Enter desired search criteria and click **Show Sessions**.
3. Click the **View/Edit** action button next to the test session you would like to add a new student to.
4. To add a new student to the test session click **New Student**.
5. Enter the student's information into the fields on the **Student Detail**, **Accommodations**, and **Demographics** tabs.
6. Click **Save**. The student will be automatically placed into the test session.

Note: **Student Detail**, **Accommodations**, **Demographics**, and **Test Sessions** can be viewed and edited by double-clicking the student name.

New students can also be added to Test Setup by accessing the **Students** tab.

To add a new student, follow these steps:

1. Select **Students** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select the **District** and/or **School**.



Appendix B

eDIRECT Test Setup for Online Testing

4. Click **Add Student**.
5. Enter the student's information into the fields on the **Student Detail**, **Accommodations**, and **Demographics** tabs.
6. Click **Save**. The student will then need to be added to a test session to be considered an online tester.

Note: When using this method, the student will not be able to test online until they are added to a test session.

Edit Student Information

Students whose information is missing or is incorrect in Test Setup should have their data edited to reflect the correct information.

To edit student profiles, follow these steps:

1. Select **Students** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select **District** and/or **School**.
4. Perform a search to find the student whose data needs to be edited.
5. Click on the **Edit Student** icon in the **Action** column to the right of the student whose information is being edited.
6. Update all incorrect or missing information under the **Student Detail**, **Accommodations**, or **Demographics** tab and click **Save**.
7. To cancel and return to the **Manage Students** page, click **Cancel**.

Edit Student

Instructions

* Indicates required fields

Last Name * First Name * Middle Initial PowerSchool Number *

Student Detail Accommodations Demographics Testing Codes Test Sessions

Administration * District * School *

Date of Birth Grade Gender Student State ID

(mm/dd/yyyy)

Save Cancel



Appendix B eDIRECT Test Setup for Online Testing

View Test Sessions to Which a Student Is Assigned

To view test sessions, follow these steps:

1. Select **Students** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select the **District** and/or **School**.
4. Perform a search to find the student.
5. Click the **View/Edit Student** icon in the Action  column to the right of the selected student.
6. Select the **Test Sessions** tab.
7. To cancel and return to the **Manage Students** page, click **Cancel**.

Instructions

* Indicates required fields

Last Name First Name Middle Initial PowerSchool Number

StudentsCPASS * Sample * 100009999999 *

Student Detail Accommodations Demographics Testing Codes Test Sessions

District	School	Session Name	Assessment	Status	Begin Date	End Date	Action
DRC Use Only - Sample District	DRC Use Only - eDirect Sample School	Sample Teacher Science	Science	Not Started			

Save Cancel



Appendix B

eDIRECT Test Setup for Online Testing

Appendix B

Accommodations

The following accommodations are available for students testing SCPASS online:

- **Oral Administration (HVA)** – Audio oral administration files will be loaded into the online system so students may test via INSIGHT.
Note: TSM is mandatory to use this feature. Schools must supply headphones for students using the oral accommodation.
- **Oral Administration/Loose-Leaf Test** – Students who require a loose-leaf test and oral administration will be able to listen to the audio files and record their responses via INSIGHT.
Note: TSM is mandatory to use this feature. Schools must supply headphones for students using the oral accommodation.
- **Loose-Leaf Test** – Students who use loose-leaf test materials may record their responses via INSIGHT. Test items are presented as one item per screen. Students will also have access to paper copies of loose-leaf test booklets.
- **Oral Administration/Large-Print Test** – Students who require a large-print test and oral administration will be able to listen to the audio files and record their responses via INSIGHT.
Note: TSM is mandatory to use this feature. Schools must supply headphones for students using the oral accommodation.
- **Large-Print Test** – Students who use large-print test materials may record their responses via INSIGHT. The test is fully scalable, so students needing a large-print version of the test can view items in a larger format by testing on a workstation with a larger monitor. Students will also have access to paper copies of large-print test materials.
- **Sign Language Test** – The sign language test form will be loaded into the online system so that students may test via INSIGHT.
- **Signed Administration (VSL)** – Students who require a sign language test and ASL video will be able to watch the video files and record their responses via INSIGHT.

If a student requires any of these accommodations, they must be indicated on the student's **Accommodations** tab in the **Edit Student** screen.

Helpful Tips for Online Oral Administration

- Ensure you have the appropriate number of working headphones for students testing with an oral administration (HVA) accommodation.
- Adjust the volume on each machine so that it is a comfortable level for students testing with headphones.
- When a student logs into the oral administration test form, the student should see the audio buttons on the “Welcome Student” screen.





Appendix B eDIRECT Test Setup for Online Testing

- You may wish to tell students they will hear a human voice for test directions and all test items. They will hear a text-to-speech (synthesized) voice for help content.
- If students need to adjust the volume during testing, they should click the **Options** button on the test screen and select **Audio Settings**. This will allow the student to adjust the volume up or down.

Update and/or Change Accommodations

Follow these steps to update and/or change student accommodations:

1. Select **Students** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select the **District** and/or **School**.
4. Perform a search to find the student.
5. Click the **View/Edit Student** icon in the Action column to the right of the student being edited.
6. Select the **Accommodations** tab.
7. The accommodation options are listed.
8. Check the box to select an accommodation.
9. De-select the check in the box to remove an accommodation.
10. Click **Save** to apply the accommodation.
11. To cancel and return to the **Manage Students** page, click **Cancel**.

Edit Student

Instructions

* Indicates required fields

Last Name * First Name * Middle Initial PowerSchool Number *
Test * Test * 1999009991 *

Student Detail Accommodations Demographics Testing Codes Test Sessions

Type	Accommodation	Science	Social Studies
Online	Oral Administration	<input type="checkbox"/>	<input type="checkbox"/>
Online	Oral Administration Loose-Leaf	<input type="checkbox"/>	<input type="checkbox"/>
Online	Loose-Leaf	<input type="checkbox"/>	<input type="checkbox"/>
Online	Oral Administration Large-Print	<input type="checkbox"/>	<input type="checkbox"/>
Online	Large-Print	<input type="checkbox"/>	<input type="checkbox"/>
Online	Sign Language	<input type="checkbox"/>	<input type="checkbox"/>
Online	Sign Language ASL Video	<input type="checkbox"/>	<input type="checkbox"/>
Standard	Setting	<input type="checkbox"/>	<input type="checkbox"/>
Standard	Timing	<input type="checkbox"/>	<input type="checkbox"/>

Save Cancel



Appendix B eDIRECT Test Setup for Online Testing

Update and/or Change Accommodations for Multiple Students

Follow these steps to update and/or change accommodations for multiple students:

1. Select **Students** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select the **District** and/or **School**.
4. Click on **Find Students**.
5. Place a check in the box to select the students who need accommodations updated.
6. Click on **Update Accommodations**.
7. Select the button for **Assign Accommodations** or **Remove Accommodations**.
8. Check the appropriate box to either assign or remove the accommodation.
9. Click **Save**.
10. To cancel and return to the **Manage Students** page, click **Cancel**.

Update Accommodations for Multiple Students

The Accommodations selected (checked) below can be either Assigned or Removed from the Students selected on the previous screen.

Instructions

Update Mode

Assign Accommodations
 Remove Accommodations

Accommodations			
Type	Accommodation	Science	Social Studies
Online	Oral Administration	<input type="checkbox"/>	<input type="checkbox"/>
Online	Oral Administration Loose-Leaf	<input type="checkbox"/>	<input type="checkbox"/>
Online	Loose-Leaf	<input type="checkbox"/>	<input type="checkbox"/>
Online	Oral Administration Large-Print	<input type="checkbox"/>	<input type="checkbox"/>
Online	Large-Print	<input type="checkbox"/>	<input type="checkbox"/>
Online	Sign Language	<input type="checkbox"/>	<input type="checkbox"/>
Online	Sign Language ASL Video	<input type="checkbox"/>	<input type="checkbox"/>
Standard	Setting	<input type="checkbox"/>	<input type="checkbox"/>
Standard	Timing	<input type="checkbox"/>	<input type="checkbox"/>



Appendix B eDIRECT Test Setup for Online Testing

Test Sessions/Student Test Tickets

Test sessions are used to assign students to an assessment and to generate a Student Test Ticket. Students use information on their ticket to sign in to the actual SC Online Assessment.

Detailed information on students' testing status can be viewed on the **View/Print Tickets** page.

Search For Test Sessions

Follow these steps to search for test sessions:

1. Select **Test Sessions** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select the **District** and/or **School**.
4. Click **Show Sessions**.
5. Enter any additional filter criteria: **Content Area**, **Assessment**, or **Session Name**.

To export search results, follow these steps:

1. Search for test sessions (see above).
2. Click **Export to Excel**. This export contains the form number, username, and password assigned to each student. STCs and TAs may sort the data as needed in order to create seating charts, test tickets for printing on labels or other stock, and other needs.

The screenshot shows the eDIRECT Test Setup interface. At the top, there are search filters for Administration, District, School, Last Name, First Name, Powerschool Number, Session, Teacher, SIS Code, Content Area, and Assessment. Below the filters are buttons for "Show Sessions" and "Print All Tickets".

The main area displays a table of test sessions. The table has columns for Select, District, School, Session Name, Assessment, Status, Begin Date, End Date, and Action. The data rows show sessions for Science and Social Studies, all with a status of "Not Started".

Select	District	School	Session Name	Assessment	Status	Begin Date	End Date	Action
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School		Science	Not Started			[Icons]
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School		Science	Not Started			[Icons]
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School		Social Studies	Not Started			[Icons]
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School		Social Studies	Not Started			[Icons]
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School		Science	Not Started			[Icons]
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School		Social Studies	Not Started			[Icons]

At the bottom of the table, there are buttons for "Add Session", "Export to Excel", "Unlock Selected", and "Unlock All".



Appendix B eDIRECT Test Setup for Online Testing

Add Test Session

Follow these steps to add test sessions:

1. Select **Test Sessions** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select the **District** and/or **School**.
4. Enter any additional search criteria: **Content Area** or **Assessment**.
5. Click **Show Sessions**.
6. Click **Add Sessions**.
7. Enter the required information: **Session Name**, **Content Area**, **Assessment**, and **Teacher**.
8. Enter any additional search criteria to search for students: **Teacher**, **Demographic/ Accommodation**, **Student Last Name**, **Student First Name**, **PowerSchool Number**, or **Grade**.
9. Click **Find Students**.
10. To clear your search criteria and start again, click **Clear**.
11. Select student from the **Available Students** list; to multi-select, use Ctrl+Click.
12. Click the **Right Arrow** icon to move the selected student(s) from the **Available Students** list to the **Students in Session** list.
13. Click **Save**.
14. To cancel and return to the **Test Sessions** page, click **Cancel**.



Appendix B eDIRECT Test Setup for Online Testing

Edit/Delete Test Sessions

Test sessions can be edited at any time, but cannot be deleted if any of the students within the session have begun or completed testing. The **Delete** icon is unavailable when a test session is either **In Progress** or **Complete**.

Test Session Status:

Not Started—none of the students in the session have started testing.

In Progress—one (1) or more of the students in the session have started or completed testing.

Complete—all the students in the session have completed testing.

Test Ticket Status:

Not Started—student has not started the test.

In Progress—student has begun testing.

Complete—student has completed testing.

Locked—test is locked and ticket needs to be unlocked. (Please contact DRC)

Submitted—test has been submitted. (Applies to TSM users ONLY)

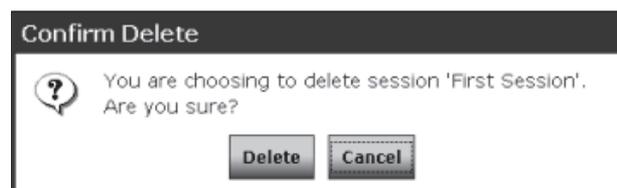
When editing a test session, the content area or assessment can be changed **ONLY** when there are no students in the Students in Session list on the Add/Edit Test Sessions screen.

To view/edit test sessions, follow these steps:

1. Select **Test Sessions** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select the **District** and/or **School**.
4. Click **Show Sessions**.
5. Enter in any additional filter criteria: **Content Area** or **Assessment**.
6. Click the **View/Edit** icon in the Action column next to the test session.
7. See the “Add Test Sessions” section of this user guide for further information.

Follow these steps to delete test sessions:

1. Click the **Delete** icon in the Action column to delete a test session.
2. A warning message will ask you to confirm the action. To delete the session, click **Delete**. To cancel, click **Cancel**.





Appendix B

eDIRECT Test Setup for Online Testing

Copy a Test Session

The Copy a Test Session functionality allows users to create multiple test sessions for the same group of students.

Follow these steps to copy a test session:

1. Select **Test Sessions** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select the **District** and/or **School**.
4. Click **Show Sessions**.
5. Click **Copy Session**.
6. Enter a Test Session Name in the **Session Name** field.
7. Click the double-arrow icon to move over all students.
8. Click **Save**.
9. To cancel and return to **Test Sessions** page, click **Cancel**.

View/Print Student Test Tickets

Follow these steps to view/print test session tickets:

1. Select **Test Sessions** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select the **District** and/or **School**.
4. Click **Show Sessions**.
5. Enter in any additional criteria: **Content Area** or **Assessment**.
6. Click on the **Edit/Print** icon in the Action column next to the test session.
7. Either select the Test Tickets by checking the box next to the applicable students and clicking **Print Selected**, or click **Print All** to print all the tickets for the test session.
8. A PDF document opens containing the Test Ticket instructions, a roster of student tickets being printed, and the Test Tickets.
9. Print the PDF and separate the tickets for distribution to students at testing time.
10. To return to the **Test Sessions** page, click **Close**.



Appendix B eDIRECT Test Setup for Online Testing

Quick Print All Test Session Tickets:

- Click the **Print All Tickets** icon under the Action column next to the test session.

Select	District	School	Session Name	Assessment	Status	Begin Date	End Date	Action
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School		Science	Not Started			
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School		Science	Not Started			
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School		Social Studies	Not Started			
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School		Science	Not Started			
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School		Social Studies	Not Started			
<input type="checkbox"/>	DRC Use Only - Sample District	DRC Use Only - eDirect Sample School		Social Studies	Not Started			

Student Test Ticket

The Student Test Ticket always indicates an administration date, name of the assessment, test session, teacher name, student name, student ID, username, and password. Students with an online accommodation will also be identified.

<p>SCPASS Spring 2015 Test Ticket Social Studies Test Session: Social Studies Teacher Name: Claire</p> <p>Student Name: Student Four, En PS#: Username: EStudentFo1 Password: BOAT0737 Online Accom: SL</p>
--



Appendix B eDIRECT Test Setup for Online Testing

Student Test Roster

In addition to the Student Test Tickets, a Student Test Roster will print. The Student Test Roster lists the students in the test session.

SCPASS Spring 2015 Student Test Roster								DRC Use Only - Sample District:District School:DRC Use Only - eDirect Sample School Assessment: Social Studies SIS Code:120099AD-1000 Test Session:3QA Social Studies	
Training								Test Ticket	
Tutorial	OTT	Form	Student Name	PS#	Username	Password	Online Accom	Out	In
<input type="checkbox"/>	<input type="checkbox"/>	130	Test, Student	22-22	SSQA2	HEAT9160	LP+Oral	___	___
<input type="checkbox"/>	<input type="checkbox"/>	130	Test, One	44-444	SSQA3	THIN0665	LL+Oral	___	___
<input type="checkbox"/>	<input type="checkbox"/>	130	Test, Student One	11-AA	SSQA1	LOFT6939	Oral	___	___

Test Session Summary

The Test Session Summary provides DTCs, STCs, and TAs the ability to view summary information about any of the testing that is occurring within their district, school, or class. DTCs can view summary information for all the schools within their district or one school at a time. STCs and TAs, however, can only view summary information for their school. TAs can view summary information for their test sessions.

To view test session summary information, follow these steps:

1. Select **Test Sessions** under the **Test Setup** tab.
2. Select the **Administration** you would like to view.
3. If applicable, select the **District** and/or **School**.
4. Click **Show Sessions**.
5. Select the **Status Summary** tab.

Pause Functionality

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

If the test is not resumed within 20 minutes, the student has to log back in to finish the test. If it is still the same day that the student originally logged into the test, the student will log in again using the Test Ticket information to regain access to the test. On a subsequent day, the system requires the Student Test Ticket to be unlocked prior to the student logging back in to the assessment. The DTC must contact DRC and the SCDE for approval to allow the student to complete testing.

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



Appendix B

eDIRECT Test Setup for Online Testing

Inactivity

After 20 minutes of inactivity, the SC Online Assessments software will automatically exit the test. The student will then have to log back in to finish the test. If it is still the same day that the student originally logged into the test, the software will only require the original student login for the student to regain access to the test. On a subsequent day, the system requires the Student Test Ticket to be unlocked prior to the student logging back in to the assessment. The DTC must contact DRC and the SCDE for approval to allow the student to complete testing.

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

Loss of Internet Connectivity

Student responses are sent to DRC servers frequently, including after each question is answered. If a student's computer loses Internet connectivity during testing, a message appears to notify the student. The student is unable to continue testing until Internet connectivity is restored.

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

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

Unlocking Student Tests

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



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



Appendix B eDIRECT Test Setup for Online Testing

SCPASS INSIGHT Actions for Online Testing Scenarios

Scenario	DTC Action	SCDE Action	DRC Action
Student Does Not Finish Student begins testing, but does not finish the same day. Student needs to complete testing, but test has been locked for security purposes.	The DTC must notify the SCDE (Susan Creighton or Sheila Graybeal) and the SC Project Team via e-mail. The DTC must include the date that the student plans to complete testing.	The SCDE will determine whether or not the student can continue testing and will respond in writing to the DTC and the SC Project Team.	Upon receiving instruction from the SCDE, the SC Project Team will unlock the student's test on the morning of the date the student is scheduled to complete testing, and will notify the DTC when the student can continue testing. The SC Project Team will also notify the DTC that the student should not go back to any questions he/she had previously answered.
TSM Error Message Student is unable to log in because an error message "Responses for this student may be on the TSM" appears on the computer screen.	The DTC must check each TSM used by the district and/or school to ensure there are no responses pending transmission. Once verified, if the student is still unable to log in, the DTC or STC should contact the SC Project Team (via e-mail or phone call).	<i>No action required</i>	The SC Project Team will work with the DTC/STC to unlock the student's test and will notify the DTC/STC when the student can continue testing.
'Review/End' – Finish Same Day Student begins testing, but accidentally presses the 'Review/End' button instead of the 'Pause' button. Student needs to complete testing—the same day.	The DTC or STC should contact the SC Project team via e-mail or phone call.	<i>No action required</i>	The SC Project Team will work with the DTC/STC to unlock the student's test and will notify the DTC/STC when the student can continue testing.
'Review/End' – Finish Different Day Student begins testing, but accidentally presses the 'Review/End' button instead of the 'Pause' button. Student needs to complete testing—on a day other than when the student started testing.	The DTC must notify the SCDE (Susan Creighton or Sheila Graybeal) and the SC Project Team via e-mail. The DTC must include the date that the student plans to complete testing.	<i>No action required</i>	The SC Project Team will respond to the e-mail, copying the SCDE, and will work with the DTC/STC to unlock the student's test on the morning of the date the student is scheduled to complete testing. The SC Project Team will also notify the DTC that the student should not go back to any questions he/she had previously answered.
Missing Accommodations Student begins testing and answers one or more questions. The student or TA then realizes that the student does not have an appropriate accommodation—oral administration or signed administration—and the student stops testing. The student needs to be assigned the necessary accommodation and complete testing.	The DTC must notify the SCDE (Susan Creighton or Sheila Graybeal) and the SC Project Team via e-mail.	The SCDE will determine whether or not the student can continue testing with the operational form for that administration, once given the appropriate accommodation. The SCDE will respond in writing to the DTC and the SC Project Team.	Upon receiving instruction from the SCDE, the SC Project Team will work with the DTC to ensure the correct accommodation is assigned and will reissue a test form to the student. The SC Project Team will notify the DTC when the student can continue testing.

Appendix C

Testing Students with Documented Disabilities

Table of Contents

A. General Information.....	C-2
1. Definition of a Student with Disabilities.....	C-2
2. Student Participation	C-2
3. IEP and 504 Plans.....	C-2
4. IEP and 504 Accommodation Plan Requirements.....	C-2
5. Test Security Violations	C-3
6. Special Requests	C-3
B. IEP/504 Standard Accommodations	C-3
C. IEP/504 Non-Standard Accommodations.....	C-3
D. Examples of Standard Accommodations	C-4
Table I – Examples of IEP/504 Standard Accommodations for SCPASS	C-4
E. Instructions for Use and Administrative Procedures	C-5
1. Setting.....	C-5
2. Timing.....	C-5
3. Scheduling	C-5
4. Presentation	C-6
Table II – Customized Materials for SCPASS	C-7
5. Response Options.....	C-16
Table III – Procedures for Marking and Scoring of Student Responses.....	C-16
6. Supplemental Materials and Devices	C-18
7. Coding of Answer Documents	C-19
F. Additional Information.....	C-20
Special Circumstances Request Form.....	C-21
SCPASS Security Affidavit Form for Alternative Response Options.....	C-23

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 4–8 with a current Individualized Education Program (IEP) or 504 Accommodation Plan must participate in the SCPASS. Students may participate in the assessment in the same manner as other students, with accommodations, or with the South Carolina Alternate Assessment (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 the 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 adaptations to test format or administration (such as changes in the way the test is presented, the setting for the test, or the way in which the student responds) that maintain the same construct and produce results that are comparable to those obtained by students who do not use accommodations.” (*Standards for Educational and Psychological Testing*, by AERA, APA, & NCME, 2014, 190)

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

Appendix C

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 8–11 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-21 to request the use of a specific accommodation or supplemental material or device during testing. This form and accompanying IEP/504 Plan documentation must be routed to the DTC for signature. The DTC should fax this form to 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-4 for examples of standard accommodations used during the 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.**

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 standard 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 science and social studies *
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 *
Supplemental Materials and Devices	provided by the district *
Special Circumstances	use the form in Section F of this appendix

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

Appendix C

Testing Students with Documented Disabilities

E. Instructions for Use and Administrative Procedures

This section provides specific information about some of the accommodations allowed during testing. For all administrations, the test administrator (TA) will read directions as written in the *TAM*. Some wording changes may be necessary depending on the mode of response by the student (e.g., instead of telling a student to “Mark your answers 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. A student may be assigned to a small group/individual testing because he/she requires testing in a small group/individual environment or because one or more accommodations that he/she requires must be administered in a small group or individual testing session.

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

2. Timing

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 the test on the regularly scheduled testing date and may not go back to previously completed sections of the test.

- Estimate the duration of each testing session for the student. This should be based on IEP documentation of the time a student typically works on a task. Determine whether the student can complete the test in one day or over several days, in one session or over several sessions.
- If it is determined that the student requires testing over several days, divide the test into “sections” according to the time allotted for each test session. For paper/pencil tests, each “section” should end with the last question on an odd-numbered page so that the student is not able to see test questions for the next session.
- For students testing online over multiple days, the student’s test must be unlocked each day. See more information about unlocking tests on pages B-25 and B-26.
- 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.

Appendix C

Testing Students with Documented Disabilities

4. Presentation

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

- **Highlighting within the test**

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

- The TA may highlight key words or phrases for students in the **directions only**.
- The TA may highlight directions only immediately after reading directions to the entire testing group.
- The student may highlight words, phrases, sentences, and so on, in test items in the customized test booklets.

- **Cueing**

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

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

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

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

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

- **Directions in sign language**

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

Appendix C

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 science and/or social studies	
Sign Language* (Form C-SL)	is deaf or hard of hearing	
Form A Oral Administration Script (OAS) or Audio CD-ROM*	needs an oral administration of the test (directions, questions, and most answer choices)	verify that the student is using either a Form A regular print, large-print, or loose-leaf test booklet (Note: For social studies, the Form A regular print test booklet must have a “01” form number.)
Braille Oral Administration Script	needs an oral administration and is using a braille test booklet	verify that the student is using a braille test booklet
Signed Administration Script	needs a signed administration (directions, questions, and most answer choices)	verify that the student is using a sign language test booklet
Sign Language DVD* (ASL)	needs a signed administration in ASL (directions, questions, and most answer choices)	verify that the student is using a sign language test booklet

* These accommodations are also available in the online system. See **Appendix B**, page B-16, for more information.

Appendix C

Testing Students with Documented Disabilities

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

The Braille tests, for students who read classroom materials in braille, have been reviewed for bias for students who are blind or visually-impaired. 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 SCPASS subjects and grades tested and are used with the following supplemental materials:

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

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

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

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

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

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

If needed, large-print periodic tables are packaged with the grade 7 science tests. Large-print test materials are also provided for students who need these materials and test online.

- **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 science and social studies. The TA may remove and reinsert the pages for the student. Students using loose-leaf test booklets should record their multiple-choice responses directly into their scannable answer documents.

If needed, periodic tables are packaged with the grade 7 science tests. Loose-leaf test materials are also provided for students who need these materials and test online.

- **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 multiple-choice responses directly into the scannable answer documents.

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

Appendix C

Testing Students with Documented Disabilities

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

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 subjects and grades tested; it may be used with Form A regular print, large-print, or loose-leaf test booklets.

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

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

- **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 grades tested and must be used with the braille test booklets.

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

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

The *Form C-SL SAS* is available in all SCPASS subjects and grades tested; it must be used with Form C-SL sign language test booklets.

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:

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

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

Appendix C

Testing Students with Documented Disabilities

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

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

To prepare for the oral administration of the test with an *Oral Administration Script (OAS)*, the TA may review the OAS two days before the test. *(For example, if testing begins on Monday, reviews may take place on Thursday and Friday of the previous week.)* All reviews **must** take place at the school with **no students present** and be coordinated through the STC with adherence to test security procedures.

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

Any student who will be using an online oral administration (HVA) accommodation should complete the Online Tools Training (OTT) **prior to** the operational window to ensure that the online HVA accommodation is operating properly and that students have an opportunity to become familiar with its use. OTTs will be available on April 6.

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

Appendix C

Testing Students with Documented Disabilities



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

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

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

Appendix C

Testing Students with Documented Disabilities



Oral Administration Procedures for Form A Audio CD-ROM

The Form A audio CD-ROMs can be used with Form A regular print, large-print, and loose-leaf test booklets. **Note:** For **social studies**, make sure the Form A regular print test booklet is designated with a “01” form number.

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 of this *TAM*. 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.

*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.*

Appendix C

Testing Students with Documented Disabilities



Procedures for Online Testing with Human Voice Audio (HVA)

Ensure that you have the correct number of computers and headphones. Have extra computers available in case a problem occurs with a computer.

Because students will be wearing headphones after testing begins, explain to them, before log-in, what they should do after they are done testing and you have collected their Test Tickets (e.g., that you will allow them to read quietly at their seats or to leave the room if provisions have been made).

Begin the administration by reading aloud the online administration directions in this manual, beginning on page 74.

Read the administration directions up to the point at which the TA instructs students testing with HVA administration to put on headphones. The online system begins reading instructions to students immediately following log-in. From this point on, the HVA is administering the test.

Monitor students so that you know when they reach the screen with the three filled circles. This is the end of the instructions and students should now be ready to begin testing.

Students will work at their own pace and may replay passages and/or questions as needed. Items may be repeated as many times as necessary.

Students may test individually or in a small-group lab situation. If students are tested in a lab situation with other students, then each student must have his or her own computer and set of headphones. All other requirements are built-in functions of the online software.

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

Appendix C

Testing Students with Documented Disabilities

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

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.

Any student who will be using an online signed administration (VSL) accommodation should complete the Online Tools Training (OTT) **prior to** the operational window to ensure that the online VSL accommodation is operating properly and that students have an opportunity to become familiar with its use. OTTs will be available on April 6.



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 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.
3. Using a DVD: The video will be the “administrator” of the entire test. If a student does not understand a word, the student should first try to fingerspell the unfamiliar word for the TA or sign language interpreter. The TA or sign language interpreter can verify whether the student’s finger-spelled word is correct. If the student did not spell the correct word, the TA can fingerspell the word, but not the phrase.
4. Students will work at their own pace and may replay questions as needed or ask that questions be signed again. These may be repeated as many times as is necessary.
5. For some items, students may be required to read information presented in graphics (e.g., tables, pictures, charts) or in the answer choices. Individual words may be signed or fingerspelled for a student, if requested.

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

Appendix C

Testing Students with Documented Disabilities



Procedures for Online Testing with Video Sign Language (VSL)

1. Begin the administration by reading or signing the online administration directions in this manual, beginning on page 74.
2. The remaining directions are available in VSL format and will be signed to students. (Directions are signed in ASL for all students.) These directions are also printed on the test screen. Instruct students to press the  on the first page of the directions to launch the video player.
Note: Students will need to advance the directions screens by clicking the “Next” button on each screen. The sign language video will continue to play.
3. Once students have reached the end of the directions, tell them they will need to press the  on each item to launch the sign language video. Then instruct students to click the green “Begin the Test” button to start their test.
4. Students will work at their own pace and may replay passages and/or questions as needed.
5. While some conversation between the student(s) and TA is expected, discussion concerning any test item content is not permitted. Do not converse with the student(s) on any test questions.

Appendix C

Testing Students with Documented Disabilities

5. Response Options

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

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

Form/Type	Science and Social Studies
Form A (A)	Student marks answers in scannable answer document.
Form C Braille (C-BR)	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.
Form A Loose-Leaf (A-LL)	Student marks answers in scannable answer document.
Form A Large-Print (A-LP)	Student marks answers in test booklet; <i>TA transcribes responses into scannable answer document.</i>

- **Non-Verbal Indication of Answer Choices**

Students may indicate their answer choices non-verbally 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.)

1. The student will indicate answers non-verbally 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 *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.

Appendix C

Testing Students with Documented Disabilities

- **Dictation of Responses**

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

Procedures for Dictation of Responses to Multiple-Choice Items
<p>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. <u>If only one adult is present, the TA must make an audio recording of the dictated session.</u> (Any equipment used for audio recording must be school- or district-owned.)</p>
<ol style="list-style-type: none"> 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 nonscorable materials. 4. 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.

- **Braille Response Options**

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

Procedures for Braille Responses to Multiple-Choice Items
<p>Students may use a Braillewriter, slate and stylus, or electronic Braille note-taker, provided by the district, to answer test items.</p>
<p>Multiple-choice answers marked in the Braille test booklet or submitted in Braille must be transcribed by the TA into a scannable answer document.</p>
<p>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.</p>

Appendix C

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. Supplemental Materials and Devices

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

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

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

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

Appendix C

Testing Students with Documented Disabilities

7. Coding of Answer Documents

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

Science	Social Studies
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 • 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 • Presentation – Signed Administration Script • Presentation – Signed Administration DVD • Presentation – Other • Response Options – Other • Supplemental Materials or Devices

Appendix C

IEP Special Request Code and IEP Invalidation—Science and Social Studies

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.*

Appendix C

Testing Students with Documented Disabilities

F. Additional Information

In this section, you will find the following:

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

Appendix C
Testing Students with Documented Disabilities

**Office of Assessment Special Circumstances Request Form
for the 2015 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.

Appendix C
Testing Students with Documented Disabilities

Appendix C

Appendix C

Testing Students with Documented Disabilities

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.

Appendix C
Testing Students with Documented Disabilities

Appendix C

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 = 1.0–1.9.

2 = Beginner – The student scores at this level on the EPT and receives ESOL services. PowerSchool English Prof = 2.0–2.9.

3 = Intermediate – The student scores at this level on the EPT and receives ESOL services. PowerSchool English Prof = 3.0–3.9.

4 = Advanced – The student scores at this level on the EPT and receives ESOL services. PowerSchool English Prof = 4.0–4.9

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 = 5.0–5.9

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. The student 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. The student is monitored and can receive accommodations on assessments. PowerSchool Eng Prof = 7.

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

8 = English Speaker I – The student is a former ESOL/LEP or bilingual student who is not monitored or counted as LEP for Title I AYP calculations and does not receive ESOL/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 ESOL/LEP accommodations and is not counted as LEP for AYP. PowerSchool English Prof = 9.

Appendix D

Administration of the SCPASS to ESOL/LEP Students

The following lettered 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 ESOL/LEP accommodations and must take the annual ELD assessment just as other ESOL students do.

A = Pre-functional Waiver

B = Beginner Waiver

C = Intermediate Waiver

D = Advanced Waiver

E = Fluent Waiver

The last code is used for LEP students who missed the annual ELD assessment.

X = LEP student who missed taking the annual ELD assessment. The student can receive accommodations based on a previous score and class performance.

SCPASS Format

SCPASS is **not** available in alternate language formats; all ESOL/LEP 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 the SCPASS science and social studies tests.

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 ESOL/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 ESOL Accommodations codes on the student's answer document.

Appendix D

Administration of the SCPASS to ESOL/LEP Students

The following accommodations may be used by ESOL/LEP students on the SCPASS tests:

- **Bilingual Dictionary** – Students may use a word-for-word bilingual dictionary during the SCPASS tests. However, the dictionary **must not** include any examples, pictures, or definitions.
- **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.** The rewording and/or translation of directions cannot go beyond the scope and meaning of the written directions.
- **Oral Administration** – Students may receive an oral administration of the SCPASS science and social studies tests. Oral administrations of these tests are accommodations because these tests assess knowledge of the science and social studies content standards, not reading ability. An *Oral Administration Script (OAS)*, Oral Administration audio CD-ROM, or the Human Voice Audio (HVA) accommodation for online testing must be used in all cases.

An **Oral Administration Script (OAS)** must be used for paper/pencil testing if the TA reads the directions, test questions, **and** some answer choices to the student. There is a separate OAS for each subject and grade level. (See **Appendix C**, pages C-10 and C-11.)

An **Oral Administration Audio CD-ROM** can be used instead of the OAS with a student who can use a computer to listen to the directions, test questions, and answer choices. The student must use a paper/pencil test booklet with the CD-ROM. The CD-ROM contains the same information and wording as the *Oral Administration Script* but allows the student to take the test independently. (See **Appendix C**, pages C-10 and C-12.)

The **Human Voice Audio (HVA)** accommodation should be used instead of the OAS or audio CD-ROM if the student is an online tester. (See **Appendix C**, pages C-10 and C-13.)

- **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. (See page C-5 for details.) Scheduling accommodations may include the following:
 - administering the test in the afternoon rather than the morning.
 - administering the test in one day with several testing sessions per day.
 - administering the test over several days with one or several testing sessions per day.

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.

Appendix D

Administration of the SCPASS to ESOL/LEP Students

- **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.ESOL/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. (See page C-5 for details.) Timing accommodations may include the following:
 - frequent breaks in the testing room without contact with other students.
 - extended breaks that may involve contact with other students.

Customized Materials

ESOL/LEP 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/LEP students with disabilities.

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.

Appendix E

Monitor's Section

- 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.

Appendix E

Monitor's Section

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

Appendix E

Monitor's Section

Monitor Requirements

- The use of monitors is recommended to facilitate the administration of the tests and to ensure that test security is maintained.
- A monitor can be a teacher's aide, a parent, or other district or school personnel (e.g., music teachers, P.E. teachers, counselors).
- Monitors cannot be in rooms where their close relatives are being tested.
- It is **not** permissible for a monitor to be left in charge of a test administration session; the TA should remain with the students and send the monitor out in case of an emergency.
- 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.)

Appendix E Monitor's Section

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 four through eight must be tested with the SCPASS or the South Carolina Alternate Assessment (SC-Alt).

This testing policy includes all students with IEPs or 504 Plans, suspended students, home school students who are registered through the district or local school board, homebound students, and homebased students. Also included are ESOL/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

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

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

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

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

It is recommended, but not required, that a monitor accompany the TA if the parent chooses to have the student tested at home. Parents 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.

Appendix E Monitor's Section

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

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

Limited English Proficient (LEP) Students—ESOL/LEP students are required to take the SCPASS tests. See **Appendix D** for more information on administering the SCPASS to ESOL/LEP students.

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

All students placed in a Residential Treatment Facility (RTF) must participate in statewide assessments. For accountability purposes, the assessment scores for students residing in RTFs will be attributed to a specific school only if the child physically attends the school. The performance of students residing in a RTF who receive their educational program on site at the RTF will be reflected on a separate line on the facility school district's report card and will not be included in the overall performance rating of the facility school district.

Appendix E

Monitor's Section

Proviso 1.49 describes policies and procedures regarding enrollment, funding, and educational services for students enrolled in Residential Treatment Facilities. A reprint of this proviso is located on the Office of Assessment's Web page at <http://ed.sc.gov/agency/ac/Assessment/documents/RTF-Proviso2014.pdf>.

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

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

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

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

Procedures for Testing RTF Students

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

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

Districts are responsible for obtaining all required test materials for 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;

Appendix E

Monitor's Section

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. For the spring 2015 SCPASS administration, this includes the published test dates for paper/pencil administration and the testing window for online administration. Failure to administer tests on the dates specified by the SCDE is considered a test security violation that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate. This regulation also applies to the administration of any make-up tests. This regulation does not apply to students requiring a scheduling accommodation as directed in an IEP, 504 Plan, or ESOL accommodation plan.

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.



Appendix E Monitor's Section

Testing Hours, Breaks, and Student Activities During Testing

The SCPASS tests are not timed. 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 ESOL accommodation plan specifying administration of a single test over several days.



- Some students may take a much longer time to complete a test than other students. Districts and/or schools should provide TAs with guidelines specifying acceptable activities to engage students while waiting for other students to finish a test. Students should not be allowed to engage with content related to the subject being tested. For example, they should not be allowed to read a science textbook during the SCPASS science test. Examples of appropriate activities 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., entering responses on the paper answer document or into the online testing system, writing, and working out problems), the TA must allow the student to continue with the test. If a student has not completed the test by the time most others are finished and clearly is not attempting to finish, the school may use discretion to end the testing session.
- If necessary, and if space and staff are available, students who need to continue working on the test after others are finished may be moved to another location to complete testing. District policy should dictate whether staying after school to complete tests is an acceptable option.
- If students have not completed testing by their lunch period, students may be permitted to have a “silent lunch” or have a monitor present for the lunch period. Test security must be maintained throughout the lunch period.
- Silent breaks may be scheduled during testing, as needed. Test booklets and answer documents must be closed during breaks. Snacks are permissible, if desired.

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.) Also, as noted on page 13 of this manual, Chromebooks (non-touch only) and iPads may be used for online testing if extra security procedures are followed.

Appendix E Monitor's Section

Testing Environment

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

- Tests should be administered in a familiar classroom or computer lab setting to reduce student test anxiety and simplify test security.
- Students should be tested in classrooms or computer labs that have good lighting and are well-ventilated with a reasonable temperature.
- Adequate space (three feet or more) between students is necessary to increase test security and to reduce distractions. For online testing, the placement of partitions and/or folders around computer screens or the use of privacy filters on screens is highly recommended.
- Classrooms and computer labs should be quiet and free from interruptions or distractions of any type. **Appendix A** includes a “Do Not Disturb” sign for use during testing; it may be removed from this manual and taped to the outside of the classroom or computer lab door.



- **TAs and monitors must not work or communicate on a computer, tablet, phone, or similar device during a test administration. Any electronic devices must be silenced during testing.**
- Classrooms, computer labs, and halls must be inspected prior to testing to ensure that all subject-related materials have been covered or removed from walls, bulletin boards, doors, desks, floors, ceilings, or windows. Word walls, maps, globes, charts, and subject-related mobiles must be taken down or covered during testing.

District/School Guidelines for Disruptions

Schools should have policies and procedures in effect for classroom disturbances that interrupt testing. Such disruptions could include unruly students, students who sleep during the test, students who 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, online testing rosters, test tickets, and other secure materials as the students leave the room. The TA can keep the materials secure by keeping possession of the materials and taking them outdoors or by locking them in a secure location within the classroom or computer lab.

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

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

Appendix E Monitor's Section

Student Cheating

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

Student Injury

Students who suffer injuries may be scheduled for make-up testing if the condition warrants this delay. If a student cannot enter responses on the paper answer document or into the online testing system because of an injury, such as a broken arm, testing may be delayed 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-4 and C-16 through C-18); the accommodation(s) used should be documented in school records, but not coded on the student's answer document. If necessary, call the Office of Assessment to discuss possible alternative test dates.

Student Illness

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

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

Appendix E Monitor's Section



Paper/Pencil Testing Procedures for Student Illness

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



Online Testing Procedures for Student Illness

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

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

This will exit the student from the test and allow him or her to log in at a later time the same day, using the same login information. If the student's test is ended by clicking **Review/End Test**, or if the student needs to finish testing on another day, refer to page B-26 for more information.

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. It has been updated to include both paper/pencil and online testing information.
- *TAMs* arrive in districts in March 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.** For paper/pencil testing, these directions begin on page 59 of the *TAM* with the instructions for coding answer documents. For online testing, the administration directions begin on page 74.
- 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 is applicable **only** to DTCs.

Appendix E Monitor's Section

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 (ASL) DVDs, Braille Test Administrator's Notes (TA Notes), and Braille OASs;
- papers or materials with student responses (e.g., brailled responses); and
- any test session ticket or testing roster printed through the online testing system, or any other documentation containing student usernames and passwords for online testing. Secure materials, including student usernames and passwords, should not be transmitted by e-mail or nonsecure fax.

Storage Policies

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



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

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. STCs should not sign out or distribute secure materials to TAs until the day of the test. See page 23 and **Appendix C** (pages C-10 and C-14) for rules regarding TA access to oral and signed administration materials before testing.

Test Items



SCPASS test items are secure. 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 materials for an oral or signed administration of a test.

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

Appendix E Monitor's Section

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

Coding of Demographic Information

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



Please note that the **test administrator's name** must be handwritten by the TA on the designated line for **each subject** on page 3 of the answer document. In addition, students will be instructed to write and hand-code the **test administrator's initials** for each subject (page 4 for science and page 6 for social studies).



Preparing Students for Online Testing

All students who will be taking the science and/or social studies test(s) online should complete the Online Tools Training (OTT) and tutorials **prior to** the first day of online testing. OTTs and tutorials will be available on April 6.

TA Preparation for Oral/Signed Administrations



To prepare for an oral or signed administration of a paper/pencil test, the TA may review the *Oral Administration Script*, *Signed Administration Script*, or ASL DVD **up to two days prior to the administration** of the subject area test. Review sessions must be coordinated by the STC and held at the school with no students present. Review sessions must comply with all test security procedures. For additional information regarding these reviews, refer to pages C-10 and C-14.



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

Supplementary Materials



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



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

Appendix E Monitor's Section

Dictionaries and Thesauruses

- Students are not allowed to use a dictionary or thesaurus on any of the SCPASS tests. **Note:** As indicated in **Appendix D**, ESOL/LEP students may use a word-for-word bilingual dictionary as an accommodation during the SCPASS tests.
- The following types of reference materials **should not be used** during any test administration: teacher-made word lists, spelling lists or books, wall lists, and other alternative types of reference books. Computerized dictionaries and thesauruses are not allowed during testing.

Color Overlays, Highlighters, and Colored Pencils

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

Seating Charts

TAs are required to create a seating chart for each testing session showing the testing locations of all students in the classroom. This is a requirement for both paper/pencil and online SCPASS testing. To assist TAs with this task, a seating chart PowerPoint is provided on eDIRECT (<https://sc.drccdirect.com>). The PowerPoint includes templates for several configurations, as well as instructions for creating a seating chart with a different configuration. Alternatively, TAs may create their own seating charts using another format. Each seating chart should contain the following identifying information: district, school, test date, subject, grade level, and TA name (first initial, last name). Each student's location within the classroom or computer lab should be labeled, using the student's first initial and last name. All seating charts will be returned to the contractor—via hard copy with nonscorable materials or electronically via e-mail.

Proctoring the Tests

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

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

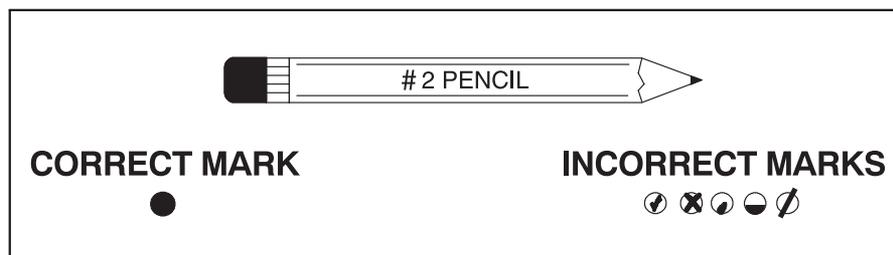
Appendix E Monitor's Section

- TAs and monitors should quietly move around the room, walking up and down the aisles to check that students are following the directions for marking or entering responses on the paper answer document or into the online testing system.
- TAs and monitors 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.
- During the testing session, the TA should create a seating chart indicating each student's first initial and last name and location within the classroom configuration (see page 24).
- 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.



For Paper/Pencil Testing

- TAs should ensure that each student receives the correct test booklet and answer document, especially those students with disabilities who require an oral or signed administration or other customized test materials.
- TAs and monitors should make sure that students are marking answers on the correct page of the answer document and following the directions for appropriately darkening bubbles. The diagram below shows an example of correctly and incorrectly marked bubbles. 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,” “darken only one bubble for each question,” or “make sure you erase completely.”



For Online Testing

- Monitors are highly recommended to assist TAs with the monitoring of online test administrations.
- TAs should set up the seating for online testing to provide maximum privacy for each student. The ability for other students to view classmates' screens will depend upon the size and type of monitor, the proximity of students to each other, and other variables such as whether students are seated together at long tables. TAs must carefully consider the classroom or computer lab environment and determine what additional measures, such as partitions and/or folders,

Appendix E

Monitor's Section

privacy filters, spacing between students, etc., may be required to restrict the view of nearby test takers. It is the responsibility of the STC and TA to ensure that partitions/folders, privacy filters, spacing, and other measures are implemented as needed.

- Some school networks have software installed that allows the TA's computer to display what is on a student's monitor. While appropriate for an instructional setting, viewing the test or test items is a test security violation.
- Student access to and use of computers prior to the beginning of the test should be monitored to ensure that students do not activate software or other resources that could interfere with the security and integrity of the test.
- TAs should ensure that each student receives the correct test ticket. Test tickets must not be distributed to students until immediately before logging into an actual test session (refer to page 75 of the Online Administration Directions). If the TA is proctoring students whom he/she does not know, then the TA should ask for some type of identification before releasing the ticket to the student.
- Once testing has begun, TAs and monitors are expected to be actively engaged in the monitoring of the entire class of students. Do not let an issue with one student distract the proctoring of the entire class. Have extra computers available if problems occur with a computer. An IT person/resource should be available to assist TAs with such issues.
- The TA must collect student test tickets and any other test materials after each testing session. These materials and the online testing roster must be stored in a secure location.

Note: Students who use large-print or loose-leaf booklets as testing accommodations should have access to the paper/pencil customized test materials during online test administrations.

Make-up Testing

The administration of one make-up test per day is recommended. However, students may take **two** make-up tests per day, if absolutely necessary. Make-up testing is restricted to the dates designated by the SCDE. If students miss a substantial number of testing days, the order of the make-up tests should follow this schedule: 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. This policy also applies to the misadministration of student accommodations. For example, if a student incorrectly receives or fails to receive an oral administration of the test, schools can not give the student a retest to correct the error.

Appendix E Monitor's Section

Materials Sent to the Schools



For Paper/Pencil Testing

- Science Test Booklets—one for each student, plus overage
- Social Studies Test Booklets—one for each student, plus overage
- Answer Documents—one for each student, plus overage
- “Do Not Score” labels
- Periodic Table for Grade 7 Science—one for each grade 7 student
- Precode Labels
- Customized Test Materials—if ordered, for students with testing accommodations



For Online Testing

- For grade 7 science administrations only, a periodic table is provided in the online testing system.
- For students with large-print or loose-leaf test booklet accommodations, paper/pencil customized test booklets are sent for use, if needed, during online testing.

Materials Supplied by the Schools



For Paper/Pencil Testing

- **Sharpened No. 2 pencils with erasers:** Only No. 2 pencils are dark enough to ensure accurate scoring. Students must NOT use pens or highlighters on any portion of the SCPASS answer document. Students may use their own No. 2 pencils.
- **Cover sheets (optional):** Blank paper or index cards (lined or unlined) may be distributed to assist students in keeping their place in the test booklets or answer documents or to cover their responses.
- **Other Optional Materials:** Other optional materials that may be used by all students during the 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 any supplemental materials required by students with disabilities as specified in the student’s IEP or 504 Plan or by ESOL/LEP students. It is a violation of test security legislation and State Board regulations to allow students to use supplemental materials not specified in their IEP/504 Plans or **not** to provide materials that are specified in the student’s IEP/504 Plan.

Appendix E Monitor's Section

For Online Testing



- Blank scratch paper for the science tests

Note: For paper/pencil and online testing, any supplementary materials that contain student writing must be securely destroyed at the completion of testing. It is not required that this material be returned to the testing contractor.



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

South Carolina Palmetto Assessment of State Standards (SCPASS) **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 at least two weeks prior to the testing window so that they have to opportunity to read the TAM and become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

DTCs and/or STCs must review test security policies and procedures with monitors and require monitors to read all sections of the TAM and other appropriate materials and documents provided to them.

I acknowledge that I will have access to tests that are a part of the South Carolina Palmetto Assessment of State Standards (SCPASS).

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 TAM.

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 or signed administration scripts, and examinees' responses.

I will return all test materials to the STC or the DTC, as appropriate.

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

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

Signature

Date

Print Name

District and School

Index

A

Accommodations.....	11, 20, 23, 26, 27, 36, C-2–C-7, C-18, C-19, D-1, D-2–D-4, E-12, E-15, E-18
Online Testing.....	27, 44–47, 54–56, B-2, B-11, B-13, B-14, B-16, B-17, B-18, B-26
Additional Materials	13, 32, 36
Administration Directions.....	29, 37, 38, 51
Online Testing.....	47, 56
Agreement to Maintain Test Security and Confidentiality Forms.....	12, 29, 30, 31, 44, 48, A-13, A-15, E-21
Answer Document Label/Coding.....	23, 32–36, 50, 59–63, A-2, C-19, E-15
Answer Document Return Form	34, 39, A-4
ASL DVDs	23, 32, 51, 66, 72, C-9, C-14, E-14
Audio CD-ROMs	2, 18, 22, 51, 59, 66, 68, 72, C-7, C-9, C-10–C-12, D-3, E-14

B

Braille Ancillary Materials.....	C-8
Braille Materials Return.....	41, 52, C-17
Braille Oral Administration Scripts.....	C-7–C-9
Braille Response Options	C-16, C-17
Braille Test Administrator (TA) Notes	22, C-8, E-14
Breaks During Testing.....	18, 20, 51, C-4, C-5, D-4, E-10, E-12
Online Testing.....	B-24
Broken Arm.....	20, 37, C-3, E-12

C

Calculators.....	7, 49, 55, E-4
Cheating	20, 24, 37, 52, 57, E-12, E-16
Colored Pencils.....	24, 27, 51, E-16, E-19
Confidentiality Forms.....	12, 29, 30, 31, 44, 48, A-13, A-15, E-21
Cover Sheets	27, 50, E-19
Cueing.....	49, C-4, C-6, C-9
Customized Materials Table.....	C-7

Index

D

Damaged/Defective Materials	21, 32, 49, E-13
Demographic	
Online Testing.....	44, B-11, B-13, B-14, B-20
Demographic Fields on Answer Document	22, 23, 32–36, 50–51, E-14
Dictation of Responses.....	20, C-4, C-17, E-12
Dictionaries and Thesauruses.....	24, D-3, E-16
Do Not Disturb Sign.....	A-19
Do Not Score Bubbles.....	20, 34, E-12
Do Not Score Labels.....	27, 34, 36, 39, A-3, E-19
DTC Requirements	29

E

Education Accountability Act.....	3
Electronic Devices	18, 19, 24, 25, 49, 55, E-10, E-11, E-16
ESOL/LEP Test Preparation.....	D-1–D-4
Expelled Students.....	15, E-7

F

Fall Assignment	2, 34, 39, See also Answer Document Return Form
Fire Drills	19, 57, E-11

H

Highlighters.....	24, 27, 51, E-16, E-19
Home School Override Labels.....	34, A-3
Home School Students.....	14, 15, 34, E-6, E-7

I

IEP/504 Plans	11, 27, 36, C-3, C-4, C-18, C-19, E-19
IEP Invalidation	11, 36, A-7, C-19
IEP Special Request Code.....	36, A-7, C-19
Illness.....	20–21, 37, 38, 46, 52, 55, 57, E-12
Individual/Small Group Administration	C-4, C-5, C-13, D-4
Injury, Student.....	20, 37, 48, C-3, E-12
Inventory Test Materials.....	31–32

Index

L

Labels

Do Not Score	34, 39, A-3
Home School Override Labels	33, 34, A-3
New Student Precode Labels	33, 50, A-2
Override Labels	33, A-2-A-3
Large-Print	13, 26, 27, 41, 45, 46, 52, 55, B-16, C-7, C-8, C-12, C-16, D-4
Limited English Proficient (LEP) or ESOL	14, 15, 36, D-1-D-4, E-6, E-7
Loose-Leaf	13, 26, 27, 45, 46, 55, B-16, C-7, C-8, C-12, C-16, D-4

M

Make-up Testing	17, 20, 21, 22, 26, 37, 38, 46-47, 48, 51, 52, 53, 56, A-17, E-18
Materials Return	38-43
Materials Sent to Schools	27, E-19
Missing Materials	31, 32
Monitor Requirements/Responsibilities	E-5

N

New Student Precode Labels	33, 50, A-2
Non-Standard Accommodations	11, C-3-C-4

O

Online Security	44-47, 54-56
Online Testing	
Inactivity	B-25
Loss of Connectivity	B-25
Manage Teachers and Students	B-7-B-15
Online Testing Materials	C-13
Pause Functionality	B-24
System Access	B-1
Test Setup	B-4-B-26
Tutorials and OTT	B-2, B-3
Unlocking Student Tests	B-25-B-26
Oral/Signed Administration	23, 25, 32, C-7, C-9-C-11, C-14, D-3, E-15, E-17
Online Testing	44-47, 54-56, B-16-B-17, B-26, C-13, C-15
Paper/Pencil	25, 51, C-12, C-14, E-17
Override Labels	33, A-2-A-3

Index

P

Parent Notification	17, E-9
Participation in Testing, Student	14, C-2, D-2, E-6
Performance Levels	2, 3
Periodic Table	23, 27, 37, 41, 50, 55, C-8, E-15, E-19
Power Failure	19, E-11
Precoded Students	33
Preprinted Answer Documents	33, 50
Presentation (Students with Disabilities).....	C-4, C-6
Private or Non-Public School Students	15, E-7

R

Reporting Test Security Violations	4–11, C-3
Responding in Test Booklet	C-4, C-18
Response Options (Students with Disabilities)	C-4, C-16–C-19

S

Scheduling (Students with Disabilities).....	17, C-4, C-5, C-19, D-3, E-9
Scratch Paper	28, 45, 46, 47, 55, 57, E-20
Seating Chart	25, 38, 41, 45–47, 51–54, 63, 67, 68, 72, B-19, E-17
Secure Destruction of Materials	21, 37, 47, E-13
Secure Materials	22, 32, 36, E-14
Security Affidavit Form for Alternative Response Options	C-16–C-18, C-20, C-23
Security Checklists	12–13, 32, 36–37, 39, 46, 47, 52–53, E-13
Security Violations	6–11, 22, C-3, E-14
Setting (Students with Disabilities)	C-4, C-5, D-4
Sign Language	22, C-6–C-16, D-4
Online Testing.....	76, B-16, C-15
Special Circumstances Request Form	C-3, C-4, C-18, C-20, C-21
STC Requirements/Responsibilities	30–31
Online Testing.....	44–47
STC Section.....	29–47
Student IDs	33, 35
Student Make-Up Roster.....	21, 38, 41, 46, 47, 51, 52, 53, 56, A-17, E-13
Students with Disabilities.....	11, 14, 25, 44, C-1–D-4, E-6, E-17
Supplemental Materials/Devices	27, 32, 45, 46, 50, C-2, C-3, C-4, C-18–C-19, E-19
Suspended Students	14, E-6

Index

T

TA Requirements/Responsibilities	48
TA Section.....	48–56
Testing Dates	ii, 1, 17, 18, 20, 26, 38, E-9, E-10, E-12
Testing Environment	19, 25, 54, B-3, C-3, E-11, E-17
Test Materials.....	22, 27–28, 32, 36–37, C-7, E-14, E-19–E-20
Test Security Laws and Regulations.....	4–13, E-1–E-4
Test Security Violation.....	6–11, 22, C-3, E-14
Test Sessions/Student Test Tickets	26, 45, 46, 47, 55, 56, 57, B-1, B-5, B-11, B-13–B-15, B-18–B-25, E-18
Test Setup.....	B-4–B-26
Timing (Students with Disabilities).....	20, C-4, C-5, C-19, D-4, E-12
Translating Directions	C-6, D-2, D-3















Spring 2015 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 (electronic)	DTC STC	DTC – 1 year STC – 1 year



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