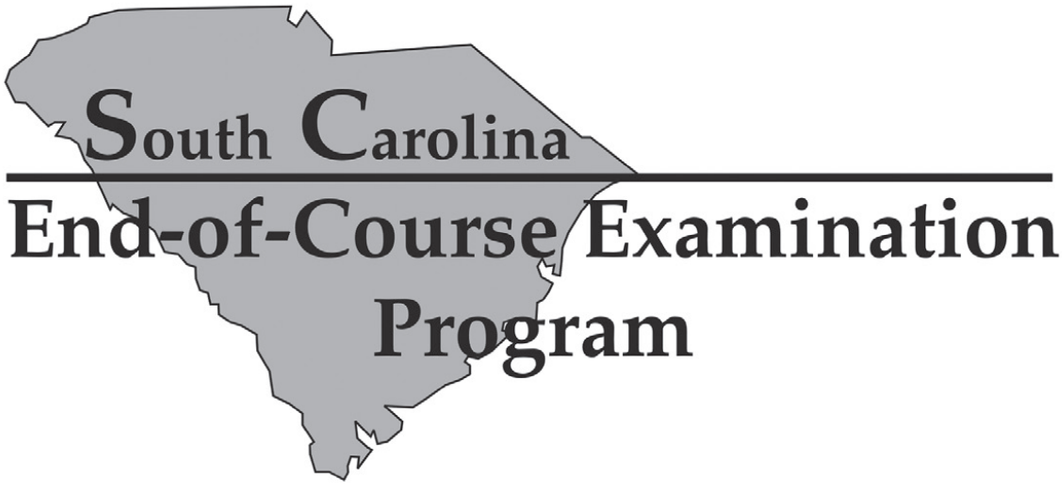
# Test Administration Manual for Online and Paper/Pencil Testing

**Spring 2015**




- **Algebra 1/Mathematics for the Technologies 2**
- **Biology 1/Applied Biology 2**
- **English 1**
- **United States History and the Constitution**

**SOUTH CAROLINA DEPARTMENT OF EDUCATION**

# Spring 2015 End-of-Course Examination Program (EOCEP) Testing Schedule

| Time Frame | Event |
|---|---|
| At least one week before testing: | School Test Coordinators (STCs) receive test materials and gain access to Test Setup for online testing. |
| Within **24 hours** of receipt of materials: | STC notifies District Test Coordinator (DTC) of any missing materials. |
| At least one week before testing: | STC trains test administrators (TAs) and monitors and distributes the *Test Administration Manual* (*TAM*). |
| Immediately before test administration: | STCs distribute test materials. STCs print online testing rosters and student test tickets. |
| Immediately after test administration: | TAs return all test materials, testing rosters, and student test tickets to the STC. |
| As directed by DTC: | STC accounts for and returns materials to district office. |

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

# Table of Contents

**Overview** ..... **v**
Introduction ..... v
*EOCEP Format* ..... v
Testing Window ..... vi
**Test Security** ..... **1**
Legal Requirements ..... 1
State Board Regulations ..... 2
Reporting Test Security Violations ..... 5
*Required Documentation* ..... 5
*How to Conduct an Investigation and Document the Information* ..... 6
Test Security Violation Action Form ..... 7
Violations and Students with Disabilities ..... 8
Test Security Agreement Forms ..... 9
Security for Online Testing ..... 9
Security Checklists ..... 10
**SCDE Policies** ..... **11**
Test Administration Policies ..... 11
*Student Participation Guidelines* ..... 11
*Special Groups of Students* ..... 11
*Residential Treatment Facilities* ..... 13
*Testing Dates* ..... 14
*Parent Notification* ..... 14
*Testing Hours, Breaks, and Student Activities During Testing* ..... 15
*Policy on Use of Calculators* ..... 16
*Policy on Use of Electronic Communication, Imaging, and Photography Devices* ..... 17
Testing Environment ..... 17
*District/School Guidelines for Disruptions* ..... 18
*Fire Drills, Bomb Threats, Power Failure, Storms, Death* ..... 18
*Student Cheating* ..... 18
*Student Injury* ..... 18
*Student Illness* ..... 19
*Test Administration Manual (TAM) and DTC Supplement* ..... 20
*Secure Materials* ..... 20
*Test Items* ..... 21
*Coding of Demographic Information onto Answer Documents* ..... 21
*Preparation for Oral/Signed Administrations* ..... 22
*Supplementary Materials* ..... 22
*Dictionaries and Thesauruses* ..... 22
*Colored Overlays, Highlighters, and Colored Pencils* ..... 22
*Administration Directions* ..... 22
*Proctoring the Tests* ..... 23

# Table of Contents

**Test Materials** ..... **25**
Materials Sent to the Schools ..... 25
*For Paper/Pencil Testing* ..... 25
*For Online Testing* ..... 25
Materials Supplied by the Schools ..... 25
*For Paper/Pencil Testing* ..... 25
*For Online Testing* ..... 26
**School Test Coordinator's Section** ..... **27**
DTC Requirements ..... 27
STC Requirements ..... 28
**School Test Coordinator's Section—Online Testing** ..... **29**
Before Test Administration ..... 29
*Step 1 – Prepare Parents* ..... 29
*Step 2 – Train TAs and Monitors* ..... 29
*Step 3 – Prepare for the Test* ..... 30
During Test Administration ..... 31
*Step 1 – Maintain Test Security* ..... 31
*Step 2 – Assist TAs During Testing* ..... 31
*Step 3 – Supervise Materials Return* ..... 31
Guidelines for Make-up Testing ..... 32
*Step 1 – Identify Students* ..... 32
*Step 2 – Schedule Students for Testing* ..... 32
*Step 3 – Administration Procedures* ..... 32
After Test Administration ..... 32
*Step 1 – Collect Materials and Security Checklists* ..... 32
*Step 2 – Package Materials for Return* ..... 33
Comments ..... 33
**School Test Coordinator's Section—Paper/Pencil Testing** ..... **34**
Before Test Administration ..... 34
*Step 1 – Prepare Parents* ..... 34
*Step 2 – Train TAs and Monitors* ..... 34
*Step 3 – Take Inventory* ..... 35
*Step 4 – Prepare for the Test* ..... 35
*Step 5 – Label Answer Documents* ..... 36
*Step 6 – Complete Answer Document Coding* ..... 36
During Test Administration ..... 39
*Step 1 – Maintain Test Security* ..... 39
*Step 2 – Assist TAs During Testing* ..... 39
*Step 3 – Supervise Materials Return* ..... 40

# Table of Contents


Guidelines for Make-up Testing ..... 40
*Step 1 – Identify Students* ..... 40
*Step 2 – Schedule Students for Testing* ..... 40
*Step 3 – Administration Procedures* ..... 41
After Test Administration—Materials Return ..... 41
*Step 1 – Verify Answer Document Coding* ..... 41
*Step 2 – Complete School/Class Header Sheets* ..... 41
*Step 3 – Sign Security Checklists* ..... 42
*Step 4 – Package Materials for Return* ..... 42
Comments ..... 47
**Test Administrator's Section ..... 48**
Test Administrator Requirements ..... 48
Test Administrator Training ..... 48
**Test Administrator's Section—Paper/Pencil Testing ..... 49**
Before Test Administration ..... 49
*Step 1 – Prepare for Testing* ..... 49
*Step 2 – Day of Testing* ..... 49
During Test Administration ..... 50
*Step 1 – Getting Ready* ..... 50
*Step 2 – Hand Out Materials* ..... 50
*Step 3 – Complete Answer Document Coding* ..... 51
*Step 4 – Follow Administration Directions* ..... 51
*Step 5 – Handling Disruptions During Testing* ..... 51
Make-up Testing ..... 51
After Test Administration ..... 52
*Step 1 – Complete the School/Class Header Sheets* ..... 52
*Step 2 – Return Test Materials to the STC* ..... 56
*Step 3 – Resolve Questions* ..... 56
**Test Administrator's Section—Online Testing ..... 57**
Before Test Administration ..... 57
*Step 1 – Prepare for Testing* ..... 57
Testing Using iPads or Chromebooks (Non-touch Only) ..... 57
During Test Administration ..... 58
*Step 1 – Getting Ready* ..... 58
*Step 2 – Hand Out Materials* ..... 58
*Step 3 – Follow Administration Directions and Monitor Log-In* ..... 59
*Step 4 – Handle Disruptions During Testing* ..... 59
Guidelines for Make-up Testing ..... 60
After Test Administration ..... 60
Comments ..... 60

# Table of Contents

**Paper/Pencil Administration Directions for Completing Answer Document Demographics** ..... **61**
General Information ..... 61
**Paper/Pencil Administration Directions Algebra 1/Mathematics for the Technologies 2** ..... **65**
**Paper/Pencil Administration Directions Biology 1/Applied Biology 2** ..... **69**
**Paper/Pencil Administration Directions English 1** ..... **72**
**Paper/Pencil Administration Directions United States History and the Constitution** ..... **75**
**Online Administration Directions for All Subjects** ..... **79**
General Information ..... 79
*General Information for Using iPads* ..... 79
*General Information for Using Chromebooks* ..... 80
Algebra 1 Online Calculator Shortcuts ..... 87
**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 EOCEP to ESOL/LEP Students** ..... **D-1**
**Appendix E Monitor's Section** ..... **E-1**
**Index** ..... **I-1**

# Overview

## Introduction

**Education Accountability Act** – The End-of-Course Examination Program (EOCEP) is a statewide assessment administered to South Carolina students in grades six through twelve. The Education Accountability Act of 1998 (EAA) requires the administration of end-of-course examinations in gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. All students enrolled in courses in which the curriculum standards corresponding to these subjects are taught, regardless of course name or number, must take the appropriate tests. Each of the following tests will count as 20 percent of each student's grade in the tested subjects: Algebra 1/ Mathematics for the Technologies 2, Biology 1/Applied Biology 2, English 1, and United States History and the Constitution. Beginning with the graduating class of 2010, students are required to pass a high school–credit course in biology and a course in United States history in which end-of-course examinations are administered to receive the state high school diploma.

**Items Aligned to Standards** – EOCEP test items are aligned to the South Carolina Academic Standards for each content area. Standards describe what schools are expected to teach and what students are expected to learn. Academic standards are statements of the specific cognitive processes and the content knowledge and skills that students must demonstrate to meet the grade-level standards. EOCEP test items are written to assess the content knowledge and skills described in the academic standards. The academic standards and supporting documents are available on the South Carolina Department of Education Web site at http://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/. Click on the link of 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. In 2012, a contract was awarded to Data Recognition Corporation (DRC) to administer, score, report, and develop items for the EOCEP program.

## EOCEP Format

**Algebra 1/Mathematics for the Technologies 2, Biology 1/Applied Biology 2, English 1, and United States History and the Constitution** – These tests mostly consist of multiple-choice items but may include some technologically enhanced items. The EOCEP tests are available in both online and paper/pencil formats. EOCEP score results will be available on each school and district's Preliminary Score Roster within 36 hours after materials are checked in by the testing contractor. Final data files will be available electronically in July.

**Distribution of Individual Student Score Reports** – The Department of Education provides paper copies of Individual Student Reports to districts. These reports are shipped from the testing contractor directly to the District Test Coordinators (DTCs). DTCs are responsible for ensuring that these reports are distributed to parents and schools as soon as possible following receipt.

# Overview

## Testing Window

The state-approved testing window for the Spring 2015 administration of EOCEP is May 4, 2015–June 9, 2015. Testing for the Spring administration cannot begin before May 4. Each DTC is responsible for identifying the **district-level** testing window and for notifying the STCs of the testing schedule. The district must administer all operational EOCEP tests—Algebra 1/Mathematics for the Technologies 2, Biology 1/Applied Biology 2, English 1, and United States History and the Constitution (USHC).

In districts that administer tests with paper and pencil, the District Test Coordinator (DTC) will select a 10-day testing window within the state-approved testing window. Districts that administer tests online will select a 15-day testing window. The first day of the testing window does not have to be a Monday. It is recommended that districts administer paper/pencil tests over five consecutive days within the district testing window and that the additional days be used to complete make-up testing and to accommodate technological resources needed for online testing.

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

   Also indicate the regulation(s) violated, using the exact wording of the violation(s) as stated in 2 S.C. Code Ann. Regs. 43-100 (2011) and provided in the *TAM* on pages 2–4. For example, if a teacher assisted a student on the test, the following should be typed on the Action Form for State Board Regulation Violation(s): “X.H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing.”

# Test Security

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

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

The supporting documentation can be 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 201-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 Information

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

A. If a test security violation is observed within a school, the individual(s) observing the incident must notify the School Test Coordinator (STC) or the District Test Coordinator (DTC) as soon as possible. The STC must notify the DTC immediately regarding the violation. The DTC must notify the appropriate Office of Assessment Program Manager.

B. The DTC and the STC are responsible for conducting a comprehensive investigation to reconstruct what occurred to cause the alleged violation. The investigation should capture information including the "who, what, where, when, and how" of the incident.

C. The STC and/or the DTC should obtain a written statement of events (affidavit) from each adult involved in the situation, including the accused. Affidavits must be signed and dated in ink by the person making the statement.

D. As appropriate, the STC and DTC may need to interview some or all of the persons involved in each incident. All interviews should be conducted individually to elicit the most reliable information. Open-ended questions should be used during the interview process to obtain the most compelling evidence. In the case of student interviews, the STC should write a summary of the information learned from each student. It is not necessary to have the students provide a written statement.

E. The DTC must write a summary of events (2.d. above). This summary should be in the form of a letter written to Kathryn Rhodes in the Office of Assessment. If appropriate, the DTC may want to provide additional details regarding the incident such as action taken as a result of the investigation, if the district referred the violation to the South Carolina Law Enforcement Division, or any information that supports or refutes the credibility of any witness.

## 2014–15 Test Security Violation (TSV) Action Form

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

**School District:** **School:**

**DTC Name:**

**Form Completed By (Name):** **Telephone:**

**Date Form Completed:**

**Testing Program:** **Test Administration:**

**Test Subject:** **Grade Level of Test:**

**Date(s) of Alleged Test Security Violation:**

**Violation Reported By:**

| **Person(s) Involved in Violation (Enter first and last name)** | **Certification Number** |
|---|---|
| | |
| | |
| | |
| | |

**Legislative Violation(s)(see TAM):**

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

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

Continue to Next Page

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





Test Security

# Test Security

## Violations and Students with Disabilities

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

The State Board of Education Regulations 24 S.C. Code Ann. Regs. 43-100 (Supp. 2008) 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 checking the IEP Invalidation box under the Testing Codes tab in Test Setup for online testing, or by darkening the IEP Invalidation bubble on the student's answer document for the appropriate test.
- **If a student received a standard accommodation** that is not specified in the IEP/504 Plan, the team must determine if the unauthorized accommodation 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—in Test Setup for online testing or on the student's answer document.
- **the test administration is not valid**, the school/district must invalidate the score by checking the IEP invalidation box under the Testing Codes tab within Test Setup, or by darkening the IEP Invalidation bubble on the student's answer document. Return the answer document to the contractor **in a scorable box. The IEP/504 Plan team must not base the decision to invalidate the test administration on their knowledge of the student's score.**

# Test Security

## Test Security Agreement Forms

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

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

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

## 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.

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

The use of traditional desktop and laptop computers is recommended for online testing. Beginning with the Spring 2015 administration, however, Chromebooks 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.

**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 partitions and/or folders be placed around each computer 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.

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

## Security Checklists

- **The STC is responsible for inventory control within the school; schools and districts are responsible for missing materials and are required to use security checklists to track the distribution and return of all secure test materials.**
- All secure test materials have been assigned security numbers; these numbers appear on the *School Security Checklist* and the *District Overage Security Checklist*.
- *School Security Checklist*s are available in electronic format only. The *School Security Checklist* is available on eDIRECT (https://sc.drcedirect.com) and can be downloaded into an Excel spreadsheet. These checklists will be available by April 20.
- The security numbers on the answer documents match the numbers on the *School Security Checklist*.
- 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*.
- Entering student names on the security checklist is not required for test materials that are not assigned to a specific student.

### *STC Guidelines for Using Electronic Security Checklists*

- Open the .csv files posted on eDIRECT for the school's security checklist. Save the file as an Excel spreadsheet, using the school's School Identification Number (SIDN), School Name, Assessment Program, and "Security Checklist" as the file name. For example, "0701002 Hammond High EOCEP Security Checklist."
- The information on the spreadsheet may be sorted, as needed. Complete the information on the Excel spreadsheet security checklist in the same manner as paper. (For example, input TA/STC initials for sign-out/sign-in, initials when packaging materials for return, and any notes.)
- Log additional materials received using the blank rows at the bottom of the Excel spreadsheet. Do not use a separate tab to log this information.
- Log information for make-up testing using the blank rows below additional materials. Do not use a separate tab to log this information.

# SCDE Policies

## Test Administration Policies

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

### Student Participation Guidelines

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

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

### Special Groups of Students

1. **Students with Disabilities**—Students with disabilities must participate in accordance with their Individualized Education Program (IEP) or 504 Accommodation Plan. (See **Appendix C** for guidelines on administering the test to students with disabilities.)
2. **Adult Education Students with Disabilities**—Students with disabilities in adult education centers who are 21 years of age or younger and do not have diplomas may be served under the provisions of IDEA or Section 504. The IEP or 504 Accommodation Plan must state any accommodations to be used. Students who are older than 21 cannot be served under the provisions of IDEA but may be served under Section 504. Students who are older than 21 must prove they are disabled (e.g., provide documentation they were served under an IEP or a 504 Accommodation Plan in high school) prior to taking the test.
3. **Suspended and Expelled Students (with or without disabilities)**—Students who are suspended must be tested. The district may consider delaying the suspension dates, bringing students into school during suspension for testing purposes only, or testing students in alternative locations. The district is not required to test expelled students who do not have IEPs. When a student with an IEP has been expelled, a new IEP must be written that outlines the services to be provided during the expulsion period and the manner in which the student will be tested.
4. **Home School Students**—Home school students are defined as those students whose parents or guardians teach their children at home. Students whose home school instruction is approved by the district board of trustees of the district in which the student resides must be tested according to S.C. Code Ann. §59-65-40 (A)(6)(2004): “The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student’s place of instruction, at the parent’s option. The parent is responsible for paying the test administrator if the test is administered at the student’s home.” It is recommended, but not required, that a monitor accompanies the TA if the parent chooses to have the student tested at home. Parents, guardians, or other relatives may not be present in the room with the student during testing. Home school students will receive individual student results but will not be included in the district or school data.

# SCDE Policies

5. **Homebound Students**—Homebound students (with or without disabilities) must be tested. These students receive instruction at home or in a hospital because they cannot attend school due to illness, accident, or pregnancy, even with the aid of transportation [2 S.C. Code Ann. Regs. 43-241 (2011)]. The district must administer the required tests to a student who is homebound, except in individual cases in which it is documented that the student is not physically and/or mentally able to take the test. It is the district's decision to choose whether or not to have a monitor present when testing homebound students.
6. **Homebased Students**—Students who receive homebased instruction must be tested. Homebased students normally receive instruction at a place other than school because the student's IEP team has determined this placement to be the most appropriate, least restrictive environment for the administration of the student's educational program. The district must send a TA to the place of instruction.
7. **Limited English Proficient (LEP) Students**—ESOL/LEP students enrolled in courses in which the curriculum standards corresponding to EOCEP subjects are taught must take the appropriate tests with a few exceptions. See **Appendix D** for more information.
8. **Foreign Exchange Students**—Foreign exchange students who meet the EOCEP eligibility criteria must participate in EOCEP testing.
9. **Students with Disabilities Who Have Been Placed by Districts and Public Agencies in Private or Nonpublic Schools**—Students with disabilities who are placed by districts or other public agencies in private or nonpublic schools or state-operated programs must participate in statewide and districtwide assessments and must be tested by the home school district. The home school district is the district that carries the student on enrollment and receives state or federal funding for educating the student. Students who are placed by other public agencies through the foster home/group home proviso, General Appropriations Act, 2003 S.C. Acts 91 Proviso 1.9, must be tested by the district in which the alternate residence (such as a foster home, group home, orphanage, or state-operated health care facility including a facility for treatment of mental health or chemical dependence) is located.
10. **Virtual School Students**—VirtualSC's goal is to provide a statewide supplemental or alternative online program for 7th- to 12th-grade students by ensuring equitable access to rich and varied learning opportunities for South Carolina students.

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

    To ensure that scores are reported to VirtualSC, select "B-SC Virtual School Program" in the precode menu for Instruction Type. For paper/pencil testers, fill in the bubble for VirtualSC on page 2 of the answer document.

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

# SCDE Policies

## Residential Treatment Facilities

### *State Placement of Students*

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

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

### *School District Placement of Students*

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

### *Procedures for Assessing RTF Students*

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

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

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

# SCDE Policies

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

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

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

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

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

## Testing Dates

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

## Parent Notification

Preparing students and parents for the EOCEP is important.

- DTCs and STCs should make sure that students and their parents or guardians are notified **in advance** about the testing schedule. All parents should be told the dates and times each subject will be administered.
- It is recommended that schools post the testing schedule on their Web sites.
- DTCs and STCs should determine **in advance** the procedures to follow for students who are tardy on the day of testing. Parents should be notified of the importance of getting their children to school on time.
- Parents should be notified **in advance** of any special conditions that will apply to the testing of their children.

- Parents and students should be notified **in advance** that during testing students may not be in possession of any electronic devices that can be used for communicating, timing, creating images, or storing images. These devices will be collected by the TA and returned after testing is complete.
- Parents should be notified **in advance** that doctors' appointments and other out-of-school functions should not be scheduled during testing hours.

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

### *Test Durations*

The EOCEP tests are not timed. Therefore, students should be given as much time as they need to complete each test. EOCEP tests, however, **must begin and end on the same day** unless the student has an IEP/504 Plan specifying administration of a single test over several days. The following are recommended test session lengths for each subject. It is important to schedule testing sessions with an appropriate amount of time to allow students to finish. **Testing sessions late in the school day must be avoided.**

- Algebra 1—2 hours (120 minutes)
- Biology—2 hours (120 minutes)
- English 1—2 hours (120 minutes)
- USHC—2 hours (120 minutes)
- 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 biology textbook during the Biology EOCEP test. Appropriate activities may include reading a novel, magazine, or newspaper, completing word or number games, working crossword puzzles, or doing schoolwork unrelated to the tested subject.
- The length of time the school can allow a student to continue working on a test is dependent upon the student, the testing situation, and the information available to the TA. As long as the student actively works on items (e.g., entering responses on the paper answer document or into the online test, writing, and working out problems), the TA must allow the student to continue with the test. If necessary, and if space and staff are available, students who need to continue working on the test after others are finished may be moved to another location to complete the examination.
- If a student has not completed the test by the time most others are finished and clearly is not attempting to finish, the school may use discretion to end the testing session.
- If students have not completed the test by their lunch period, students may be permitted to have a "silent lunch" or have a monitor present for the lunch period. Test security must be maintained throughout the lunch period.

# SCDE Policies

## Policy on Use of Calculators

School- or student-owned calculators may be used during the Algebra 1/Mathematics for the Technologies 2 test. The online testing system provides students with a built-in calculator to use during the test. Use of handheld calculators must follow the requirements outlined in this policy.

Test takers may use any four-function, scientific, or graphing calculator during the test unless it has any of the **prohibited** features described below:

- calculators with built-in computer algebra systems (CAS), including:
  - Texas Instruments: All model numbers that begin with **TI-89** or **TI-92** and the **TI-Nspire CAS**—Note: The TI-Nspire (non-CAS) is permitted,
  - Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G**, **HP 49G**, or **HP 50G**,
  - Casio: **Algebra fx 2.0**, **ClassPad 300** and **ClassPad 330**, and all model numbers that begin with **CFX-9970G**,
- handheld, tablet, or laptop computers, including PDAs,
- calculators with wireless capability, such as Bluetooth or an infrared data port,
- electronic writing pads or pen-input devices,
- calculators built into cell phones or any other electronic communication devices,
- calculators with a typewriter keypad (letter keys in QWERTY format),
- calculators that “talk” or otherwise make noise, such as the AudioCalc.

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

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

# SCDE Policies



### Policy on Use of Electronic Communication, Imaging, and Photography 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 such devices during testing (e.g., requesting that students place all devices in their backpacks and put the backpacks in the front of the room as they enter). All electronic devices must be collected before students begin testing. 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 online oral administration). Also, as noted on page 9 of this manual, Chromebooks and iPads may be used for online testing if appropriate security procedures are followed.

## Testing Environment

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

- Tests should be administered in a familiar classroom setting to reduce student test anxiety and simplify test security.
- Students should be tested in classrooms that have good lighting and are well ventilated with a reasonable temperature.
- Adequate space (three feet or more) between students is necessary to increase test security and to reduce distractions.
- Classrooms and computer labs should be quiet and free from interruptions or distractions of any type. **Appendix A** includes a "Do Not Disturb" sign for classroom use; it may be removed from this manual and taped to the outside of the classroom door.
- **The TA must not work on a computer, tablet, or similar device, talk or "text" on a telephone, grade papers, or read during a test administration.**
- 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.
- Large-group administration is not recommended. However, if a school chooses to administer the test in such a setting, the following monitor guidelines are suggested:
  - When the number exceeds thirty-five students in a room, adding a monitor is recommended.
  - An additional monitor is recommended for each additional thirty-five students.

# SCDE Policies

## District/School Guidelines for Disruptions

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

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

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

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

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

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

## Student Cheating

- The school should follow policies and procedures established by the district for investigating and documenting suspected cheating incidents.
- If cheating is confirmed for an online tester, the STC may contact the testing contractor to invalidate the test. If cheating is confirmed for a paper/pencil tester, the STC may choose to place a “Do Not Score” label on the student’s answer document before it is returned to the contractor.
- Do not report student cheating to the SCDE unless electronic devices are involved in the incident. If cheating is confirmed after the test was scored, and an invalid score was reported, contact the SCDE. The STC should attach a note to the student’s score report indicating the violation and stating that specific scores may not be representative of the student’s achievement.
- If cheating is confirmed, the DTC may request to the SCDE that the student retest with an emergency form.

## Student Injury

Students who suffer injuries may be scheduled for make-up testing if the condition warrants this delay. If a student cannot write or hand-code answers or enter answers into the online form via computer because of an injury, such as a broken arm, testing may be delayed until the make-up days and the student may follow any of the options listed as a standard accommodation. These accommodations include changing the setting, timing, scheduling, or presentation, or using one of the alternative response options. For example, some students find it easier to use a computer

to type responses when they have a broken finger, broken wrist, or broken arm. Other alternatives include having the student indicate the answer choices nonverbally (pointing) or dictating responses to a qualified individual. In each case, the TA and STC should follow the guidelines set forth in **Appendix C**, on pages C-4 through C-6.

### Student Illness

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

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

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

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

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

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

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

- The TA can retrieve the student's test booklet and answer document for further use if these documents were not damaged. Return the partially completed test booklet and answer document to the STC and sign in these documents on the *School Security Checklist*. The STC should add the sick student's name to the make-up roster.
- Damaged test booklets or answer documents should be destroyed or disposed of in a secure manner (e.g., shredding, burning). Record this action on the security checklist. **Do not return damaged documents to the contractor.**

# SCDE Policies

- 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.

## Test Administration Manual (TAM) and DTC Supplement

IMPORTANT!

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

- The *TAM* is **not** a secure document. The *TAM* has been updated to include both paper/pencil and online testing information.
- *TAM*s arrive in the districts in March and should be distributed to STCs and TAs as soon as possible after receipt.
- STCs and TAs must read the *TAM* prior to the training session and the testing window.
- **TAs must keep a copy of the *TAM* so that they can read the test administration directions to the students.** These directions begin on page 61 of the *TAM* with the instructions for coding answer documents.
- TAs must read the test administration directions exactly as written.
- Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test is a test security violation.
- The *DTC Supplement* is distributed to DTCs via eDIRECT and provides additional information and materials that are used **only** by DTCs.

## 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;
- all *Oral Administration Scripts* (*OAS*s) and audio CD-ROMs—used for oral administrations of the EOCEP as an accommodation;
- Signed Administration (ASL/PSE) DVDs—used for signed administrations of Form C tests as an accommodation for students who are deaf or hard of hearing;
- *Braille Test Administrator's Notes (TA Notes)*—used to administer Form C tests to students who are blind or have limited vision;
- any additional papers or materials with student writing on it (e.g., graph paper, paper rulers, Algebra 1/Mathematics for the Technologies 2 reference sheets); and
- any Test Session Ticket or testing roster printed through the online testing system, or any other documentation containing student usernames and passwords. Secure materials, including student usernames and passwords, should not be transmitted by e-mail or insecure fax.

# SCDE Policies



### *Storage Policies*

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

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

### *Access to Secure Materials*

**Access to secure materials is restricted to testing sessions, make-up testing sessions, and supervised sessions for completing or editing demographic codes on student answer documents.** TAs must not receive test materials until the day of the test. See **Appendix C** (C-11 to C-14) for rules regarding TA access to oral and signed administration materials before testing.

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

### Test Items

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

NOTE!

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

### Coding of Demographic Information onto Answer Documents

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

# SCDE Policies

## Preparation for Oral/Signed Administrations

**To prepare for an oral or signed administration of the paper/pencil test**, the TA may review the *Oral Administration Script* (OAS) or the *Signed Administration DVD*s **up to two days prior to the EOCEP administration** of the subject-area test. For additional information regarding the review of *Signed Administration DVD*s, refer to page C-13. **TAs may not review the online versions of the test.** Schools should complete the Online Tools Training (OTT) prior to the operational window to ensure that the online accommodations are operating correctly. Review sessions must be coordinated by the STC and held at the school with no students present. Review sessions must comply with all test security procedures.

## Supplementary Materials

The **rulers, graph paper, and reference sheets** shipped to the district must be distributed for student use during testing. Do not provide substitutes for these materials. These materials are no longer shipped to districts for online testers because they are available as online tools. All students should use these materials without any changes or additions. **Teachers may not mark, cut, or write on these materials.** If additional supplementary materials are needed or if paper copies are desired for online testing, they can be found on the eDIRECT Web site (https://sc.drcedirect.com).

## Dictionaries and Thesauruses

- Students are not allowed to use a dictionary or thesaurus on the EOCEP tests. **Note:** LEP students may use a word-for-word bilingual dictionary during all EOCEP tests.

## Colored Overlays, Highlighters, and Colored Pencils

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

## Administration Directions

**TAs must read the administration directions for each test;** these directions begin on page 61 of the *TAM* with the instructions for coding answer documents. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test is a test security violation.

Administration directions for online testing begin on page 79.

# SCDE Policies

## Proctoring the Tests

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

- TAs should make certain they have read all of this manual and are well prepared to administer the test.
- TAs should not deviate from the directions for conducting the test. TAs may clarify test directions; TAs may not assist with actual test items.
- TAs and monitors should quietly move around the classroom, walking up and down the aisles to check that students are following the directions for appropriately darkening bubbles or selecting answers. TAs and monitors may not read or grade papers during test administration.
- TAs and monitors must not engage in any unnecessary conversation or engage in any other distracting activity such as talking or texting on a cell phone. This includes any type of electronic device.
- TAs and monitors should be alert and moving throughout the room to detect wrongdoing such as copying from other students, student talking, or student use of electronic devices. Any observations of apparent cheating, including student use of a cell phone, should be reported to the STC and DTC immediately. Do not wait until the test is over.
- 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 Online Testing*

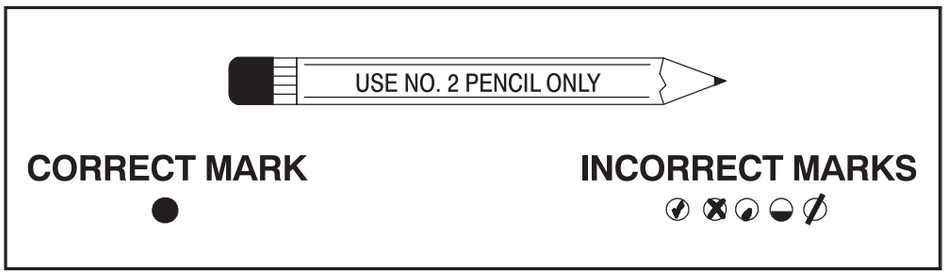
- Monitors in classrooms are highly recommended to assist TAs with the monitoring of online test administrations.
- TAs should set up the classroom desks, tables, etc., for online testing to provide maximum privacy for each student. The ability for other students to view classmates' screens will depend upon the size and type of monitor, the proximity of students to each other, and other variables such as whether students are seated together at long tables. TAs must carefully consider the classroom environment and determine what additional measures, such as privacy screens, spacing between students, etc., may be required to restrict the view of nearby test takers. It is the responsibility of the STC and TA to ensure that privacy screens, spacing, and other measures are implemented as needed.
- Some school networks have software installed that allows the TA's computer to display what is on a student's monitor. While appropriate for an instructional setting, viewing the test or test items is a test security violation.
- The TA must fill out a seating chart for each online test session, indicating the first initial and last name of each student and the appropriate location within the classroom configuration. A PowerPoint seating chart template is available on eDIRECT. Seating charts must be returned to the contractor at the end of testing. If the seating charts are returned to the DTC or contractor by e-mail, they should not include any additional personally identifying information.

# SCDE Policies

- Student access to and use of computers prior to the beginning of the test should be monitored in order that students do not activate software of other resources that could interfere with the security and integrity of the test.
- 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 80 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. Have an IT person/resource available to assist TAs with such issues.
- Student test tickets may be collected after students have logged in and begun testing. The TA must collect student test tickets and supplemental materials before students leave the testing room. These materials and the online testing roster must be stored in a secure location.
- Monitors may not be “left in charge” of a test administration or left in a classroom with test materials.

## *For Paper/Pencil Testing*

- TAs should ensure that each student receives the correct test booklet and answer document, especially those students with disabilities who require an oral administration or other accommodations.
- The diagram below shows an example of correctly and incorrectly marked bubbles.




- If a problem is detected, such as a student drawing a single line through a bubble, it is permissible to alert the student. It is also permissible to give general reminders to the class. For example, the TA could say “remember to completely darken the bubble for your answer,” “darken only one bubble for each question,” or “make sure you erase completely.”

# Test Materials

## Materials Sent to the Schools

### For Paper/Pencil Testing

- School/Class Header Sheets—use one for each banded class set. There must be a separate School/Class Header sheet for each subject.
- Test booklets—one for each student testing within a subject plus overage.
- Answer documents—one for each student plus overage.
- Paper bands
- "Do Not Score" labels
- For Algebra 1/Mathematics for the Technologies 2 administrations only—one for each student taking this test:
  - six-inch card-stock ruler
  - reference sheet
  - graph paper
- Precode labels

### For Online Testing

Paper reference sheets and graph paper are no longer sent to schools for online testing. These materials may be downloaded from the eDIRECT Web site (https://sc.drcedirect.com). Downloaded reference sheets and graph paper may be photocopied.

## 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 EOCEP 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.
- **Calculators—Algebra 1/Mathematics for the Technologies 2 administrations only:** Students may use their own calculators or calculators provided by the school during the test if they follow the calculator use policy on page 16 of this manual.

# Test Materials

- **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 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.

## For Online Testing

- **Blank scratch paper** for both the Algebra 1/Mathematics for the Technologies 2 and Biology 1/Applied Biology 2 administrations.

**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.**

NEW!

# 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 in March. A recorded version of the workshop will also be available on eDIRECT.
- **It is the responsibility of the DTC to ensure that adequate training is given to all persons who will be administering or monitoring the EOCEP.** DTCs must have policies and procedures in place to ensure that STCs provide adequate training for all persons who are involved in test administration. The district and the DTC will be held accountable for the training given to these persons.
- DTCs **must** conduct training sessions for all STCs; Special Education Coordinators and Limited English Proficient Coordinators should be included in the training sessions so that they are aware of test security laws and regulations in addition to the EOCEP administration policies and procedures applying to all students. DTCs may use the STC/TA Training Tool to assist in these trainings.
- DTCs and/or STCs **must** hold training sessions for all TAs and monitors who are employed or volunteer to assist with EOCEP administration. This includes retired teachers, additional TAs hired for testing, and substitute teachers. Training sessions should cover all information presented in the pretest workshops, especially procedures for 504, IEP, and 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 *TAM*s to each school as soon as possible after they arrive in the district. This ensures that STCs and TAs have the opportunity to become knowledgeable about all policies and procedures in this manual prior to the testing window. Monitors may be given **Appendix E,** which is written especially for them; **Appendix E** is perforated and may be separated from the *TAM* and copied, as needed.
- DTCs **must** read and understand all pages of the *TAM*. DTCs are also expected to follow the additional procedures set forth 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.**
- DTCs must be familiar with the system requirements, installation information, and supported hardware found in the *DRC INSIGHT Technology User's Guide*.
- DTCs **must** approve qualified STCs. STCs **must** be certified employees of the district and knowledgeable about all of the policies and procedures in this manual, especially the following topics: test security, coding of answer documents, the administration directions, policies and procedures for assessing LEP students and students with disabilities, the testing schedule, and the receipt and return procedures.
- DTCs must provide the applicable eDIRECT Test Setup permissions to STCs and TAs. See **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 must return the signed form to the DTC.
- STCs must hold training sessions for all TAs and monitors who are employed or volunteer to assist with EOCEP administration. This includes retired teachers, additional TAs hired for testing, and substitute teachers. The STC/TA Training Tool may be used for this training.

# School Test Coordinator's Section—Online Testing

## Before Test Administration

### Step 1 – Prepare Parents

- Notify students and parents of the EOCEP testing schedule. All parents should be told in advance the dates and times each subject will be administered in their schools.
- Schools should emphasize to parents the importance of getting their children to school on time. Ask parents to avoid making doctor appointments and scheduling other out-of-school functions during testing hours.
- Inform parents and students of the Policy on Use of Calculators.
- Inform parents of students with disabilities of any special conditions that will apply to the testing of their children.
- Tell parents that students may not possess any electronic or other device that can be used for communication, timing, creating images, or storing images (such as cell phones) in the classroom during the testing period. Parents and students should be aware that these devices will be collected by the TA.

### Step 2 – Train TAs and Monitors

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

# School Test Coordinator's Section—Online Testing

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

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

  **For information on system requirements, Testing Site Manager (TSM), software installation, and supported hardware, reference the *INSIGHT™ Technology User Guide.* 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 the testing software and TSM are installed correctly on student workstations.
- Ensure that test security procedures for one-to-one computing devices are in place and that TAs and monitors understand how to implement them.
- The STC is responsible for reviewing the Tutorial and the Online Tools Training (OTT) prior to testing. The STC must also arrange for TA training sessions and ensure that students have an opportunity to use both the Tutorial and OTT prior to testing. More information about the Tutorial and OTT can be found in **Appendix B**.
- Access Test Setup to ensure that all students are assigned to test sessions, as applicable.
- If any student needs to be assigned an oral administration or signed administration accommodation, update the student's accommodations, in eDIRECT Test Setup, prior to the student testing.

  **Note:** The student will automatically receive the correct form or accommodation if the accommodation is assigned in Test Setup prior to the student beginning the test. If the student has already started the test without the appropriate accommodation, please contact your DTC.
- Update the Reported SIDN for any student whose scores are to be reported to a school other than where the student will test.
- Print student test tickets and testing rosters from Test Setup.

  **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 PowerPoint templates are available on eDIRECT.
- Check that sufficient quantities of supplemental materials, such as graph paper, reference sheets, and blank scratch paper, have been provided.
- Make sure headphones are available for all students using the online oral administration and online PSE signed administration accommodations.

# School Test Coordinator's Section—Online Testing

## During Test Administration

### Step 1 – Maintain Test Security

- Schools must use the *School Security Checklist* or 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.**
- Make sure TAs also receive all supplemental materials needed for the subject-area test, including graph paper, reference sheets, blank scratch paper for the Algebra 1/Mathematics for the Technologies 2 test, and blank scratch paper for the Biology 1/Applied Biology 2 test.
- STCs are responsible for ensuring that test security is maintained during each day of administration.
- Report any breach of security to the DTC. **Follow the guidelines for reporting test security violations in this manual on pages 5–8.**
- Monitor classrooms to check for adherence with the test security guidelines.
- Don't allow administration directions to be read over the public announcement system.

### Step 2 – Assist TAs During Testing

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

### Step 3 – Supervise Materials Return

- For each day of testing, collect all test materials from TAs, including testing rosters, student test tickets, and seating charts. For the Algebra 1/Mathematics for the Technologies 2 test, collect graph paper, reference sheets, scratch paper, and calculators. Collect scratch paper for the Biology 1/Applied Biology 2 test. Also collect any headphones used for oral administration or signed administration.
- Make sure that TAs return and sign in all student test tickets on the *School Security Checklist* or online testing roster.

# School Test Coordinator's Section—Online Testing

## Guidelines for Make-up Testing

### Step 1 – Identify Students

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

### Step 2 – Schedule Students for Testing

- Students must make up missed tests during the district's 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.**

IMPORTANT!

### Step 3 – Administration Procedures

- If the student needs to have a partially completed test unlocked, the DTC or STC must request, via e-mail to the SCProject Team and to Kirsten Hural 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.
- Depending on the subject-area test being administered, TAs must follow the appropriate administration directions on pages 79 through 87. 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 and Security Checklists

- Ensure that the TA has returned all test materials, including testing rosters; student test tickets; seating charts; reference sheets, graph paper, and scratch paper with student writing; and the *TAM*. The STC should make arrangements to reuse, store, or discard reference sheets and graph paper that have **no student writing**.

- Securely destroy all student test tickets, testing rosters, any paper with student writing.
- Send the completed security checklists (in Excel format) and seating charts to your DTC via e-mail attachment. For more information on how to use electronic security checklists, see page 10.

### Step 2 – Package Materials for Return

- Schools testing 100% online may not have any materials to return. However, it is important to know the date to return materials to the DTC.
- Follow the packaging instructions on pages 42–46 of this manual if there are materials to be returned.
- Keep all materials in locked storage until they are returned. Return all nonscorable materials after testing as directed by the DTC.

## Comments

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

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

## Before Test Administration

### Step 1 – Prepare Parents

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

### Step 2 – Train TAs and Monitors

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

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

## Step 3 – Take Inventory

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

## Step 4 – Prepare for the Test

### *Secure Materials*

- The STC may open shrinkwrapped packages of test booklets/answer documents for all subject areas no earlier than one week before the first day of testing to prepare the test materials for distribution. Open only what is needed for testing. Return all test materials to locked storage.
- 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.
- Review of test administration directions in *Oral Administration Scripts* is restricted to supervised sessions held within 48 hours before each test.
- Secure test materials may **not** be distributed to TAs until the day of testing.

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

## Step 5 – Label Answer Documents

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

### *Do Not Score Labels*

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

### *Precode Labels*

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

## Step 6 – Complete Answer Document Coding

### *Precoded Answer Documents*

- An answer document is considered "precoded" if the student demographic information is pre-printed on the document or a precode label has been applied to the document.
- EOCEP answer documents contain demographic fields on the front and back of the answer documents.
- 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 hand-coded. Hand-coding of the student's name on the first/front page of the answer document is optional. However, it provides a secondary method for identifying an answer document as belonging to a particular student.
- The fields on page 1 of the answer document for Test Date, Form (A or C), and TA initials must be hand-coded during test administration.
- Teachers/Test Administrators (TAs) must hand-code information in the shaded box in the lower right-hand corner of page 1. See page C-18 of this manual for further details.
- If a student's information was submitted on the precode file, but the student did not receive a pre-printed answer document, use a blank answer document and follow the instructions for coding non-precoded answer documents.
- If a student changed his/her name after the precode file was submitted, use a blank answer document and follow the instructions for coding non-precoded answer documents.

### *Non-precoded Answer Documents*

- Districts and schools receive blank overage answer documents in their shipment. If teachers complete the coding on the answer documents, they should complete the name, date of birth, gender, ethnicity, and all other appropriate fields.
- If students are to complete the hand-coding on the answer document, **read the directions to students beginning on page 61.**
- The student name on the front and demographic information on the back must be completed on all answer documents that do not have a precode label affixed.



### Front of the Answer Document

The same answer document is used for both Form A and Form C.

The following fields are located on the front of the answer documents:

- **Student Name—Use student's legal name.** DO NOT use nicknames or middle names for first names.
- **Test Date**—Hand-code the month that the test was taken. Write and hand-code the day.
- **Form A—For students testing with a regular Form A test:** After the test booklets are distributed, have students write and hand-code the Form number, which can be found on the front of the test booklet.

  OR
- **Form C—For students testing with a braille or sign language test:** Have students fill in the bubble in the Form C box. Students testing with Form C should not fill in the Form A box.
- **TA**—The TA (Test Administrator) field must be completed to document the initials of the person administering the test to the student. DO NOT code the TA field before the test date. Print the TA's first initial (FI), middle initial (MI), and last initial (LI). Darken the corresponding bubbles.
- **Current Course**—Hand-code the course that the student is taking.
- **Grade**—Hand-code the student's grade.

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

- **IEP/504 Standard Accommodations**—Hand-code each standard accommodation the student used during testing. Descriptions of all accommodations appear in **Appendix C—Testing Students with Documented Disabilities**.
- **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 8 of the *TAM* 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.)
- **Make-up**—If the student is testing during the make-up testing window, bubble the "Make-up" field.
- **IEP Special Request Code (if applicable)**—Bubble the number given to you by Anne Mruz of the Office of Assessment for any special requests for accommodations that have been approved by the SCDE. See **Appendix C** for further information.
- **Customized Materials**—Bubble any customized materials that the student used.

### Back of the Answer Document

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

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

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

## During Test Administration

### Step 1 – Maintain Test Security

- Schools must use the *School Security Checklist* to track and monitor the distribution and receipt of test materials. **For each day of testing, the STC and TA must initial the appropriate columns for the receipt and return of secure test materials.**
  - If you receive any additional materials from the DTC, be sure to record the type of documents and the security numbers of the secure materials received on the page titled "Security Checklists for Additional Materials."
- Read page 10 for information regarding the *School Security Checklist*. The checklists are available in electronic version only on eDIRECT (https://sc.drcedirect.com) and can be downloaded into an Excel spreadsheet. These checklists will be available by April 20.
- Make sure that TAs also receive all supplemental materials needed for the subject-area test, including rulers, graph paper, and reference sheets for the Algebra 1/Mathematics for the Technologies 2 test.
- STCs are responsible for ensuring that test security is maintained during each day of administration.
- **Report any breach of test security to the DTC. Follow the guidelines for reporting test security violations in this manual on pages 5–8.**
- Monitor classrooms to check for adherence with the test security guidelines.
- Don't allow administration directions to be read over the public announcement system.

### Step 2 – Assist TAs During Testing

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

### Step 3 – Supervise Materials Return

- Collect all test materials from TAs, including test booklets, answer documents (used, unused, or do not score), and the *TAM*. For the Algebra 1/Mathematics for the Technologies 2 test, collect the rulers, graph paper, reference sheets, and calculators (for resetting).
- Make sure that TAs return and sign in all secure test materials on the Security Checklist. If secure materials were signed out to a TA but not returned, document this in the Notes section.
- **Verify a School/Class Header Sheet was completed for each banded class set. There must be a separate School/Class Header Sheet for each subject. Check to make sure that subjects are not mixed in a class set.**
- Verify that all answer documents are pre-printed, have a precode label, or are hand-coded with student demographic information.
- Verify that the answer documents are not damaged. If an answer document is in any way damaged, authorized school personnel **must** transfer the student's demographic data and responses to a blank answer document and return the new answer document with the scorable materials. The transfer **must** be completed by two school personnel and be carefully checked for accuracy. Place a "Do Not Score" label on the damaged answer document across the barcoded area, and return it with the school's **nonscorable** materials.



## Guidelines for Make-up Testing

### Step 1 – Identify Students

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

### Step 2 – Schedule Students for Testing

- Students must make up missed tests during the district's make-up 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—Paper/Pencil Testing

### Step 3 – Administration Procedures

- TAs must have all materials needed to administer the make-up test for each particular subject.
- TAs must distribute each student's original testing materials. Make sure that each student's name and required demographic codes are completed correctly on the answer document.
- TAs must distribute unused overage materials to students who have not started the test.
- Depending on the subject test being administered, TAs must follow the appropriate administration directions on pages 61 through 77. Read the administration directions aloud from the beginning, even if students have partially completed the test.
- Students must **not** work on parts of the test previously completed.
- Make sure the "Make-up" bubble is hand-coded on the students' answer documents.
- Immediately after completing the make-up testing session, TAs must return the *Student Make-up Roster* and all completed make-up test materials to the STC.

## After Test Administration—Materials Return

### Step 1 – Verify Answer Document Coding

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

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

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

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

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

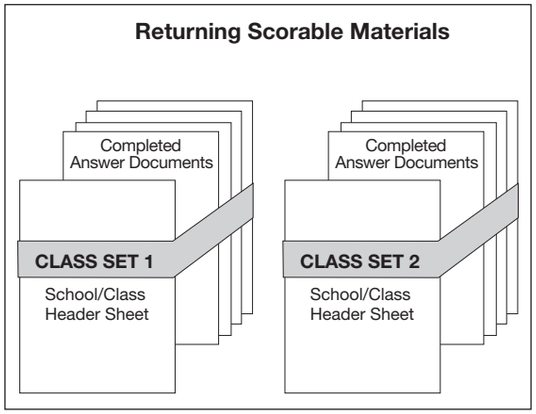
## Step 3 – Sign Security Checklists

- Use the *School Security Checklist* (electronic version only) to indicate the materials that have been packaged for return. The STC and preferably one other person should check the materials and 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 security checklists, see page 10.

## Step 4 – Package Materials for Return

### *Scorable Materials*

- Know the date by which to return the test materials to the DTC. Keep all secure test materials in locked storage until they are returned.
- Make sure scorable answer documents are placed under the appropriate and correctly coded School/Class Header Sheet as shown below.




- Place all scorable test materials in plastic return bags provided by DRC, seal the bags tightly, and place them in scorable boxes. Refer to the Return Packaging Instructions on pages 45 and 46.
- Affix a pink pre-printed return address label marked "Scorable" to each box. If you need additional return address labels for scorable materials, contact your DTC.
- Return the scorable materials promptly to your DTC.

STC—P/P

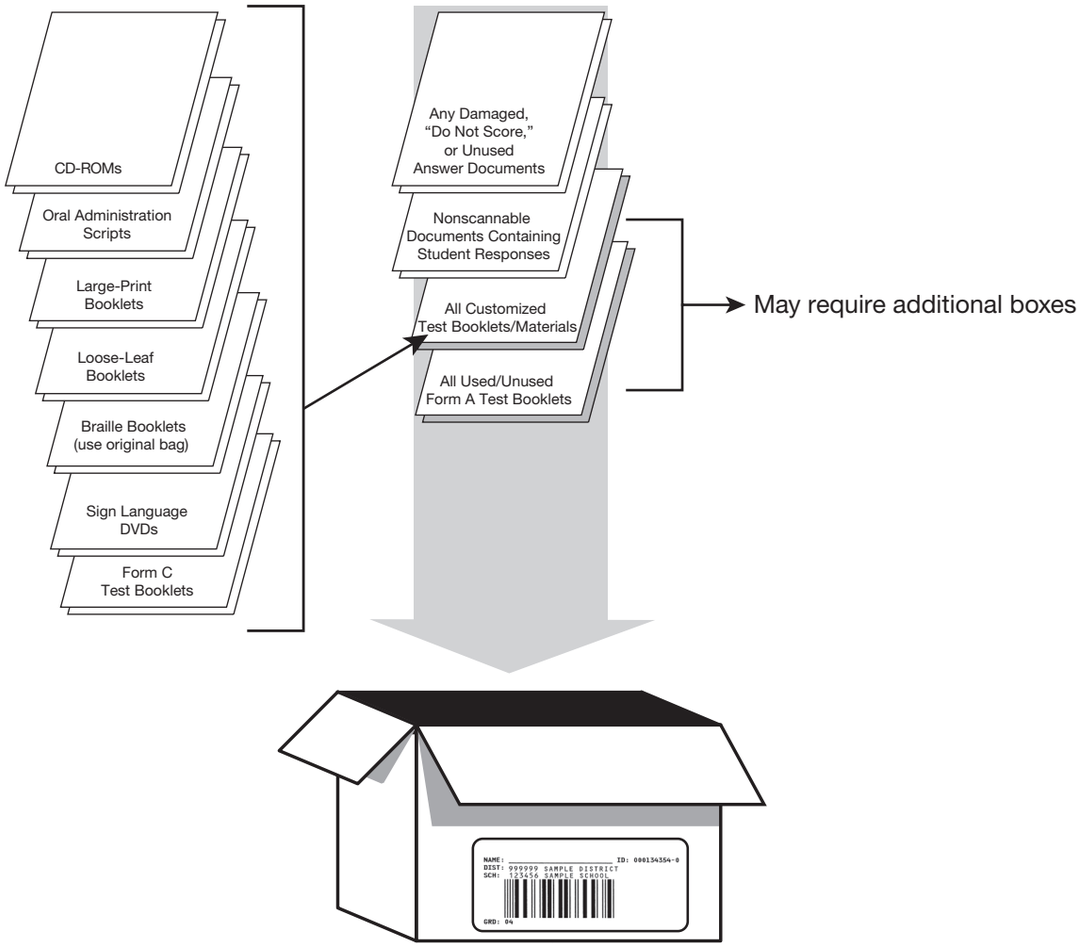
# School Test Coordinator's Section—Paper/Pencil Testing

### *Nonscorable Materials*

- Place the following materials in the nonscorable boxes as shown in the diagram on page 44 (plastic bags are not needed for nonscorable materials):
  - any damaged, "Do Not Score," or unused answer documents;
  - non-scannable documents containing student responses (if a student did not mark answers on the answer document, transfer the student's answers to a scorable answer document and return the document with the student's responses along with the nonscorable materials);
  - all customized test booklets, audio CD-ROMs, and DVDs; and
  - all used and unused test booklets (putting them in numerical or alphabetical order is not necessary).
- Do not include scorable answer documents in nonscorable boxes.
- Refer to the Return Packaging Instructions on pages 45 and 46.
- Affix a tan pre-printed return address label marked "Nonscorable" to each box. If you need additional return address labels for nonscorable materials, contact the DTC.
- Keep all secure test materials in locked storage until they are returned to the DTC. Return all nonscorable materials after testing as directed by the DTC.

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

## Returning Nonscorable Materials

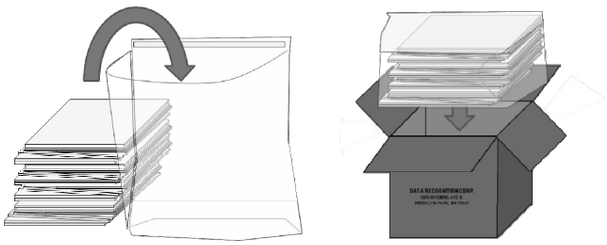



**Do not put any scorable materials in the nonscorable boxes!**

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

RETURN PACKAGING INSTRUCTIONS CHECKLIST

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



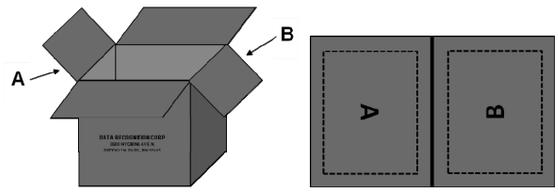
☐ Place all NONSCORABLE test materials in the NONSCORABLE boxes. (Plastic bags are not needed for NONSCORABLE materials.)

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

STC—P/P

# 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.

☐ 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—Paper/Pencil Testing

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

- *TAM*s; retain several copies of the manuals after testing for reference purposes.
- Rulers, graph paper, and reference sheets with or without student writing.
- Unused School/Class Header Sheets. Destroy after the current administration.
- Unused shipping labels. Destroy after the current administration.
- Unused "Do Not Score" labels. Destroy after the current administration.

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

## Comments

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

# Test Administrator's Section

## Test Administrator Requirements

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

## Test Administrator Training

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

# Test Administrator's Section—Paper/Pencil Testing

## Before Test Administration

### Step 1 – Prepare for Testing

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

### Step 2 – Day of Testing

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

# Test Administrator's Section—Paper/Pencil Testing

## During Test Administration

### Step 1 – Getting Ready

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

### 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, rulers, reference sheets, graph paper, cover sheets, and calculators, if needed.

It is important to follow the precautions below during testing:

- Make sure all electronic devices have been collected if students brought these into the classroom.
- All books, class materials, and personal belongings must be put away.
- Do not allow students to use extra paper during the test.
- **Do not pronounce words in test questions or read any parts of the test questions aloud or to yourself. You may answer students' questions about the test directions.**
- Do not allow students to use highlighters, pens, crayons, markers, or colored pencils to mark responses on their answer documents.
- Students may use highlighters to highlight text in the test booklets. Students may also use colored or No. 2 pencils to underline text in the test booklets. Inform students in advance that these items may be used in the test booklets.
- Do not use correction fluid, paper clips, tape, staples, or glue on the answer documents. Do not attach removable "sticky" notes to the answer documents.
- Distribute test materials. Ensure that each student receives the correct test booklet and answer document each day of testing.
- Make sure students with disabilities have the appropriate test materials and supplemental materials as specified on their IEP or 504 Plan.

# Test Administrator's Section—Paper/Pencil Testing

### Step 3 – Complete Answer Document Coding

- Follow the directions for completion of the answer document beginning on page 61 of this manual.

### Step 4 – Follow Administration Directions

- Follow the administration directions on pages 61–77 of this manual or in the customized administration materials provided for the appropriate subject and test form being administered.
- **Each student should hear all of the administration directions for each test.** Do not allow administration directions to be read over a public address system. Each subject has specific directions provided that must be read, in their entirety, by the TA. TAs may reread directions from the *TAM* or script as requested by students.
- Allow students to ask questions about directions and procedures; you may not answer questions about test items. TAs should take extra care when reviewing subject content or answering questions on the day of the test. **Do not discuss any test questions with students before, during, or after testing.**
- Record the names of students who missed testing on the *Student Make-up Roster* in **Appendix A.** Directions for completion are listed on the form.

### Step 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 that of the students).

## Make-up Testing

The STC will notify TAs of students who need make-up testing. TAs are responsible for make-up testing sessions. If asked to administer make-up tests, use the procedures on pages 40 and 41.

# Test Administrator's Section—Paper/Pencil Testing

## After Test Administration

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

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

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

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

- School Name and District Name
- **Student Information System (SIS) Code—Hand-code the complete SIS Code.** (See pages 55 and 56 for complete directions.)
- Teacher's Name—Print the last name and initials of the students' teacher in the boxes, starting at the left. Then hand-code the corresponding bubble for each letter. Precoded information will be used if the last name or first/middle initial fields are not hand-coded.
- Tested School SIDN
- Reported School SIDN (if different from the Tested School)—**The Reported School must be a valid SIDN.**

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

### *School/Class Header Sheet Hand-coding and Score Reports*

| For These Students | Pre-printed | Online Rosters Posted to | Final Reports Provided to |
|---|---|---|---|
| In-district, regular students who test in their enrolled school (XXXX001) | Tested School section | Tested School SIDN (XXXX001) | Tested School SIDN (XXXX001) |

| Tested School | Reported School |
|---|---|
| XXXX001* | Leave Blank |

*001 is used here only as an example.

| For These Students | Pre-printed | Print and Hand-code on Header | Online Rosters Posted to | Final Reports Provided to |
|---|---|---|---|---|
| In-district, regular students who test in a school (XXXX001) different than their enrolled school (XXXX002) | Tested School section | Reported School section | Tested School SIDN (XXXX001)<br><br>Reported School SIDN (XXXX002) | Reported School SIDN (XXXX002) |

| Tested School | Reported School |
|---|---|
| XXXX001* | XXXX002* |

*001 and 002 are used here only as examples.

| For These Students | Pre-printed | Print and Hand-code on Header | Online Rosters Posted to | Final Reports Provided to |
|---|---|---|---|---|
| In-state public school students who are testing outside their own districts and virtual school students | Tested School section | Reported School section | Tested School SIDN (XXXX002)<br><br>Reported School SIDN (XXXX003) | Reported School SIDN (XXXX003) |

| Tested School | Reported School |
|---|---|
| XXXX002* | XXXX003* |

*002 and 003 are used here only as examples.

# Test Administrator's Section—Paper/Pencil Testing

| For These Students | Print and Hand-code on Header | Online Rosters Posted to | Final Reports Provided to |
|---|---|---|---|
| Students in Residential Treatment Facilities and other alternative residences | Tested School section using 444 as final three digits | Tested School SIDN (XXXX444)<br><br>Reported School SIDN (XXXX006) | Reported School SIDN (XXXX006) |
| Out-of-state students | Tested School section using 555 as final three digits | Tested School SIDN (XXXX555) | Tested School SIDN (XXXX555) |
| Private school students | Tested School section using 777 as final three digits | Tested School SIDN (XXXX777) | Tested School SIDN (XXXX777) |
| Home school students | Tested School section using 000 as final three digits | Tested School SIDN (XXXX000) | Tested School SIDN (XXXX000) |

| Tested School | Reported School |
|---|---|
| XXXX444 | XXXX006* |
| XXXX555 | Leave Blank |
| XXXX777 | Leave Blank |
| XXXX000 | Leave Blank |

*006 is used here only as an example.

Remember: Your district's SIDN is to be used for the first four digits of each seven-digit SIDN.

TA—P/P

# Test Administrator's Section—Paper/Pencil Testing

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

**Definition of Student Information System Code** (**Note:** The following information was taken from the Activity Coding System for the Student Information System 2014–2015 manual. If you have any questions when filling out this code, please contact your district SIS administrator.) Please note that Algebra I – 4111 and English 1 – 3011 have been discontinued.

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

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

| Course | Course Code (These are the standard codes; however, some districts may have other codes.) |
|---|---|
| SCCC Algebra 1 | 4114 |
| Intermediate Algebra: Functions & Modeling | 4117 |
| Mathematics for the Technologies 2 | 3142 |
| SCCC English 1 | 3024 |
| U.S. History and the Constitution | 3320 |
| Advanced Placement U.S. History | 3372 |
| International Baccalaureate History of the Americas HL–2 | 336D |
| Biology 1 | 3221 |
| Applied Biology 2 | 3227 |

# Test Administrator's Section—Paper/Pencil Testing

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

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

A Advanced Placement

C College [Prep]

E Dual credit

H Honors

I International Baccalaureate

Unit Tag – Carnegie Unit Credit (position 8)

D two units

H half unit

Q quarter unit

T three units

W one whole unit (typically used for EOCEP)

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

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

## Step 2 – Return Test Materials to the STC

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

## Step 3 – Resolve Questions

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

# Test Administrator's Section—Online Testing

## Before Test Administration

### Step 1 – Prepare for Testing

- TAs should set up the classroom desks, tables, etc., for online testing to provide maximum privacy for each student. The ability for other students to view classmates' screens will depend upon the size and type of monitor, the proximity of students to each other, and other variables such as whether students are seated together at long tables. TAs must carefully consider the classroom environment and determine what additional measures, such as privacy screens, spacing between students, etc., may be required to restrict the view of nearby test takers. It is the responsibility of the STC and TA to ensure that privacy screens, spacing, and other measures are implemented as needed.
- Some school networks have software installed that allows the TA's computer to display what is on a student's monitor. While appropriate for an instructional setting, viewing the test or test items is a test security violation.
- The TA must fill out a seating chart for each online test session, indicating the first and last name of each student and the appropriate location within the classroom configuration. A PowerPoint seating chart template is available on eDIRECT. If seating charts are to be returned by e-mail, do not include any personally identifying information.

### *Testing Using 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 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).

## During Test Administration

### Step 1 – Getting Ready

- Student access to and use of computers prior to the beginning of the test should be monitored in order that students do not activate software or other resources that could interfere with the security and integrity of the test.
- Ask students to put away all books, papers, class materials, and personal belongings.
- Students may not have access to cell phones or other similar devices during testing. Collect all electronic and other devices (including cell phones) for return at the end of the testing session. Students may be asked to place all of their belongings, including electronic devices, at the front of the room.
- Make sure that any students with chronic illnesses or special medical needs have received any necessary medication or treatment before testing begins.
- Inform students to notify you if they are not feeling well.
- 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: student test tickets, reference sheets (Algebra 1), graph paper (Algebra 1), and scratch paper (Algebra 1 and Biology). Note: Paper copies of reference sheets and graph paper are not provided. These are available via eDIRECT and can be printed out and photocopied.
- It is important to follow the precautions below during testing:
  - Make sure all electronic devices have been collected if students brought these into the classroom.
  - All books, class materials, and personal belongings must be put away.
  - Do not pronounce words in test questions or read any parts of the test questions aloud or to yourself. You may answer students' questions about the test directions.

# Test Administrator's Section—Online Testing

## Step 3 – Follow Administration Directions and Monitor Log-In

- Follow the administration directions on pages 79–87 of this manual or in the customized administration materials provided for the appropriate subject and test form being administered.
- Each student should hear all of the administration directions for each test. Do not allow administration directions to be read over a public address system. Each subject has specific directions provided that must be read, in their entirety, by the TA. TAs may reread directions from the *TAM* or script as requested by students. **Note:** For students testing with an oral administration or signed administration 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 by the administration directions. Ensure that each student receives the correct test ticket. If the TA is proctoring students whom he/she does not know, then the TA should ask for some type of identification before releasing the ticket to the student.
- Allow students to ask questions about directions and procedures; you may not answer questions about test items. TAs should take extra care when reviewing subject content or answering questions on the day of the test. Do not discuss any test questions with students before, during, or after testing.
- Record the names of students who missed testing on the *Student Make-up Roster* in **Appendix A**. Directions for completion are listed on the form.
- Once testing has begun, TAs and monitors are expected to be actively engaged in the monitoring of the entire class of students. Do not let an issue with one student distract the proctoring of the entire class. Have extra computers available if problems occur with a computer. Have an IT person/resource available to assist TAs with such issues.
- Monitors in classrooms are highly recommended to assist TAs with the monitoring of online test administrations.
- 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 a student is having trouble logging on to the online testing system, ensure the student is:
  - using the correct test ticket for the subject being tested.
  - typing the username and password exactly as it appears on the test ticket.

## Step 4 – Handle Disruptions During Testing

- If a disruption occurs during testing—for example, a student becomes ill or a fire alarm sounds—please handle the situation appropriately, always maintaining the security of the test materials.
- If a student is suspected of cheating, take appropriate action to stop the behavior by following district policy. Immediately notify the STC. These cases will be handled at the school or district level, depending on your district's procedures.

- Any student who must leave during testing for any reason (e.g., illness, personal emergency) must be scheduled for make-up testing. Be sure to add the student's name to your *Student Make-up Roster* and label all test materials the student was using with the student's name.
- If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (as long as doing so does not compromise your safety or that of the students).

## Guidelines for Make-up Testing

The STC will notify TAs of students who need make-up testing. TAs are responsible for make-up testing sessions. If asked to administer make-up tests, use the procedures on page 32.

## After Test Administration

- The TA must collect the student test tickets, reference sheets (Algebra 1), graph paper (Algebra 1), and scratch paper (Algebra 1 and Biology) after each testing session. These materials and the online testing roster must be stored in a secure location.
- Once testing is complete, test materials should be returned to the STC.
- Work with the STC and the Technology Coordinator to confirm that all responses have been cleared from each TSM used by the school and/or district. It is recommended that each TSM be checked each day during the testing window and also at the end of the testing window.
- Should you need further assistance, or if you have questions regarding testing, please contact your STC.

## Comments

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

# Paper/Pencil Administration Directions for Completing Answer Document Demographics

## General Information

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

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

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

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

---

The following script should be read aloud for all subjects.

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

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

**SAY:**

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

**During this test, you may not have any electronic or other device with you that can be used for communication, timing, or imaging. These devices include, but are not limited to, cell phones, pagers, beepers, headphones, stopwatches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic devices. At this time, I will collect these devices for return at the end of the testing session.**

**Collect all electronic and other devices for return at the end of the testing session,** unless the student's IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM).

**SAY:**

**Do not talk during the test. If you have any questions while you are working, raise your hand and I will come to your seat.**

(PAUSE)

# Paper/Pencil Administration Directions for Completing Answer Document Demographics

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

Distribute a test booklet to each student.

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

**SAY:** **Print your name in the upper right corner of the test booklet where it says "Student Name."**

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

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

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

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

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

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

**SAY:** **Find the place where it says "District Name," "School Name," and "Teacher Name."**

(PAUSE)

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

PAUSE while students fill in the information.

# Paper/Pencil Administration Directions for Completing Answer Document Demographics

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

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

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

**SAY:** **In the section labeled "Last Name," print your last name. Start at the left and print one letter in each box. Print as many letters of your last name as will fit in the boxes provided.**

(PAUSE)

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

(PAUSE)

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

PAUSE to provide help as needed.

**SAY:** **Find the box labeled "Test Date." In the "Month" column, darken the bubble for (*say the current month*). Beneath the box labeled "Day," write in (*say today's date*) and darken the bubbles below that correspond to today's date.**

PAUSE while students fill in the information.

READ THIS SECTION TO STUDENTS USING A FORM A TEST BOOKLET:

**SAY:** **For the box labeled "Form A," look at the front of your test booklet and find the form number written in the bottom right corner. Print the form number on your answer document. Then darken the bubble for each number or letter in the form number.**

PAUSE while students fill in the information.

# Paper/Pencil Administration Directions for Completing Answer Document Demographics

FOR STUDENTS USING A BRAILLE OR SIGN LANGUAGE TEST BOOKLET:

**SAY:** **Find the box labeled "Form C," and darken the bubble. Do not write or bubble anything in the box labeled "Form A."**

PAUSE while students or the TA, as needed, fill in the information.

**SAY:** **In the section labeled "TA," print MY first initial, middle initial, and last initial. Then darken the appropriate bubble under each letter. I have written my initials on the board for you.**

PAUSE while students fill in the information.

**SAY:** **Now find the box labeled "Grade" and darken the bubble for your current grade.**

PAUSE while students fill in the information.

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

PAUSE while students fill in the information.

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

PAUSE while students fill in the information.

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

Wait until all students have finished.

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

PAUSE to answer any questions.

# Paper/Pencil Administration Directions
# Algebra 1/Mathematics for the Technologies 2

Begin reading this script **after** reading the directions that begin on page 61 for completing the demographic information on the student answer documents.

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

**Note for oral administration:** Read these directions to students prior to using the oral administration script or audio CD-ROM to make sure that students receive all necessary information prior to testing.

**Note for signed administration:** Sign these directions to students prior to using the sign language DVD to make sure that students receive all necessary information prior to testing.

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

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

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

**SAY:** **I am going to give each of you a ruler.**

Distribute a six-inch card-stock ruler to each student.

READ THIS SECTION IF STUDENTS WILL BE USING CALCULATORS:

**SAY:** **You may use a calculator during this test. If you have your own calculator, the memory must be cleared before and after testing. If you need a calculator, raise your hand and I will give you one.**

Make sure that the memory of each calculator is cleared (reset) in accordance with the requirements listed on page 16 of this manual.

# Paper/Pencil Administration Directions
# Algebra 1/Mathematics for the Technologies 2

**SAY:**

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

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

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

PAUSE to answer any questions.

**SAY:**

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

(PAUSE)

**SAY:**

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

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

**SAY:**

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

(PAUSE)

# Paper/Pencil Administration Directions
# Algebra 1/Mathematics for the Technologies 2

Write on the board that there are 58 multiple-choice questions on the Algebra test.

**SAY:**

**There are 58 multiple-choice questions on this test. Select the best answer for each test question. Read each question carefully, and mark your answer on your answer document using only a Number 2 pencil. Completely darken the bubble for your response. If you change an answer, completely erase the first answer you marked.**

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

**Notes:**

**(1) Figures are drawn as accurately as possible except when it is stated that a figure is not drawn to scale. All figures lie in a plane unless otherwise noted.**

**(2) All numbers used are real numbers. All algebraic expressions represent real numbers unless otherwise stated.**

(PAUSE)

**SAY:**

**Does anyone have any questions?**

PAUSE to answer any questions.

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

**SAY:**

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

PAUSE while students write in the Start Time.

**Note for oral administration:** If you are using an oral administration script or audio CD-ROM, please begin reading the script or playing the audio CD-ROM now.

**Note for signed administration:** Begin the sign language DVD here. The following directions, as well as test content, will be signed to the student.

# Paper/Pencil Administration Directions
# Algebra 1/Mathematics for the Technologies 2

**SAY:** **You may begin working now.**

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

**BREAK**

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

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

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

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

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

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

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

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

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

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

# Paper/Pencil Administration Directions
# Biology 1/Applied Biology 2

Begin reading this script **after** reading the directions that begin on page 61 for completing the demographic information on the student answer documents.

**Note for oral administration:** Read these directions to students prior to using the oral administration script or audio CD-ROM to make sure that students receive all necessary information prior to testing.

**Note for signed administration:** Sign these directions to students prior to using the sign language DVD to make sure that students receive all necessary information prior to testing.

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

**SAY:**

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

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

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

PAUSE to answer any questions.

**SAY:**

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

(PAUSE)

**SAY:**

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

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

**SAY:**

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

(PAUSE)

# Paper/Pencil Administration Directions
# Biology 1/Applied Biology 2

Write on the board that there are 68 multiple-choice questions and six questionnaire items on the Biology test.

**SAY:** **There are 68 multiple-choice questions and six questionnaire items on this test. Select the best answer for each test question. Read each question carefully, and mark your answer on your answer document using only a Number 2 pencil. Completely darken the bubble for your response. If you change an answer, be sure to erase completely the first answer you marked. You should do any scratch work in your test booklet. When you are finished with the test questions, answer the questionnaire items.**

(PAUSE)

**SAY:** **Does anyone have any questions?**

PAUSE to answer any questions.

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

**SAY:** **Find the box on your answer document labeled "Start Time." Darken the bubbles closest to the current time. It is now _____ (***say the current time***).**

PAUSE while students write in the Start Time.

**Note for oral administration:** If you are using an oral administration script or audio CD-ROM, please begin reading the script or playing the audio CD-ROM now.

**Note for signed administration:** Begin the sign language DVD here. The following directions, as well as test content, will be signed to the student.

**SAY:** **You may begin working now.**

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

# Paper/Pencil Administration Directions
# Biology 1/Applied Biology 2

**BREAK**

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

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

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

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

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

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

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

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

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

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

# Paper/Pencil Administration Directions
# English 1

Begin reading this script **after** reading the directions that begin on page 61 for completing the demographic information on the student answer documents.

**Note for oral administration:** Read these directions to students prior to using the oral administration script or audio CD-ROM to make sure that students receive all necessary information prior to testing.

**Note for signed administration:** Sign these directions to students prior to using the sign language DVD to make sure that students receive all necessary information prior to testing.

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

**SAY:**

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

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

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

PAUSE to answer any questions.

**SAY:**

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

(PAUSE)

**SAY:**

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

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

**SAY:**

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

(PAUSE)

# Paper/Pencil Administration Directions
# English 1

Write on the board that there are 65 questions on the English test.

**SAY:** **There are 65 questions on this test. Select the best answer for each test question. Read each question carefully and mark your answer on your answer document using only a Number 2 pencil. Completely darken the bubble for your response. If you change your answer, be sure to erase completely the first answer you marked.**

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

(PAUSE)

**SAY:** **Does anyone have any questions?**

PAUSE to answer any questions.

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

**SAY:** **Find the box on your answer document labeled "Start Time." Darken the bubbles closest to the current time. It is now _____ (***say the current time***).**

PAUSE while students write in the Start Time.

**Note for oral administration:** If using an oral administration script or audio CD-ROM, please begin reading the script or playing the audio CD-ROM now.

**Note for signed administration:** Begin the sign language DVD here. The following directions, as well as test content, will be signed to the student.

**SAY:** **You may begin working now.**

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

# Paper/Pencil Administration Directions
# English 1

**BREAK**

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

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

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

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

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

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

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

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

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

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

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

Begin reading this script **after** reading the directions that begin on page 61 for completing the demographic information on the student answer documents.

**Note for oral administration:** Read these directions to students prior to using the oral administration script or audio CD-ROM to make sure that students receive all necessary information prior to testing.

**Note for signed administration:** Sign these directions to students prior to using the sign language DVD to make sure that students receive all necessary information prior to testing.

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

**SAY:**

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

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

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

PAUSE to answer any questions.

**SAY:**

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

(PAUSE)

**SAY:**

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

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

**SAY:**

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

(PAUSE)

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

Write on the board that there are 64 multiple-choice questions on the United States History and the Constitution test.

**SAY:** **There are 64 multiple-choice questions on this test. Select the best answer for each test question. Read each question carefully and mark your answer on your answer document using only a Number 2 pencil. Completely darken the bubble for your response. If you change your answer, be sure to erase completely the first answer you marked.**

(PAUSE)

**SAY:** **Does anyone have any questions?**

PAUSE to answer any questions.

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

**SAY:** **Find the box on your answer document labeled "Start Time." Darken the bubbles closest to the current time. It is now _____ (***say the current time***).**

PAUSE while students write in the Start Time.

**Note for oral administrations:** If using an oral administration script or audio CD-ROM, please begin reading the script or playing the audio CD-ROM now.

**Note for signed administration:** Begin the sign language DVD here. These directions, as well as test content, will be signed to the student.

**SAY:** **You may begin working now.**

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

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

**BREAK**

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

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

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

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

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

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

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

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

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

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

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

# Online Administration Directions for All Subjects

## General Information

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

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

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

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

NEW!

## 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**

# Online Administration Directions for All Subjects

### *Exiting Guided Access Mode*

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

NEW!

### 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."

---

On each student's device, select the "SC Online Assessments" icon to load the welcome page prior to the start of the test session.

**SAY:**

**Today you will be taking the (**say test subject**) End-of-Course Examination Program test.**

**During this test, you may not have any electronic or other device with you that can be used for communication, timing, or imaging. These devices include, but are not limited to, cell phones, pagers, beepers, headphones, stopwatches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device. At this time, I will collect these devices for return at the end of the testing session.**

Collect all electronic and other devices for return at the end of the test session.

# Online Administration Directions for All Subjects

## For Algebra 1/Mathematics for the Technologies 2:

**SAY:**

**A Reference Information Sheet and ruler are available in the online test.**

**If you need a sheet of scratch paper, raise your hand and I will give you one.**

**You may use a calculator during the test. You may use your own calculator, one provided by the school, or the tools in the online test. There is a basic calculator, scientific calculator, and a graphing tool available in the online test. If you choose to use your own calculator, the memory must be cleared before and after testing. If you do not have a calculator and would like to use one, raise your hand and I will give you one.**

If you have chosen to provide paper references sheets, rulers, or graph paper, you may hand them out at this time. If you choose to have students write their names on these pages, you may instruct them to do so at this time.

Make sure the memories of the students' calculators are cleared (reset) in accordance with requirements listed on page 16.

## For Biology 1/Applied Biology 2:

**SAY:**

**If you need a sheet of scratch paper, raise your hand and I will give you one.**

**SAY:**

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

Distribute the appropriate Test Ticket to each student. Each student's Test Ticket provides the student's username and password needed to begin testing. Test Tickets are secure. After they have been distributed to students, testing must begin immediately. Online Tools Training (OTT) may not be conducted at this time.

# Online Administration Directions for All Subjects

**SAY:** **At the top of your screen you should see "Welcome to the South Carolina Assessments." There are six buttons for the EOCEP test. Select the one that says "Test Sign In" under EOCEP Spring.**

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."**

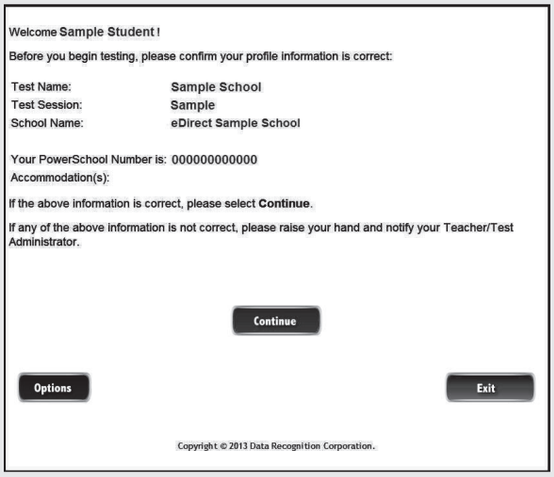
Test Ticket information is unique to each student and each session. Assist students as needed; TAs may have to help students type in this information.

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

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

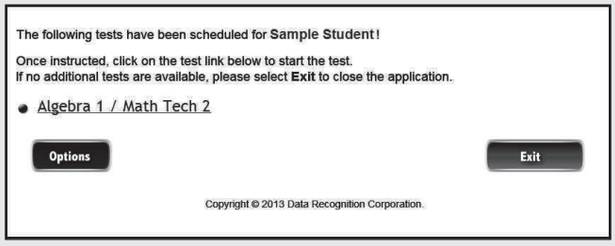
# Online Administration Directions for All Subjects

**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.**




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**).**




Pause.

# 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. Most of the questions on this test are multiple choice, but there may be a few technology-enhanced questions that involve different ways of responding.**

Pause.

**SAY:** **Now, select the** Next **button.**

Pause.

**SAY:**

1. **Use the** Next **and** Back **buttons to move from question to question or 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.**

# Online Administration Directions for All Subjects

**SAY:**

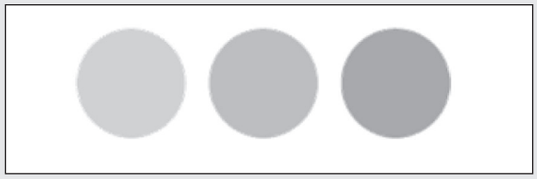
- **There is no time limit to finish the test.**
- **Only one question at a time will appear on the screen.**
- **If you need to go away from your computer, select the** Pause **button. Select the** Resume **button to continue. If you are away from your computer for more than 20 minutes, you will need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

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 to 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.**

As each student finishes the test, collect the student's Test Tickets and all supplemental materials (reference sheets, graph paper, and scratch paper).

# Online Administration Directions for All Subjects

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

Return all test materials to the STC immediately after testing.

## Algebra 1 Online Calculator Shortcuts

These keyboard shortcuts may be copied and reproduced as necessary. The copies of these keyboard shortcuts are considered part of the secure testing materials and must be securely destroyed at the end of testing.

### Online Calculator Shortcuts

| Keyboard Shortcut | Function |
|---|---|
| alt+delete | Clears the calculator screen |
| - | Subtraction |
| ! | Factorial |
| ( | Open parenthesis |
| ) | Closed parenthesis |
| * | Multiply |
| / | Divide |
| @ | Square |
| + | Add |
| 0-9 | Numeric entry |
| Backspace | Delete prior character |
| Delete | Removes entry |
| ^ | Apply specific power |
| ' (apostrophe) | Negative |

# Online Administration Directions for All Subjects

# Appendix A
# Labels and Forms

In this appendix, you will find the following:

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

# Appendix A
# Labels and Forms

## Do Not Score Label

Spring 2015 EOCEP

**DO NOT SCORE**

D520510NOTSCORE

## Precode Label

**EOCEP SPRING 2015** **ALG**

| | | | |
|---|---|---|---|
| Student: | ARD, ADAM T | Grade: | 10 |
| PS#: | 11111 | Gender: | M |
| State ID: | 1234567890 | DOB: | 11/11/97 |
| School: | Middleville High | Teacher: | Jones, T |
| District: | Middleville | SIDN: | 0101001 |

P520510 20000001 3

# Appendix A
# Labels and Forms

South Carolina
End-of-Course Examination Program

## School/Class Header Sheet
### Spring 2015

Tested School Name: _____

District Name: _____

Verified by: _____ / _____
TA's Name (Signed) (Printed)

Instructions for completing this form can be found on page 2.

**Student Information System (SIS) Code**

| Instructional Activity Code | District Defined | Acad. Tag | Unit Tag | Section Number |
|---|---|---|---|---|
| ◯ 4114 SCCC Algebra 1 | | | | |
| ◯ 4117 Intermediate Algebra: Func. & Model. | | | | |
| ◯ 3142 Mathematics for the Technologies 2 | | | | |
| ◯ 3024 SCCC English 1 | | | | |
| ◯ 3221 Biology 1 | | | | |
| ◯ 3227 Applied Biology 2 | | | | |
| ◯ 3320 U.S. History and the Constitution | | | | |
| ◯ 3372 Advanced Placement U.S. History | | | | |
| ◯ 336D IB History of the Americas HL-2 | | | | |
| ◯ Other | | | | |

**Teacher's Name**

| Last | FI | MI |
|---|---|---|
| | | |

**SIDN**

| Tested School | Reported School |
|---|---|
| | |

**Total Answer Documents Under this Header Sheet**

Completed Answer Documents _____

Please enter the total number of answer documents being returned under the School/Class Header Sheet, with leading zeros (if necessary), and hand-code the corresponding bubbles.

STATE ASSESSMENT SYSTEM SCDE-12-0001

520510-11500000019

SERIAL#

# Appendix A
# Labels and Forms

South Carolina
End-of-Course Examination Program

**2015 Spring – Answer Document**
**Algebra 1/Mathematics for the Technologies 2**

ALIGN TOP OF LABEL HERE

District Name: _____
School Name: _____
Teacher Name: _____

| Form A | OR | Form C |
|---|---|---|
| 0 1 2 3 4 5 6 7 8 9 | | ○ |

| Test Date | |
|---|---|
| Month | Day |
| ○ May | 0 1 2 3 4 5 6 7 8 9 |
| ○ June | |

| Grade |
|---|
| ○ 06 |
| ○ 07 |
| ○ 08 |
| ○ 09 |
| ○ 10 |
| ○ 11 |
| ○ 12 |

| TA | | |
|---|---|---|
| FI | MI | LI |
| ○ 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 | ○ 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 | ○ 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 |

Please print. (Use only No. 2 lead.)

| Last Name | First Name | MI |
|---|---|---|
| ○ 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 | ○ 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 | ○ 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 |

**Current Mathematics Course**
- ○ SCCC Algebra 1
- ○ Intermediate Algebra: Func. & Model.
- ○ Mathematics for the Technologies 2
- ○ Other

**The following codes were not precoded. Teachers/Test Administrators must complete these codes for all students, if applicable.**

**IEP/504 Standard Accommodations**
Mark **all** that apply.
- ○ Setting
- ○ Timing
- ○ Scheduling
- ○ Presentation
- ○ Response Options
- ○ Supplemental Materials or Devices

**IEP Special Request Code**
1
2

**Customized Materials**
Mark **all** that apply.
- ○ Large-Print
- ○ Loose-Leaf
- ○ Oral Admin. Script
- ○ Audio CD-ROM
- ○ Braille
- ○ Signed Admin. DVD

**IEP Invalidation**
○

**Make-up**
○

520510-10008000018 1 SERIAL#

# Appendix A
# Labels and Forms

## Algebra 1/Mathematics for the Technologies 2 Answer Document

**The following codes could have been transmitted through precode. Teachers/Test Administrators must complete these codes for all non-precoded students, if applicable.**

**Hispanic or Latino**
- ◯ Yes

**VirtualSC**
- ◯ Yes

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

**ESL**
- ◯ Pre-functional
- ◯ Beginner
- ◯ Intermediate
- ◯ Advanced
- ◯ Initially English Proficient
- ◯ Title III First Year Exited
- ◯ Title III Second Year Exited
- ◯ English Speaker I
- ◯ English Speaker II
- ◯ Pre-functional Waiver
- ◯ Beginner Waiver
- ◯ Intermediate Waiver
- ◯ Advanced Waiver
- ◯ Fluent Waiver
- ◯ Student missed annual ELD assessment

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

**Gender**
- ◯ Male
- ◯ Female

**Migrant**
- ◯ Yes

**504**
- ◯ Yes

**M**
- ◯ F
- ◯ R

**Special Education**
Mark **all** that apply.

| | |
|---|---|
| ◯ AU | ◯ OHI |
| ◯ DB | ◯ OH |
| ◯ DD | ◯ PMD |
| ◯ EH | ◯ SP |
| ◯ EM | ◯ TBI |
| ◯ HH | ◯ TM |
| ◯ LD | ◯ VH |
| ◯ MD | |

**Birth Date**

| Month | Day | Year |
|---|---|---|
| ◯ Jan | ① ⑪ ㉑ ㉛ | 19/20 ⓪⓪ |
| ◯ Feb | ② ⑫ ㉒ | ①① |
| ◯ Mar | ③ ⑬ ㉓ | ②② |
| ◯ Apr | ④ ⑭ ㉔ | ③③ |
| ◯ May | ⑤ ⑮ ㉕ | ④④ |
| ◯ Jun | ⑥ ⑯ ㉖ | ⑤⑤ |
| ◯ Jul | ⑦ ⑰ ㉗ | ⑥⑥ |
| ◯ Aug | ⑧ ⑱ ㉘ | ⑦⑦ |
| ◯ Sep | ⑨ ⑲ ㉙ | ⑧⑧ |
| ◯ Oct | ⑩ ⑳ ㉚ | ⑨⑨ |
| ◯ Nov | | |
| ◯ Dec | | |

**PowerSchool Number**

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

**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 |

**Answers (Use only No. 2 lead.)**

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

SECURITY NUMBER

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

Data Recognition Corp. XXXXX-XXXXX STATE ASSESSMENT SYSTEM SCDE-12-0001 3800-510-EOCEP/AL/AD/S15

520510-10008000026 2 SERIAL#

# Appendix A
# Labels and Forms

# STATE OF SOUTH CAROLINA
# DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

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

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

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

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

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

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

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

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

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.

*Office of Assessment 2014–2015*

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

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

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

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

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

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

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

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

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

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

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

_____ _____

*Signature* Date

_____

Print Name

_____

District and School

*Office of Assessment 2014–2015*

# STATE OF SOUTH CAROLINA
# DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

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

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

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

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

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

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

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

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

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

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

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.

*Office of Assessment 2014–2015*

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

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

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

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

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

_____ _____

*Signature* Date

_____

Print Name

_____

District and School Name

## STUDENT MAKE-UP ROSTER

District Name _____ Test Administrator _____

School Name _____ EOCEP Subject _____

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

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

1. List the name and test booklet/answer document security number(s) of each student who needs to make up any EOCEP test(s). Mark "Yes" if the student tested online or "No" if the student used a paper test.
2. For each student, place an "X" in the "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 "Attended Make-up?" column.
2. At the completion of testing each day, return ALL materials to the School Test Coordinator.

**Alg = Algebra 1/Mathematics for the Technologies 2; Bio = Biology 1/Applied Biology 2; Eng = English 1; USHC = United States History and the Constitution**

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

# Appendix A
# Labels and Forms

# EOCEP Do Not Disturb Sign

There is a “Do Not Disturb” sign on the reverse side of this page.

Please instruct the TA to post this sign on all doors of the testing room.

You may make as many copies of this sign as you need.

South Carolina
End-of-Course Examination
Program

# DO NOT DISTURB

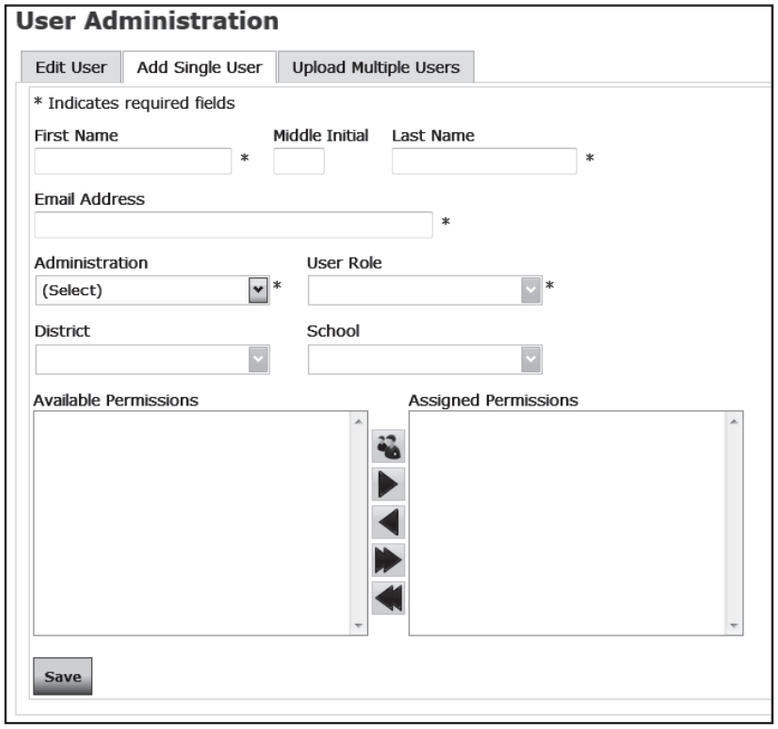
*End-of-Course Examination Program*

# 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.drcedirect.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.




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 EOCEP administrations and by students in advance of their first test day. Allow students to repeat the Tutorials as often as desired and needed.**

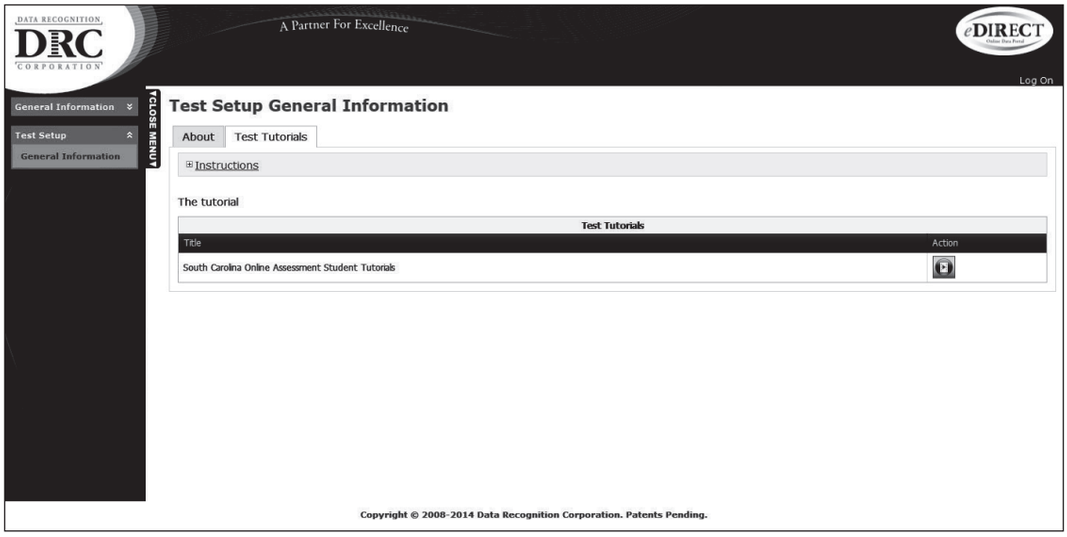
Students should review the tutorial before completing the Online Tools Training (OTT), described on page B-3. It has proven beneficial for schools to schedule a tutorial session for students immediately before at least one OTT session.

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. Select the **Test Tutorials** tab.
3. Select the **Play Tutorial** action button.
4. Select the tutorial you would like to view.

5. Select **Play All** or choose from different sections within the tutorial.

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 EOCEP. 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.

NOTE! **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. Select the SC Online Assessments icon on the device. 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. Then select the appropriate OTT—regular, HVA, or VSL.

   Note: Headphones must be supplied for any students using the HVA OTT or Pidgin Signed English VSL OTT.
4. Enter the Username and Password noted on the sign-in screen.
5. Select **Sign In** and follow the instructions on the screen.
6. 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.

7. To end an Online Tools Training, select **Review/End Test**. Next, select the **End Test** button. The system will ask you to confirm you have answered all questions. When you are ready, select **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.

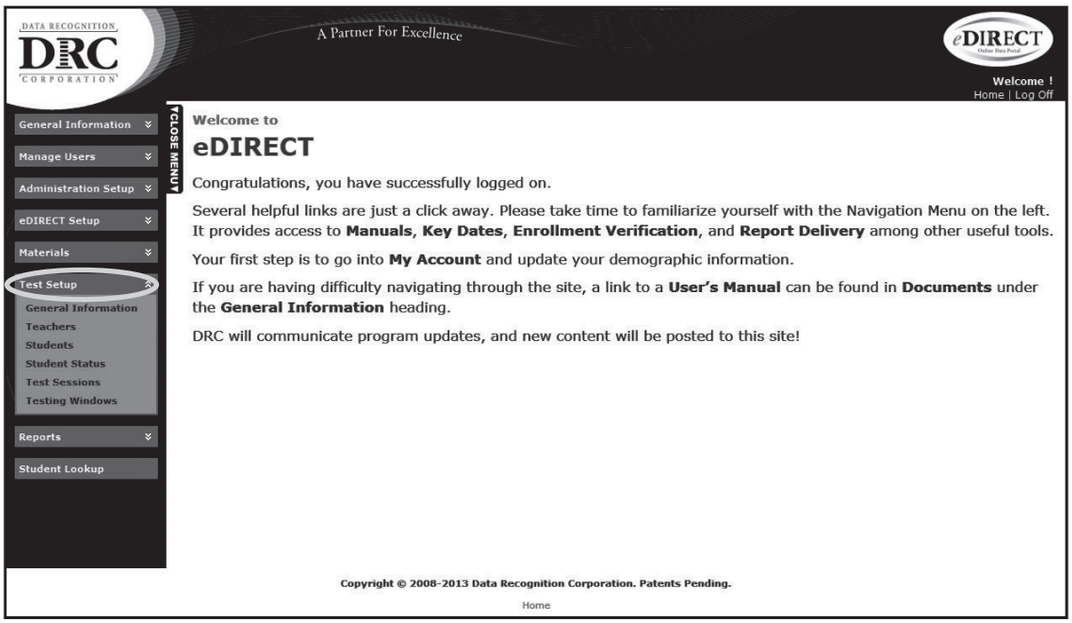
Test Setup is Web-based and does not require a software installation to operate. Test Setup is accessed via eDIRECT and requires a South Carolina eDIRECT account and appropriate permissions.

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:**

1. Go to the SC eDIRECT Web site at https://sc.drcedirect.com.
2. **Log On** with your e-mail and password.
3. Select **Test Setup** on the left menu.



# Appendix B
# eDIRECT Test Setup for Online Testing

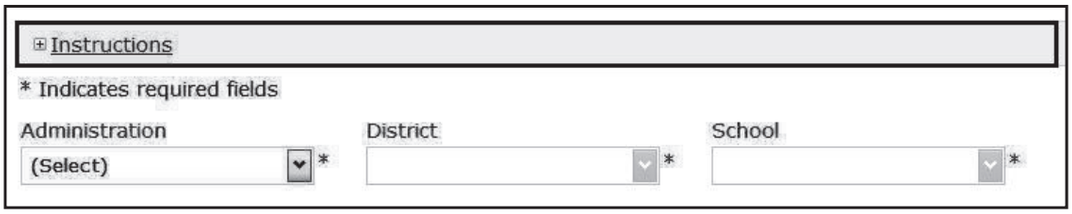
The following table contains descriptions of the eDIRECT permissions or functions that are available with the DRC online testing system.

DRC will provide District Test Coordinators these permissions. It is the District Test Coordinator'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 |

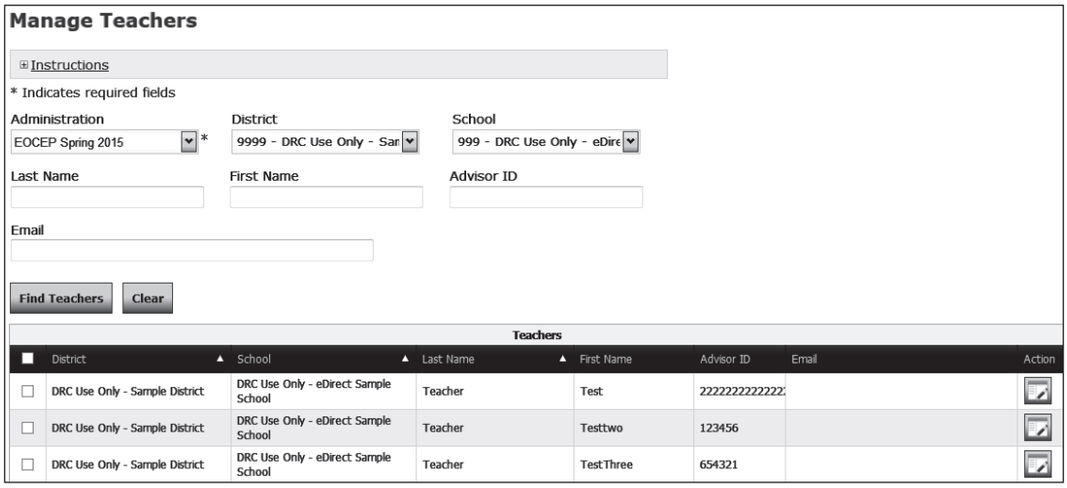
## Test Setup Instructions

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



## Grid Functionality

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



## 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 EOCEP 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

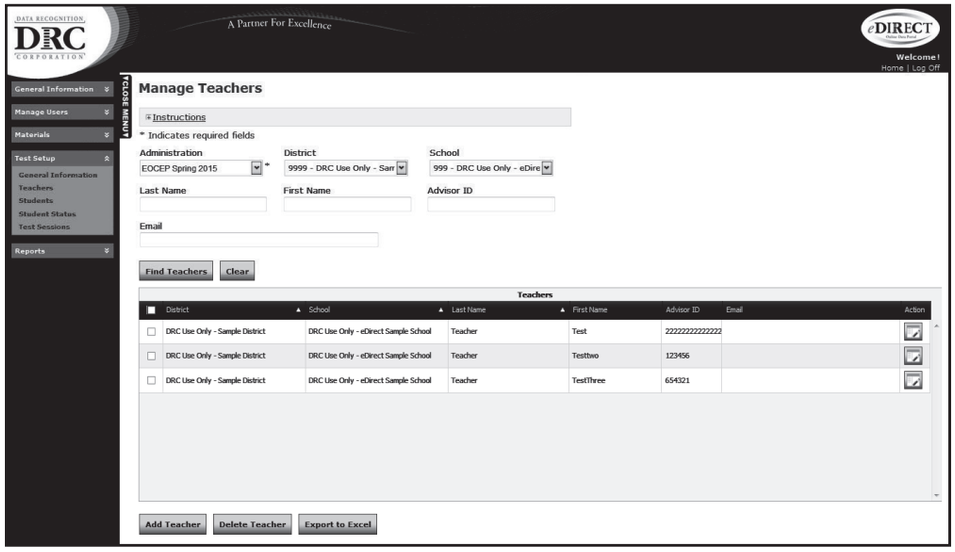
**To search for teachers, follow these steps:**

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. Select **Find Teachers**.
6. To clear your search and start over, select **Clear.**

**To export search results, follow these steps:**

1. Search for teachers.
2. Select **Export to Excel**.

**Note:** Only the search results are exported to Excel.

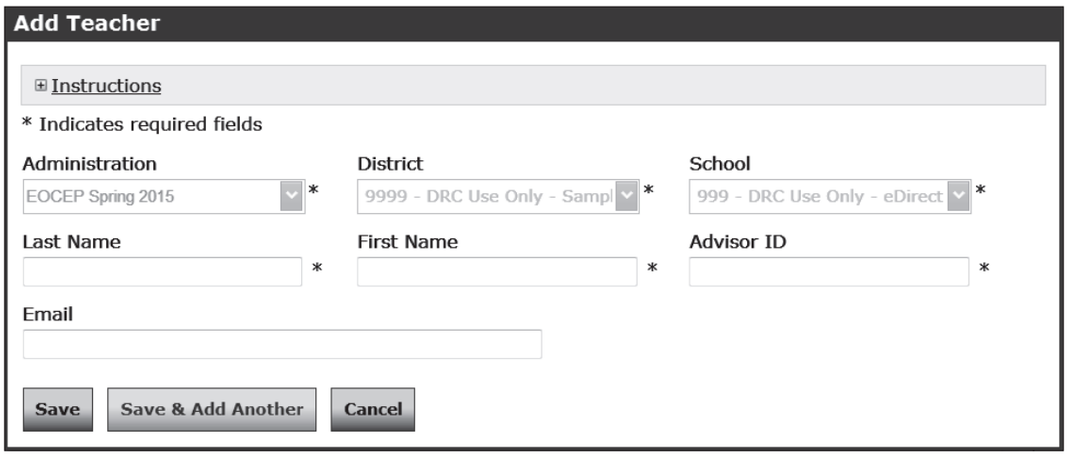


## Add Teachers

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. Select **Add Teacher**.
5. Enter the teacher **Last Name**, **First Name**, and **Advisor ID**. These are required fields. The e-mail address is optional.
6. Select **Save**.
7. To add another teacher, select **Save & Add Another**.
8. To cancel and return to the **Manage Teachers** page, select **Cancel**.

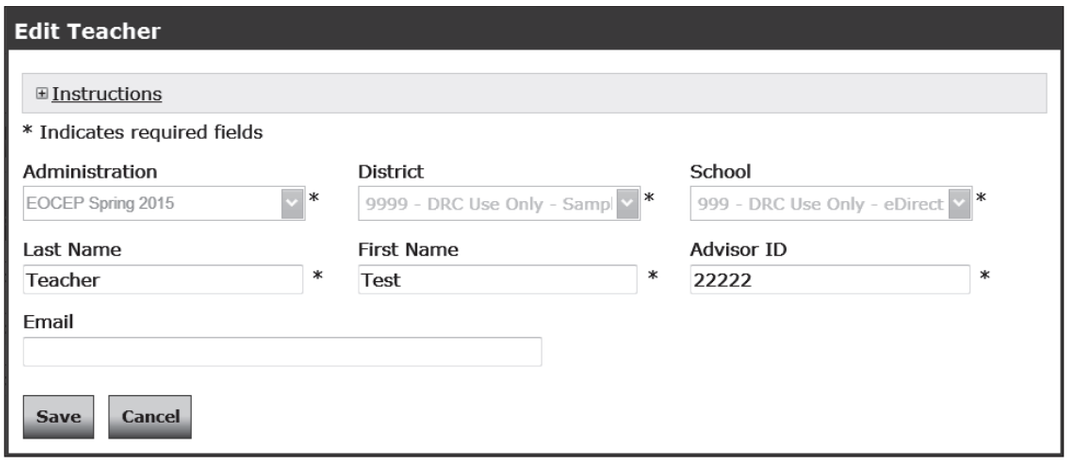


## Edit Teacher Information

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. Select 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 select **Save**.
7. To cancel and return to the **Manage Teachers** page, select **Cancel**.

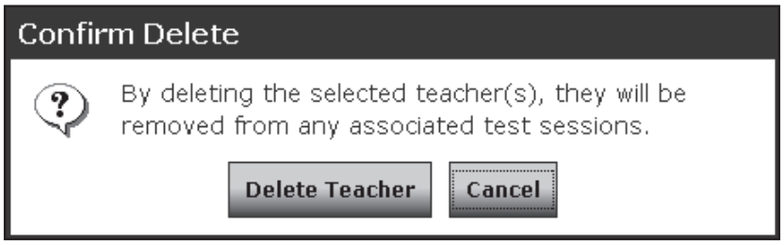


## Delete Teachers

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. Select **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. Select the **Delete Teacher** button.
7. To confirm the delete, select **Delete Teacher** in the pop-up window or select **Cancel** to return to the **Manage Teachers** page.



## 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.

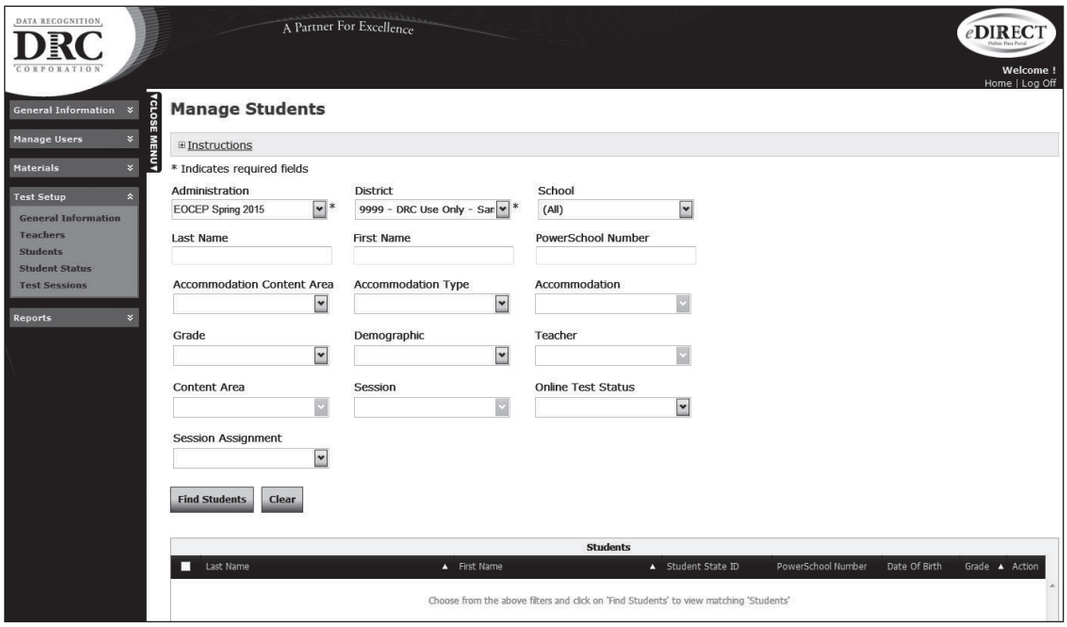
Prior to test administration, verify all participating students are in Test Setup with associated test sessions.

**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. Select **Find Students**.
6. To clear your search and start over, select **Clear**.



# Appendix B
# eDIRECT Test Setup for Online Testing

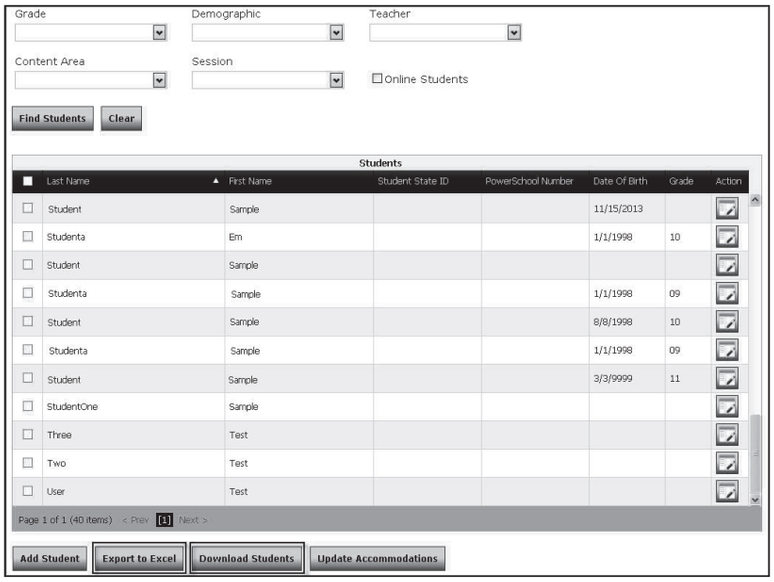
**To export search results, follow these steps:**

1. Search for students.
2. Select **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. Select **Download Students**.



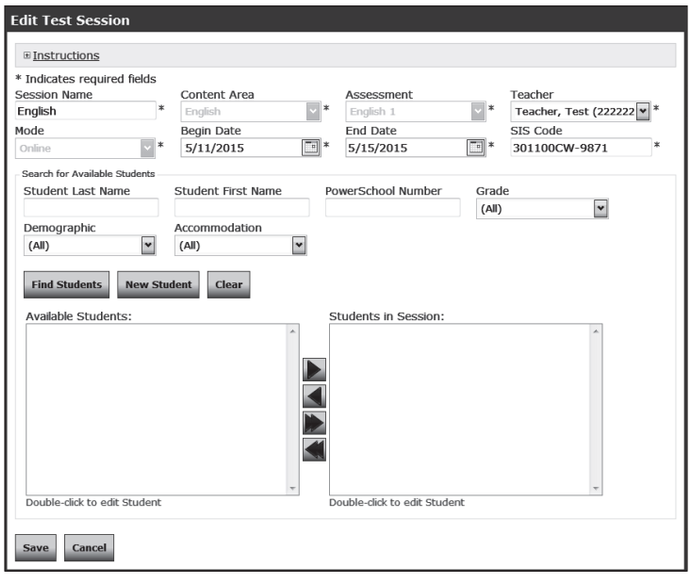
## Add Students

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 select **Show Sessions**.
3. Select the **View/Edit** action button next to the test session to which you would like to add a new student.
4. To add a new student to the test session select **New Student**.
5. Enter the student's information into the fields on the **Student Detail**, **Accommodations**, and **Demographics** tabs.
6. Select **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**.
4. Select **Add Student**.

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

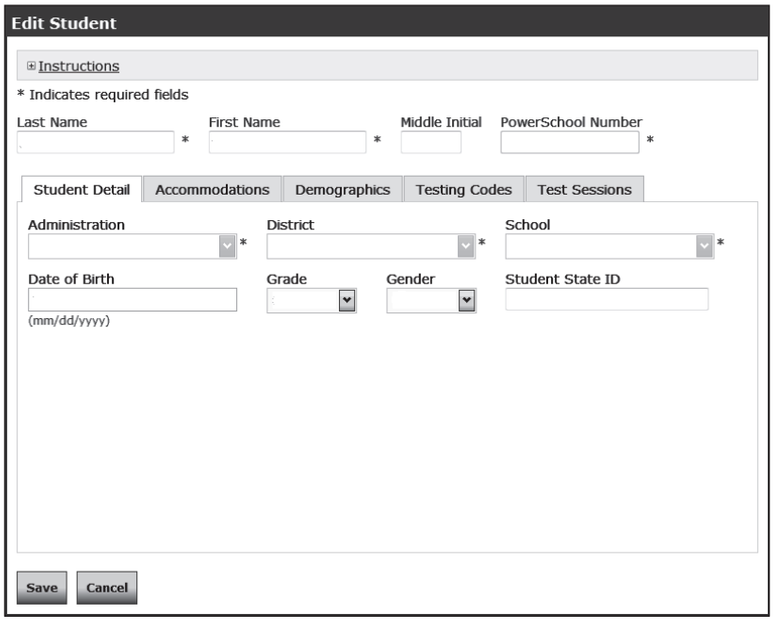
**Note:** When this method is used, the student will not be able to test online until they are added to a test session.

## 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:**

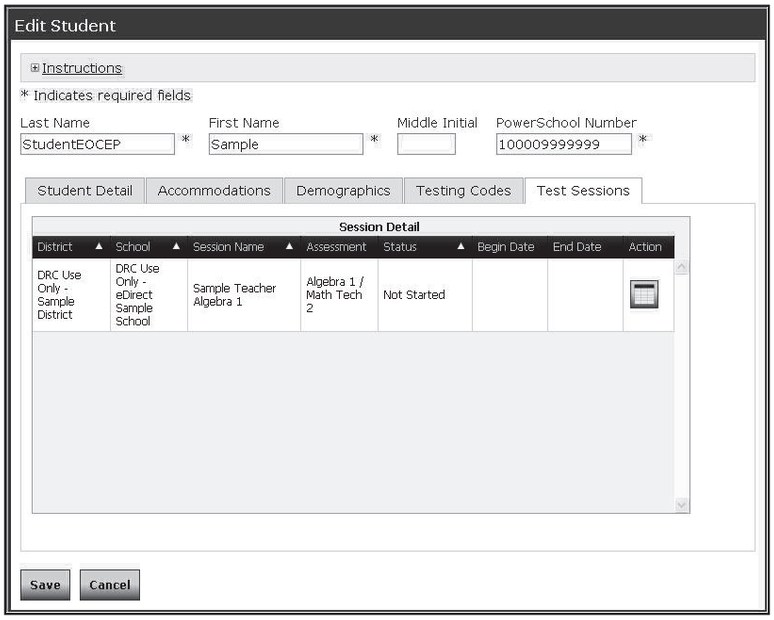
1. Select **Students** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select **District** and/or **School**.
4. Perform a search to find the student whose data needs to be edited.
5. Select the **Edit Student** icon in the **Action** column 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 select **Save**.
7. To cancel and return to the **Manage Students** page, select **Cancel**.



## 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. Select 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, select **Cancel**.



# Appendix B
# eDIRECT Test Setup for Online Testing

## Accommodations

The following accommodations are available for students testing EOCEP 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.**
- **Loose-Leaf Test/Oral Administration** – 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.
- **Large-Print Test/Oral Administration** – 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.
- **Sign Language Test** – The sign language test form will be loaded into the online system so that students may test via INSIGHT.
- **Sign Language Video** – Students who require a sign language test and ASL or PSE video will be able to watch the video files and record their responses via INSIGHT.
  **Note: Schools must supply headphones for students using the PSE version.**

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 via oral administration.
- Adjust the volume on each machine so that it is at a comfortable level for students testing with headphones.
- When a student logs in to the oral administration test form, the student should see the audio buttons on the "Welcome Student" screen.

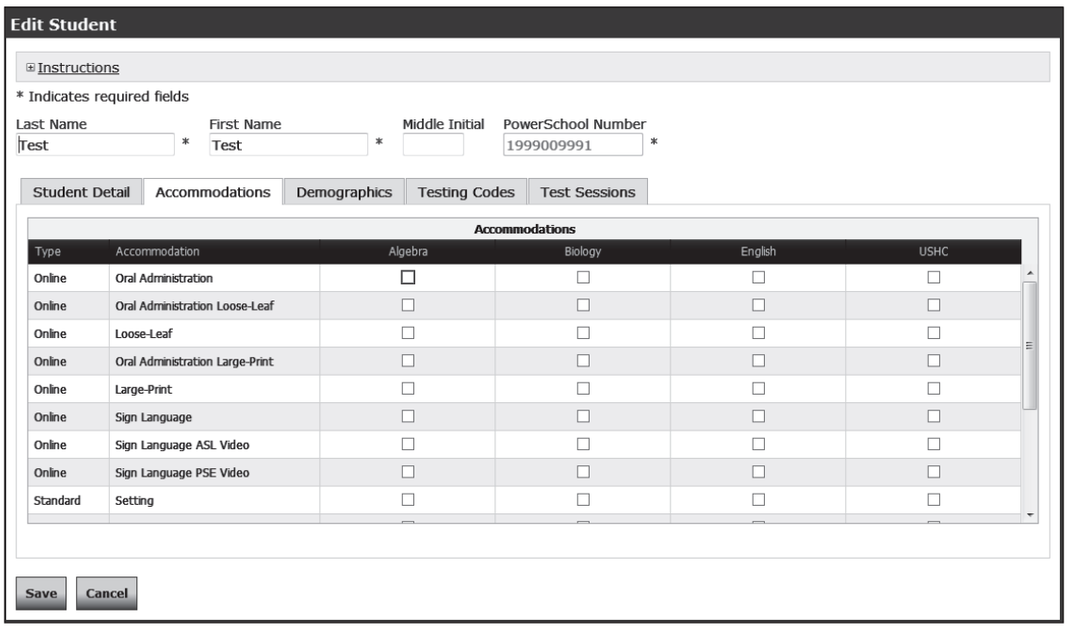
- You may wish to tell students they will hear a human voice for test directions and all test items. They will hear a text-to-speech (synthesized) voice for help content.
- If students need to adjust the volume during testing, they should select the **Options** button on the test screen and select **Audio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



## Update and/or Change Accommodations

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

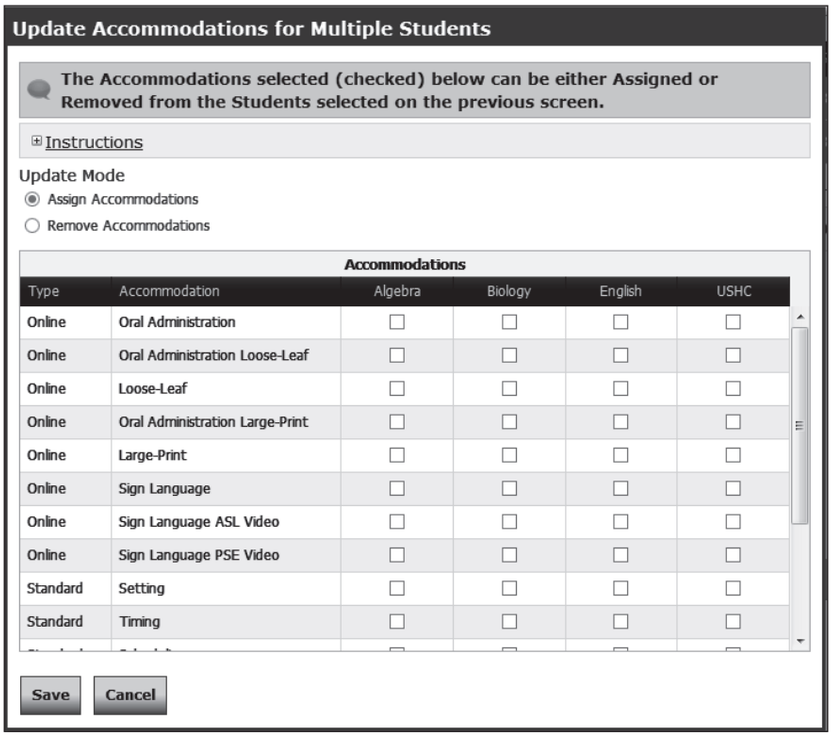
1. Select **Students** under the **Test Setup** tab.
2. Select the **Administration** you would like to search.
3. If applicable, select the **District** and/or **School**.
4. Perform a search to find the student.
5. Select the **View/Edit Student** icon in the Action column to the right of the student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



## 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. Select **Find Students**.
5. Place a check in the box to select the students who need accommodations updated.
6. Select **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. Select **Save**.
10. To cancel and return to the **Manage Students** page, select **Cancel**.




| Type | Accommodation | Algebra | Biology | English | USHC |
|---|---|---|---|---|---|
| Online | Oral Administration | ☐ | ☐ | ☐ | ☐ |
| Online | Oral Administration Loose-Leaf | ☐ | ☐ | ☐ | ☐ |
| Online | Loose-Leaf | ☐ | ☐ | ☐ | ☐ |
| Online | Oral Administration Large-Print | ☐ | ☐ | ☐ | ☐ |
| Online | Large-Print | ☐ | ☐ | ☐ | ☐ |
| Online | Sign Language | ☐ | ☐ | ☐ | ☐ |
| Online | Sign Language ASL Video | ☐ | ☐ | ☐ | ☐ |
| Online | Sign Language PSE Video | ☐ | ☐ | ☐ | ☐ |
| Standard | Setting | ☐ | ☐ | ☐ | ☐ |
| Standard | Timing | ☐ | ☐ | ☐ | ☐ |

## Test Sessions/Student Test Tickets

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

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

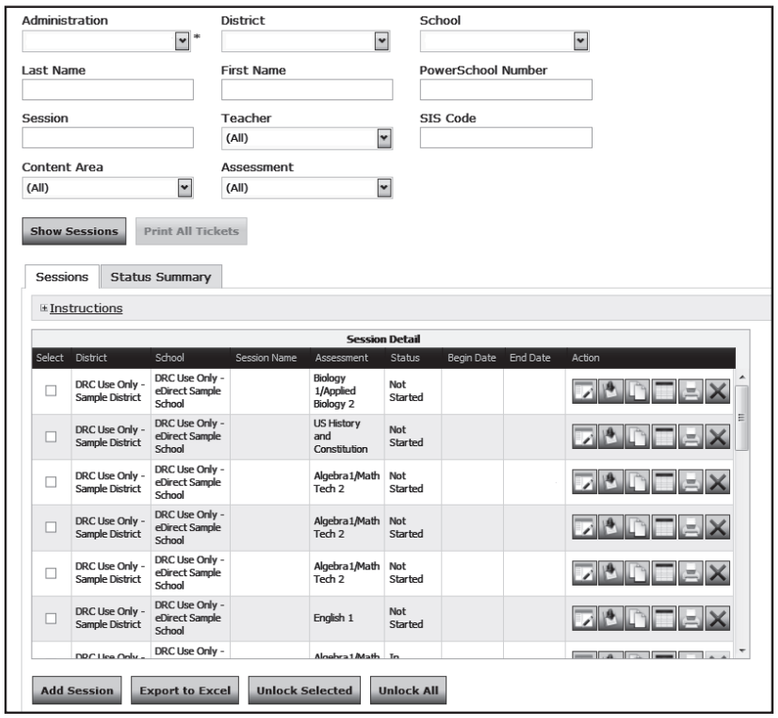
### Search For Test Sessions

**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. Select **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. Select **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.

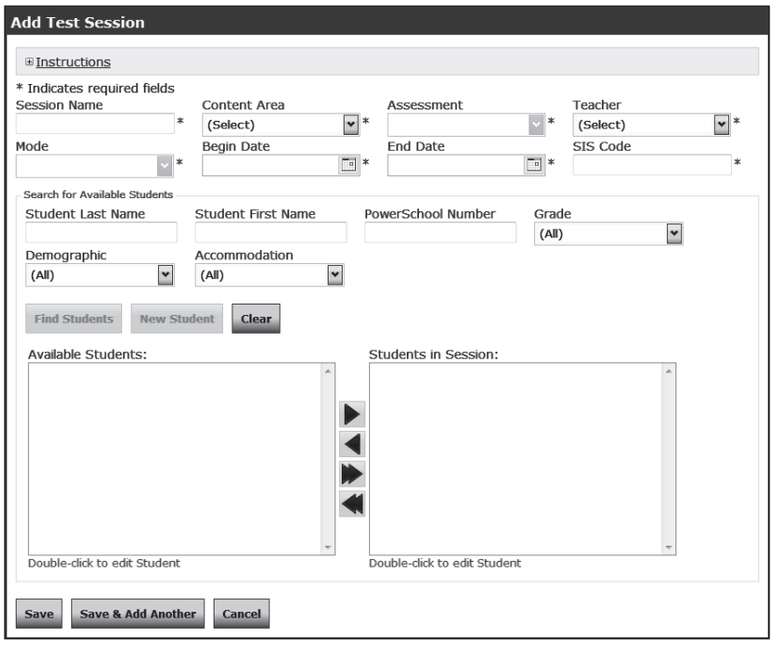


# Appendix B
# eDIRECT Test Setup for Online Testing

## 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. Select **Show Sessions**.
6. Select **Add Sessions**.
7. Enter the required information: **Session Name**, **Content Area**, **Assessment**, and **Teacher**.
8. Enter any additional search criteria to search for students: **Student Last Name**, **Student First Name**, **PowerSchool Number**, **Grade, Demographic,** or **Accommodation**.
9. Select **Find Students**.
10. To clear your search criteria and start again, select **Clear**.
11. Select student from the **Available Students** list; to multi-select, use Crtl+Click.
12. Select the **Right Arrow** icon to move the selected student(s) from the **Available Students** list to the **Students in Session** list.
13. Select **Save**.
14. To cancel and return to the **Test Sessions** page, select **Cancel**.



## Edit/Delete Test Sessions

Test sessions can be edited at any time, but they 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 refer to page B-26 for actions to take)

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

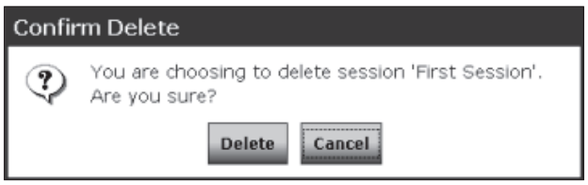
When editing a test session, the content area or assessment can be changed ONLY when there are no students in the Students in Session list on the Add/Edit Test Sessions screen.

**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. Select **Show Sessions**.
5. Enter in any additional filter criteria: **Content Area** or **Assessment**.
6. Select 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. Select 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, select **Delete**. To cancel, select **Cancel**.






## 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. Select **Show Sessions**.
5. Select **Copy Session**.
6. Enter a Test Session Name in the **Session Name** field.
7. Select the double-arrow icon to move over all students.
8. Select **Save**.
9. To cancel and return to the **Test Sessions** page, select **Cancel**.

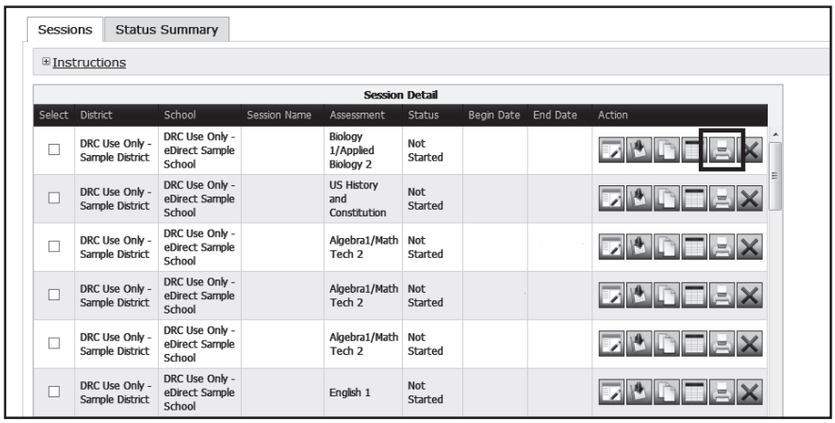
## View/Print Student Test Tickets

**Follow these steps to view/print Student Test 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. Select **Show Sessions**.
5. Enter in any additional criteria: **Content Area** or **Assessment**.
6. Select 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 selecting **Print Selected**, or select **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. Some schools find it useful to print the tickets on card stock.
10. To return to the **Test Sessions** page, select **Close**.

### *Quick Print All Student Test Tickets for a Test Session:*

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




## Student Test Ticket

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

**End-of-Course Examination Program Test Ticket**
**Algebra1/Math Tech 2**

| | |
|---|---|
| Test Session: | Algebra |
| Teacher Name: | Sample, Teacher |
| SIS Code: | 411100CW-9988 |
| Student Name: | Test, Student |
| PS#: | 9999778 |
| Username: | STest1 |
| Password: | DECK5431 |
| Online Accom: | |

# 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.

**EOCEP Spring 2015**
**Student Test Roster**

**District:** DRC Use Only - Sample District
**School:** DRC Use Only - eDirect Sample School
**Assessment:** English 1
**SIS Code:** 301100CW-9090
**Test Session:** English

| Training | | | | | | | | Test Ticket | |
|---|---|---|---|---|---|---|---|---|---|
| Tutorial | OTT | Form | Student Name | PS# | Username | Password | Online Accom | Out | In |
| ☐ | ☐ | 210 | Student , Student | 184676813867 | SA1 | WORM7387 | Oral | ____ | ____ |
| ☐ | ☐ | 210 | Student , Student | 214684651654 | HAdmin1 | FULL8982 | Oral | ____ | ____ |
| ☐ | ☐ | 212 | Student , Student | 234523452345 | BB1 | ALSO5682 | | ____ | ____ |

## 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. Select **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 select the **Pause** button. A countdown, beginning with 20 minutes, appears on the screen notifying the student of the time left before the system automatically exits the test.

If the test is not resumed within 20 minutes, the student has to log back in to finish the test. If re-entry is the same day the student originally logged in to the test, the student must log in again using the Student Test Ticket information to regain access to the test. On a subsequent day, the system requires the Student Test Ticket be unlocked prior to the student logging back in to the assessment. The DTC/STC must contact 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.

## 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 the student originally logged in to the test, the software will only require the original student log in for the student to regain access to the test. On a subsequent day, the system requires the Student Test Ticket be unlocked prior to the student logging back in to the assessment. The DTC/STC must contact 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 table on the following page describes actions to take in response to various scenarios that require a student's Test Ticket to be unlocked before the student can complete the assessment.

IMPORTANT!

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.

## EOCEP INSIGHT
## Actions for Online Testing Scenarios

| Scenario | DTC Action | SCDE Action | DRC Action |
|---|---|---|---|
| **Student Does Not Finish**<br>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 (Kirsten Hural) 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.<br><br>This may be a test security violation if the student was not given adequate time to finish testing (see page 15). | 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.<br><br>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**<br>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.<br><br>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). | *No action required* | 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**<br>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. | *No action required* | 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**<br>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 (Kirsten Hural) and the SC Project Team via e-mail. The DTC must include the date that the student plans to complete testing. | *No action required* | 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.<br><br>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**<br>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 (Kirsten Hural) and the SC Project Team via e-mail. | The SCDE will determine whether the student can continue testing with the operational form for that administration, once given the appropriate accommodation, or whether the student should use the emergency form. The SCDE will respond in writing to the DTC and the SC Project Team. | 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 Accommodation Plan Requirements ..... C-2
4. Use of Monitors ..... C-2
5. Test Security Violations ..... C-3
6. Special Requests ..... C-3

**B. IEP/504 Standard Accommodations ..... C-3**

**C. Examples of Standard Accommodations ..... C-4**
Table I — Examples of IEP/504 Standard Accommodations for EOCEP ..... C-4

**D. 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 EOCEP ..... C-7
1. Form A Large-Print Test Booklets ..... C-8
2. Form A Loose-Leaf Test Booklets ..... C-8
3. Form A Oral Administration Scripts (OAS) or Form A Audio CD-ROMs ..... C-8
4. Form C Braille Test Booklets ..... C-8
5. Form C Sign Language Test Booklets ..... C-8
6. Form C Braille Oral Administration Scripts or Form C Braille Audio CD-ROMs ..... C-9
7. Signed Administration Materials ..... C-9
8. Oral or Signed Administration ..... C-10
Table III — Oral/Signed Administration Materials ..... C-10
Table IV — EOCEP Online Testing Accommodations ..... C-10
9. Response Options ..... C-15

**E. Supplemental Materials and Devices ..... C-17**

**F. Return Procedures ..... C-18**
1. Identifying Student Materials ..... C-18
2. Transferring Student Responses ..... C-18
3. Coding Student Information ..... C-18
4. Packaging Paper/Pencil Test Materials ..... C-19

**G. Additional Information ..... C-19**
Office of Assessment Special Circumstances Request Form for the 2014–15 Administration of the EOCEP ..... C-21

# 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 with a current individualized education program (IEP) or 504 Accommodation Plan must participate in EOCEP. The student's IEP team determines whether the student will participate in the assessment in the same manner as other students, with accommodations, or in the South Carolina Alternate Assessment (SC-Alt). If the IEP team determines that the student cannot participate in EOCEP even with appropriate accommodations and that the student meets the criteria for alternate assessment, the student will participate in SC-Alt. See participation criteria on the SCDE Web site at the address listed below: http://ed.sc.gov/agency/programs-services/48/.

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

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

Accommodations are changes to the content, format, or conditions (instructional, assessment) for particular students that do not reduce learning expectations or change the construct but do remove construct-irrelevant factors so that students are able to access the content and fully demonstrate what they know and can do. (Based on draft Standards for Educational and Psychological Testing, by AERA, APA, & NCME, in press.) Standard 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 and invalidate the test results. Any accommodation and supplemental materials and devices used for instruction and assessment must be documented in the IEP or 504 Accommodation Plan. **Changing accommodations in the IEP or 504 Accommodation Plan immediately before testing may not reflect accommodations that are familiar to the student and may not be in the best interest of the student.**

**4. Use of Monitors**

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

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 5–8 of this manual for procedures that must be followed to report these security violations.

6. **Special Requests**

   The IEP team or 504 Accommodation Plan team may determine that a student requires an accommodation, non-standard 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 an IEP special request code to enter on the student's answer document for paper/pencil testers or into Test Setup for online testers.** The code "1" is used to indicate a special request is a standard accommodation. If you have any further questions, contact 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 18 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 for examples of standard accommodations on EOCEP.

## C. Examples of Standard Accommodations

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

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

| IEP/504 Standard Accommodation | Examples |
|---|---|
| **Setting** | • preferential seating<br>• separate location<br>• small group *<br>• individual administration |
| **Timing** | • frequent breaks *<br>• extended breaks * |
| **Scheduling** | • afternoon administration *<br>• multiple testing sessions per day *<br>• multiple testing days * |
| **Presentation** | • highlighting *<br>• cueing *<br>• reading aloud to self *<br>• repeating/signing directions *<br>• oral or signed administration for Algebra 1/Mathematics for the Technologies 2, Biology 1/Applied Biology 2, English 1, and/or U.S. History and the Constitution * |
| **Response Options** | • non-verbal indication of answer choices *<br>• dictation of responses *<br>• Braille test responses *<br>• responding in test booklet or on separate pages * |
| **Supplemental Materials and Devices** | • provided by the district (see page C-17) |
| **Special Circumstances** | • use the form on page C-21 |
| **Items with an asterisk (*) have instructions for use and administration listed on the following pages by category of accommodation.** | |

## D. Instructions for Use and Administrative Procedures

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

**1. Setting**

The EOCEP should be administered in a setting appropriate to the student's individual needs. **Note:** The size of the small-group administration should be consistent with the group size for routine classroom assessments.

**2. Timing**

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

- Estimate the duration of each testing session for the student. This should be based on IEP documentation of the time a student typically works on a task. Determine whether the student can complete the test in one day or over several days, in one session or over several sessions.
- If it is determined that the student requires testing over several days, divide the test into "sections" according to the time allotted for each test session. For paper/pencil tests, each "section" should end with the last question on an odd-numbered page so that the student is not able to see test questions for the next section.

  See more information about unlocking tests on pages B-25–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.
- For students testing online over multiple days, the student's test must be unlocked each day.

4. **Presentation**

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

- **Highlighting within the test**

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

  - The TA may highlight key words or phrases for students in the **directions only**. For example, TAs may highlight phrases such as "Read the passage and answer questions 6–10" in the student's test booklet.
  - The TA may highlight directions only immediately after reading directions to the entire testing group.
  - The student may highlight words, phrases, sentences, and so on, in passages or test items in the test booklets.
  - There is also a highlighter tool available for each item in the online testing system.

- **Cueing**

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

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

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

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

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

- **Directions in sign language**

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

- **Customized materials**

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

# Appendix C
# Testing Students with Documented Disabilities

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

**Table II — Customized Materials for EOCEP**

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

# Appendix C
# Testing Students with Documented Disabilities

1. **Form A Large-Print Test Booklets**

   The Large-Print version is an enlarged version of the Form A and is designed for students who have difficulty reading text in a standard-size font. The Large-Print version is a 9" x 12" spiral-bound booklet with text in 18-point sans serif type. Student responses must be transferred to an answer document by the TA.

   A large-print ruler and large-print reference sheet are packaged with the Algebra 1/Math Tech 2 tests.

2. **Form A Loose-Leaf Test Booklets**

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

3. **Form A Oral Administration Scripts (OAS) or Form A Audio CD-ROMs**

   The Form A Oral Administration Script provides the directions to TAs regarding the appropriate way to read test questions, passages, and answer choices to the student(s).

   The **Form A** Oral Administration Script (OAS) is used with a **Form A** test booklet that has a form number ending in zero (e.g., 170). The DTC must order oral scripts through the test contractor according to the number of TAs who need them.

   Audio CD-ROMs provide the student an orientation to the use of the CD-ROM test questions, passages, some directions, and some answer choices. Audio CD-ROMs must be ordered according to the number of students who need them. For CD-ROM oral administration, the student must also use a test booklet, as the computer only provides the auditory portion of the assessment. Students must mark their answers in their answer document. The Audio CD-ROMs are used with a Form A test booklet that has a form number ending in zero (e.g., 170).

4. **Form C Braille Test Booklets**

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

   **When a braille test booklet is ordered, a printed Form C Braille test booklet, a set of *Braille Test Administrator's Notes* (*TA Notes*), and any supplemental materials (Algebra 1/Math Tech 2) are automatically sent with the order.**

5. **Form C Sign Language Test Booklets**

   The sign language tests have been reviewed for bias for students who are deaf or hard of hearing. They have also been reviewed for use with signed administration. The sign language test booklets are printed in a 12-point font on 8 ½" x 11" double-sided paper and are saddle-stitched. All student responses must be marked on an answer document by the TA.

6. **Form C Braille Oral Administration Scripts or Form C Braille Audio CD-ROMs**

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

   The **Form C** Oral Administration Script is used with the **Form C** Braille test booklet. The DTC must order oral scripts through the test contractor according to the number of students or TAs who need them.

   Form C Braille Audio CD-ROMs provide the student an orientation to the use of the CD-ROM test questions, passages, some directions, and some answer choices. Audio CD-ROMs must be ordered according to the number of students or TAs who need them. For CD-ROM administration, the student must also use a braille test booklet, as the computer only provides the auditory portion of the assessment. All student responses must be marked on an answer document by a TA.

7. **Signed Administration Materials**

   These materials are used with the Form C Sign Language test booklet. The DVDs include the signed test directions, questions, and most answer choices. Each DVD contains both sign language administrations: American Sign Language (ASL) and Pidgin Signed English (PSE). The student selects the appropriate language when starting the DVD.

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

**8. Oral or Signed Administration**

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

**Table III — Oral/Signed Administration Materials**

| Oral/Signed Administration Material | Use and Specifications | Corresponding Form A or Form C Test Booklet |
|---|---|---|
| **Form A Oral Administration Script** | TA uses a printed Form A Oral Administration Script | Form A test booklet with form number ending in zero<br>Form A Loose-Leaf test booklet<br>Form A Large-Print test booklet |
| **Form A Audio CD-ROM** | Student uses with a mouse-driven computer system and headphones* | Form A test booklet with form number ending in zero<br>Form A Loose-Leaf test booklet<br>Form A Large-Print test booklet |
| **Form C Braille Oral Administration Script** | TA uses a printed Form C Oral Administration Script | Form C Braille test booklet |
| **Form C Audio CD-ROM** | Student uses with a keyboard-driven/mouse-driven computer system and headphones* | Form C Braille test booklet |
| **Form C Signed Administration DVD (ASL or PSE)** | Student uses with a DVD player | Form C Sign Language test booklet |

* Headphones should be provided by the school.

**Table IV — EOCEP Online Testing Accommodations**

| Accommodation | Description |
|---|---|
| **Oral Administration (HVA)** | Human voice audio (HVA) files are loaded into the online system so that students may test via INSIGHT.<br><br>*Headphones should be provided by the school.<br><br>**Note: Use of a TSM is mandatory to use this feature.** |
| **Sign Language Test** | Signed administration video files are loaded into the online system along with the sign language test form so that students may test via INSIGHT.<br><br>*Headphones should be provided by the school.<br><br>**Note: Use of a TSM is mandatory to use this feature.** |
| **Loose-Leaf Test** | Test items are presented as one item per screen. Students who have the loose-leaf accommodation may be able to test via INSIGHT. |
| **Large-Print Test** | 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. |

# Appendix C
# Testing Students with Documented Disabilities

### Oral Administration

Oral administration of Algebra 1/Mathematics for Technologies 2, Biology 1/Applied Biology 2, English 1, and U.S. History and the Constitution is a standard accommodation. To prepare for the oral administration of the paper/pencil test, the TA may review the *Oral Administration Script* two days before the test. (For example, if testing begins on Monday, reviews may take place on Thursday and Friday of the previous week). All reviews must take place at the school with no students present and be coordinated through the STC with adherence to test security procedures. TAs may review the directions insert from the CD-ROM case only. This review may take place two business days before the test. **The Audio CD-ROM may not be reviewed.** The Audio CD-ROM is in read-only memory (ROM) format and cannot be copied.

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

**Procedures for Audio CD-ROM**

1. An oral administration of Algebra 1/Mathematics for Technologies 2, Biology 1/Applied Biology 2, English 1, and U.S. History and the Constitution is a standard accommodation.
2. Make sure that you have the appropriate and correct number of Audio CD-ROMs, corresponding oral administration test booklets, computers, and headphones.
3. Review the information packaged with the Audio CD-ROMs regarding login procedures and other important information.
4. Begin the administration by reading aloud the administration directions from the appropriate pages in this *TAM*. Then, follow the Audio CD-ROM procedures for the rest of the administration.
5. Each student must use a personal computer (PC) provided by the school. The PC must be equipped with multimedia CD drive capabilities.
6. Students will work at their own pace and may replay passages and/or questions as needed.
7. Items may be repeated as many times as necessary.
8. 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/her own CD, computer, and set of headphones. All other requirements are built-in functions of the CD software.
9. 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.

Test items are not visible on the computer screen when an Oral Administration Audio CD-ROM is used. Each student must have his or her own test booklet.

# Appendix C
# Testing Students with Documented Disabilities

**Procedures for *Oral Administration Scripts* (*OAS*)**

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

# Appendix C
# Testing Students with Documented Disabilities

**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 from this *TAM*.

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

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.

**Signed Administration**

A signed administration of Algebra 1/Mathematics for Technologies 2, Biology 1/Applied Biology 2, English 1, and U.S. History and the Constitution is a standard accommodation. To prepare for the paper/pencil test administration, the TA and/or sign language interpreter may review the DVD two days prior to the EOCEP administration. (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.

**The signed administration (VSL) version of the online test may not be reviewed.**

# Appendix C
# Testing Students with Documented Disabilities

**Signed Administration Procedures**

1. Begin the administration by signing the administration directions normally read aloud to students from the *TAM*.
2. Using a DVD: The DVD will be the "administrator" of the entire test. If a student does not understand a word, the student should first try to fingerspell the unfamiliar word for the TA or sign language interpreter. The TA or sign language interpreter can verify whether the student's finger-spelled word is correct. If the student did not spell the correct word, the TA can fingerspell the word, but not the phrase or an entire passage.
3. Students will work at their own pace and may replay passages and/or questions as needed or ask that passages and/or questions be signed again. These may be repeated as many times as is necessary.
4. 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 questions. When using a DVD, remind students that they may replay the instructions, passages, or test questions as needed.

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

1. Ensure that headphones are available for students taking the Pidgin Signed English (PSE) version of test. Audio is available for PSE only; there is no audio with the American Sign Language (ASL) version.
2. Begin the administration by reading or signing the administration directions for online testing in this manual.
3. The remaining directions are available in VSL format and will be signed to students. (Directions are signed in ASL for all students.) These directions are also printed on the test screen. Instruct students to press the on the first page of the directions to launch the video player.

   **Note:** Students will need to advance the directions screens by clicking the "Next" button on each screen. The sign language video will continue to play.
4. Once students have reached the end of the directions, tell them they will need to press the on each item to launch the sign language video. Then instruct students to click the green "Begin the Test" button to start their test.
5. Students will work at their own pace and may replay passages and/or questions as needed.
6. 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.

**9. Response Options**

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

a) **Nonverbal Indication of Answer Choices**—Students may indicate their answer choices nonverbally (e.g., by pointing or by other means, such as index cards).

| Procedures for Nonverbal Indication of Answer Choices for Multiple-Choice Items |
|---|
| • The entire administration **must** be tape-recorded **or** a monitor must be present during the administration.<br>• The student will indicate answers nonverbally by pointing to an answer choice in the test booklet (or by other means such as index cards). The TA will mark the student's answer in the answer document.<br>• No personal video recording devices (e.g., cell phone, tablet, computer) can be used for the administration. The equipment used for the video recording must be owned by the school or district where the administration takes place.<br>• The videotape (if applicable) must be labeled as indicated on page C-18 and returned with the nonscorable materials. |

b) **Dictation of Responses**—Students may dictate their answer choices to the TA verbally or with a voice-activated device. The TA writes the student's responses on the answer document. This accommodation requires an individual administration. The entire administration **must** be tape-recorded, **or** a monitor must be present during the administration to verify that the responses were recorded accurately.

| Procedures for Dictation of Responses |
|---|
| **It is recommended that a monitor and a scribe be present during the entire session. In addition, the TA may choose to tape-record the administration. If one person serves as both the monitor and scribe, then the dictated session must be tape-recorded.** |
| **Dictation Directions**<br>1. The student dictates his or her answer choice for multiple-choice to the scribe/monitor.<br>2. The scribe/monitor writes the student's responses in the appropriate answer document.<br>3. The student may watch as the scribe/monitor writes the response.<br>4. **The audiotape of the recorded session must be labeled as indicated on page C-18 of this appendix and returned with the nonscorable materials.** |

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

| Procedures for Braille Responses |
|---|
| 1. Students may use a Braillewriter, slate and stylus, or electronic braille note-taker, provided by the district, to answer test items.<br>2. All responses marked in the Form C Braille test booklet or written in braille on separate sheets of paper must be transcribed and transferred by the TA into a print answer document.<br>3. If the student reads his or her braille responses aloud to the TA, a monitor must be present during the administration to verify that the student's responses were recorded correctly.<br>4. The student's brailled responses must be identified and returned with the answer document to the contractor in the scorable materials return. |

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

| Procedures for Responding in the Test Booklet |
|---|
| • The TA must transfer those responses into the appropriate answer document. A monitor must be present to verify that a student's responses are recorded correctly. Return procedures outlined in section F of this appendix must be followed. |

## E. Supplemental Materials and Devices

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

Be sure that the accommodation(s) codes have been completed for the appropriate students. Use of supplemental materials and devices should be hand-coded as an accommodation on the answer document.

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

- 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, calculator; this does not include speech-to-text software)
  **Note:** If a student uses a computer-based calculator, the TA must disable any application not allowed by the calculator use policy described on page 16 of this manual.
- Tape recorder and cassette
- Television monitor and DVD player
- Headphones
- Adaptive or special furniture
- Manipulatives
- Abacus or number line
  **Note:** The student may create his or her own number line or the TA may provide the student with a blank number line. The student may not use a completed number line. The number line should be returned with the test booklet and other materials at the end of the testing period. For materials and devices not related to those listed, please see page C-21 of this appendix for the Special Circumstances Request Form.

## F. Return Procedures

### 1. Identifying Student Materials

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

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

**Sample**

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

### 2. Transferring Student Responses

All student responses must be transferred to the appropriate answer document by the TA and the monitor. **Be careful to check for accuracy.** The TA must mark the student's start and stop times on the answer document. Make sure that all the student responses and student demographic information on the answer document are complete.

### 3. Coding Student Information

Ensure that all applicable fields are hand-coded correctly on the answer documents or are marked applicably in Test Setup. The customized materials and accommodations fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes. (See the following graphics.)

**The following codes were not precoded. Teachers/Test Administrators must complete these codes for all students, if applicable.**

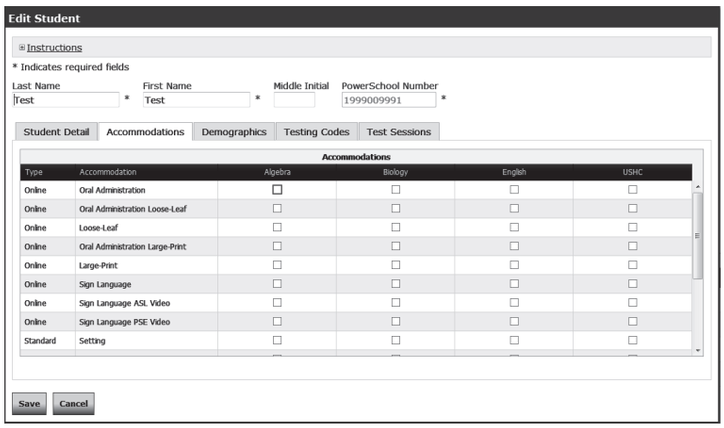
**IEP/504 Standard Accommodations**
Mark **all** that apply.
- ◯ Setting
- ◯ Timing
- ◯ Scheduling
- ◯ Presentation
- ◯ Response Options
- ◯ Supplemental Materials or Devices

**IEP Special Request Code**
① ②

**Customized Materials**
Mark **all** that apply.
- ◯ Large-Print
- ◯ Loose-Leaf
- ◯ Oral Admin. Script
- ◯ Audio CD-ROM
- ◯ Braille
- ◯ Signed Admin. DVD

**IEP Invalidation**
◯

**Make-up**
◯



**Note:** The contractor will not edit or verify any fields on the answer document or in Test Setup. If information is omitted or coded incorrectly, the test(s) may not be scored correctly. **Rescoring will be done at the expense of the school district.**

4. **Packaging Paper/Pencil Test Materials**
   - **Place the answer documents in the box with the scorable materials, under the appropriate completed School/Class Header Sheet.**
   - Return all the other customized materials with the nonscorable shipment (i.e., oral scripts, customized test booklets).
   - Return all materials to the STC. Sign in secure materials on the *School Security Checklist*.

## G. Additional Information

In this section, you will find the following:

- **Special Circumstances Request Form**—Use this form to request an accommodation or a supplemental device that is not addressed in this appendix. IEP/504 Accommodation Plan documentation **must** accompany the form. This form may be reproduced as needed.

# Appendix C
# Testing Students with Documented Disabilities

# Office of Assessment Special Circumstances Request Form for the 2014–15 Administration of the EOCEP

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) | Phone Number |
| School Representative Name (Print) | Fax Number |
| District Test Coordinator (Signature) | Phone Number |
| District Test Coordinator's Name (Print) | Fax Number |

Please fax this form and appropriate documentation to 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 D
# Administration of the EOCEP 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 the 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** – The 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 English Prof = 7.

**The final two numbered codes are not considered to be LEP students and should not receive 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 LEP accommodations. PowerSchool English Prof = 8.

9 = **English Speaker II** – The student is a native English speaker and was never coded as an ESOL/LEP student. The student does not receive LEP accommodations and is not counted as LEP for AYP. PowerSchool English Prof = 9.

# Appendix D
# Administration of the EOCEP 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**

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

## EOCEP Format

The EOCEP is **not** available in alternate language formats; all ESOL students must take these tests in English. **TAs may not translate any part of the EOCEP except the test directions.**

## Preparation Before Administering the EOCEP

ESOL/LEP students may receive special test preparation instruction prior to the administration of the EOCEP. This instruction may cover test format, directions, answer document use, online testing tools and navigation, 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 English fluency levels of individual students, teacher judgments, and other evidence, including the accommodations used in the classroom for individual students.

Accommodations should be recorded on the student's accommodations form and kept with the student's ESOL folder. If accommodations are used with the EOCEP, complete the appropriate ESOL accommodation codes on the back of the student's answer document.

The following accommodations may be used on the EOCEP tests:

- **Bilingual Dictionary** – LEP students may use a word-for-word bilingual dictionary during all EOCEP 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.** This rewording and/or translation of directions cannot go beyond the scope and meaning of the written directions.

# Appendix D
# Administration of the EOCEP to ESOL/LEP Students

- **Oral administration of EOCEP Algebra 1/Mathematics for the Technologies 2, Biology 1/ Applied Biology 2, U.S. History and the Constitution** – ESOL/LEP students may receive an oral administration of the EOCEP algebra, biology, and U.S. history tests. Oral administrations of these tests are accommodations because these tests assess knowledge of algebra, biology, and U.S. history content standards, not reading ability. *Oral Administration Scripts* (*OAS*), Oral Administration Audio CD-ROM, or the Human Voice Audio (HVA) accommodation for online testing will be used in all cases. The DTC must order these materials from the contractor.

  **The English 1 test cannot be administered orally to ESOL/LEP students** unless they have a documented disability and the IEP or 504 Accommodations Plan specifies oral administration of the ELA tests.

  An ***Oral Administration Script* (*OAS*)** must be used for paper/pencil testing if the TA read the directions, test questions, and some answer choices to the student. (See **Appendix C**, pages C-8, C-10, and C-12.)

  An ***Oral Administration Audio CD-ROM*** can be used instead of the *OAS*. 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-8, C-10, and C-11.)

  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** – ESOL students may take additional time beyond the regularly scheduled test session to complete a test, but the test session cannot exceed the designated day. Scheduling accommodations may also include the following:
  - administering at a different time of day than regularly scheduled,
  - administering the test with several sessions in one day; during an individual session the student may not go back and work on any previously answered questions.
- **Setting** – The EOCEP may be administered in a setting appropriate to the student's individual needs. Setting accommodations may include the following:
  - preferential seating in the classroom,
  - separate location with minimal distractions,
  - small group administration in a separate location,
  - individual administration in a separate location.

  ESOL/LEP students may participate in individual or small group administrations by the ESOL teacher or other school or district designee.
- **Timing** – The EOCEP are not timed tests. Students may take as long as they need to complete the test during the school day. Any timing accommodations must be monitored to maintain test security. Timing accommodations may include frequent breaks in the testing room without contact with other students.

# Appendix D
# Administration of the EOCEP to ESOL/LEP Students

## Customized Materials

ESOL students with disabilities may require customized test booklets as well as additional accommodations.

For paper/pencil testers, sign language, braille, large-print, and loose-leaf versions of the EOCEP are available for this purpose.

For online testers, sign language, large-print, and loose-leaf versions are available.

The accommodations should always be related to the student's specific disability. Any accommodations for an individual must be specified before the student takes the assessment and must be documented in the student's IEP or 504 Plan.

The same customized materials for students with disabilities, as discussed in **Appendix C,** are available for ESOL 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.

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 secure test.

H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.

I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.

J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.

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 credentials of an educator may be suspended or revoked based on evidence of violation of test security provisions.

# Appendix E
# Monitor's Section

## Monitor Requirements

- The use of monitors is recommended to facilitate the administration of the tests and to ensure that test security is maintained.
- A monitor can be a teacher's aide, a parent, or other district or school personnel (e.g., music teachers, P.E. teachers, counselors).
- Monitors cannot be in rooms where their close relatives are being tested.
- It is **not** permissible for a monitor to be left in charge of a test administration session; the TA should remain with the students and send the monitor out in case of an emergency.
- All monitors must participate in a training session given by the DTC or STC that includes a review of test security policies and procedures, administrative guidelines, hand-coding of answer documents, and the administration directions.
- After training, monitors must sign an *Agreement to Maintain Test Security and Confidentiality for Testing Monitors* form.

## Monitor Responsibilities and Duties

- Monitors are required to walk around the room during testing to check that students are marking their answers in the correct sections of the answer documents or in the online testing system. It is permissible to alert students that their answers are being marked in the wrong sections. **However, it is not permissible to stop and read test items or students' responses in students' test booklets, answer documents, or online test.**

The following is a list of duties that should be performed by a monitor.

- Distribute and collect materials needed during testing (e.g., No. 2 pencils, test booklets/answer documents, paper) as directed by the TA.
- Ensure that students receive the correct test booklets/answer documents or test tickets, depending on test mode.
- During testing, ensure that students
  - ✓ receive additional sharpened No. 2 pencils when needed,
  - ✓ follow directions,
  - ✓ mark their responses in the appropriate area of the answer document or online test,
  - ✓ use only the allowable supplemental materials specified in this manual, and
  - ✓ do not give or receive help from other students.
- Help maintain test security.
- Refer all student questions to the TA.
- Check restrooms before allowing students to enter to make sure that they do not contain reference materials (e.g., books, notes, writing on towels or walls). This is especially important for schools where examinees are permitted to leave the testing room early.

- Retrieve additional test materials from the STC if needed during testing.
- Serve as a messenger between the TA and STC during testing, if an emergency occurs. (Monitors may leave the room for short periods of time to relay messages.)

## Test Administration Policies

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

### Student Participation Guidelines

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

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

### Special Groups of Students

1. **Students with Disabilities**—Students with disabilities must participate in accordance with their Individualized Education Program (IEP) or 504 Accommodation Plan. (See **Appendix C** for guidelines on administering the test to students with disabilities.)
2. **Adult Education Students with Disabilities**—Students with disabilities in adult education centers who are 21 years of age or younger and do not have diplomas may be served under the provisions of IDEA or Section 504. The IEP or 504 Accommodation Plan must state any accommodations to be used. Students who are older than 21 cannot be served under the provisions of IDEA but may be served under Section 504. Students who are older than 21 must prove they are disabled (e.g., provide documentation they were served under an IEP or a 504 Accommodation Plan in high school) prior to taking the test.
3. **Suspended and Expelled Students (with or without disabilities)**—Students who are suspended must be tested. The district may consider delaying the suspension dates, bringing students into school during suspension for testing purposes only, or testing students in alternative locations. The district is not required to test expelled students who do not have IEPs. When a student with an IEP has been expelled, a new IEP must be written that outlines the services to be provided during the expulsion period and the manner in which the student will be tested.
4. **Home School Students**—Home school students are defined as those students whose parents or guardians teach their children at home. Students whose home school instruction is approved by the district board of trustees of the district in which the student resides must be tested according to S.C. Code Ann. §59-65-40 (A)(6)(2004): "The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student's place of instruction, at the parent's option. The parent is responsible for paying

the test administrator if the test is administered at the student's home." It is recommended, but not required, that a monitor accompanies the TA if the parent chooses to have the student tested at home. Parents, guardians, or other relatives may not be present in the room with the student during testing. Home school students will receive individual student results but will not be included in the district or school data.

5. **Homebound Students**—Homebound students (with or without disabilities) must be tested. These students receive instruction at home or in a hospital because they cannot attend school due to illness, accident, or pregnancy, even with the aid of transportation [2 S.C. Code Ann. Regs. 43-241 (2011)]. The district must administer the required tests to a student who is homebound, except in individual cases in which it is documented that the student is not physically and/or mentally able to take the test. It is the district's decision to choose whether or not to have a monitor present when testing homebound students.
6. **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.
7. **Limited English Proficient (LEP) Students**—ESOL/LEP students enrolled in courses in which the curriculum standards corresponding to EOCEP subjects are taught must take the appropriate tests with a few exceptions. See **Appendix D** for more information.
8. **Foreign Exchange Students**—Foreign exchange students who meet the EOCEP eligibility criteria must participate in EOCEP testing.
9. **Students with Disabilities Who Have Been Placed by Districts and Public Agencies in Private or Nonpublic Schools**—Students with disabilities who are placed by districts or other public agencies in private or nonpublic schools or state-operated programs must participate in statewide and districtwide assessments and must be tested by the home school district. The home school district is the district that carries the student on enrollment and receives state or federal funding for educating the student. Students who are placed by other public agencies through the foster home/group home proviso, General Appropriations Act, 2003 S.C. Acts 91 Proviso 1.9, must be tested by the district in which the alternate residence (such as a foster home, group home, orphanage, or state-operated health care facility including a facility for treatment of mental health or chemical dependence) is located.
10. **Virtual School Students**—VirtualSC's goal is to provide a statewide supplemental or alternative online program for 7th–12th grade students by assuring equitable access to rich and varied learning opportunities for South Carolina students.

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

    For more information on reporting scores to a school other than the testing school, please refer to *Completing the School/Class Header Sheets* beginning on page 52.

# Appendix E
# Monitor's Section

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

## Residential Treatment Facilities

### *State Placement of Students*

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

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

### *School District Placement of Students*

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

### *Procedures for Assessing RTF Students*

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

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

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

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

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

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

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

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

## Testing Dates

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

## Parent Notification

Preparing students and parents for the EOCEP is important.

- DTCs and STCs should make sure that students and their parents or guardians are notified **in advance** about the testing schedule. All parents should be told the dates and times each subject will be administered.
- 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.

NOTE!

- Parents and students should be notified **in advance** that during testing students may not be in possession of any electronic devices that can be used for communicating, timing, creating images, or storing images. These devices will be collected by the TA and returned after testing is complete.
- Parents should be notified **in advance** that doctors' appointments and other out-of-school functions should not be scheduled during testing hours.

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

### *Test Durations*

The EOCEP tests are not timed. Therefore, students should be given as much time as they need to complete each test. EOCEP tests, however, **must begin and end on the same day** unless the student has an IEP/504 Plan specifying administration of a single test over several days. The following are recommended test session lengths for each subject. It is important to schedule testing sessions with an appropriate amount of time to allow students to finish. **Testing sessions late in the school day must be avoided.**

- Algebra 1—2 hours (120 minutes)
- Biology—2 hours (120 minutes)
- English 1—2 hours (120 minutes)
- USHC—2 hours (120 minutes)

NOTE!

- 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 biology textbook during the Biology EOCEP test. Appropriate activities may include reading a novel, magazine, or newspaper, completing word or number games, working crossword puzzles, or doing schoolwork unrelated to the tested subject.
- The length of time the school can allow a student to continue working on a test is dependent upon the student, the testing situation, and the information available to the TA. As long as the student actively works on items (e.g., entering responses on the paper answer document or into the online test, writing, and working out problems), the TA must allow the student to continue with the test. If necessary, and if space and staff are available, students who need to continue working on the test after others are finished may be moved to another location to complete the examination.
- If a student has not completed the test by the time most others are finished and clearly is not attempting to finish, the school may use discretion to end the testing session.
- If students have not completed the test by their lunch period, students may be permitted to have a "silent lunch" or have a monitor present for the lunch period. Test security must be maintained throughout the lunch period.

# Appendix E
# Monitor's Section

UPDATED!

## Policy on Use of Calculators

School- or student-owned calculators may be used during the Algebra 1/Mathematics for the Technologies 2 test. The online testing system provides students with a built-in calculator to use during the test. Use of handheld calculators must follow the requirements outlined in this policy.

Test takers may use any four-function, scientific, or graphing calculator during the test unless it has any of the prohibited features described below:

- calculators with built-in computer algebra systems (CAS), including:
  - Texas Instruments: All model numbers that begin with **TI-89** or **TI-92** and the **TI-Nspire CAS**—Note: The TI-Nspire (non-CAS) is permitted,
  - Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G**, **HP 49G**, or **HP 50G**,
  - Casio: **Algebra fx 2.0**, **ClassPad 300** and **ClassPad 330**, and all model numbers that begin with **CFX-9970G**,
- handheld, tablet, or laptop computers, including PDAs,
- calculators with wireless capability, such as Bluetooth or an infrared data port,
- electronic writing pads or pen-input devices,
- calculators built into cell phones or any other electronic communication devices,
- calculators with a typewriter keypad (letter keys in QWERTY format),
- calculators that "talk" or otherwise make noise, such as the AudioCalc.

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

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

# Appendix E
# Monitor's Section

### Policy on Use of Electronic Communication, Imaging, and Photography 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 such devices during testing (e.g., requesting that students place all devices in their backpacks and put the backpacks in the front of the room as they enter). All electronic devices must be collected before students begin testing. 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 online oral administration). Also, as noted on page 9 of this manual, Chromebooks and iPads may be used for online testing if appropriate security procedures are followed.

## Testing Environment

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

- Tests should be administered in a familiar classroom setting to reduce student test anxiety and simplify test security.
- Students should be tested in classrooms that have good lighting and are well-ventilated with a reasonable temperature.
- Adequate space (three feet or more) between students is necessary to increase test security and to reduce distractions.
- Classrooms and computer labs should be quiet and free from interruptions or distractions of any type. **Appendix A** includes a "Do Not Disturb" sign for classroom use; it may be removed from this manual and taped to the outside of the classroom door.
- **The TA must not work on a computer, tablet, or similar device, talk or "text" on a telephone, grade papers, or read during a test administration.**
- 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.
- Large-group administration is not recommended. However, if a school chooses to administer the test in such a setting, the following monitor guidelines are suggested:
  - When the number exceeds thirty-five students in a room, adding a monitor is recommended.
  - An additional monitor is recommended for each additional thirty-five students.

# Appendix E
# Monitor's Section

## 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 test booklets, answer documents, testing rosters, online test tickets, and other secure materials as the students leave the room. The TA can keep the materials secure by keeping possession of the materials and taking them outdoors or by locking them in a secure location within the classroom or computer lab.

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

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

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

## Student Cheating

- The school should follow policies and procedures established by the district for investigating and documenting suspected cheating incidents.
- If cheating is confirmed for a paper/pencil tester, the STC may choose to place a "Do Not Score" label on the student's answer document before it is returned to the contractor. If cheating is confirmed for an online tester, the STC may contact the testing contractor to invalidate the test.
- Do not report student cheating to the SCDE unless electronic devices are involved in the incident. If the answer document was returned without a "Do Not Score" label and an invalid score was reported, contact the SCDE. The STC should attach a note to the student's score report indicating the violation and stating that specific scores may not be representative of the student's achievement.
- If cheating is confirmed, the DTC may request to the SCDE that the student retest with an emergency form.

# Appendix E
# Monitor's Section

## Student Injury

Students who suffer injuries may be scheduled for make-up testing if the condition warrants this delay. If a student cannot write or hand-code answers or enter answers into the online form via computer because of an injury, such as a broken arm, testing may be delayed until the make-up days and the student may follow any of the options listed as a standard accommodation. These accommodations include changing the setting, timing, scheduling, or presentation, or using one of the alternative response options. For example, some students find it easier to use a computer to type responses when they have a broken finger, broken wrist, or broken arm. Other alternatives include having the student indicate the answer choices 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,** on pages C-4 through C-6.

## Student Illness

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

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

### *Online Testing Procedures for Student Illness*

If a student becomes ill during 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.

# 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 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.

## Test Administration Manual (TAM) and DTC Supplement

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

- The *TAM* is **not** a secure document. The *TAM* has been updated to include both paper/pencil and online testing information.
- *TAM*s arrive in the districts in March and should be distributed to STCs and TAs as soon as possible after receipt.
- STCs and TAs must read the *TAM* prior to the training session and the testing window.
- **TAs must keep a copy of the *TAM* so that they can read the test administration directions to the students.** These directions begin on page 61 of the *TAM* with the instructions for coding answer documents.
- TAs must read the test administration directions exactly as written.
- Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test is a test security violation.
- The *DTC Supplement* is distributed to DTCs via eDIRECT and provides additional information and materials that are used **only** by DTCs.

## 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;
- all *Oral Administration Scripts* (*OAS*s) and audio CD-ROMs—used for oral administrations of the EOCEP as an accommodation;
- Signed Administration (ASL/PSE) DVDs—used for signed administrations of Form C tests as an accommodation for students who are deaf or hard of hearing;

- *Braille Test Administrator's Notes (TA Notes)*—used to administer Form C tests to students who are blind or have limited vision;
- any additional papers or materials with student writing on them (e.g., graph paper, paper rulers, and Algebra 1/Mathematics for the Technologies 2 reference sheets); and
- any Test Session Ticket or testing roster printed through the online testing system, or any other documentation containing student usernames and passwords.

### *Storage Policies*

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

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

### *Access to Secure Materials*

**Access to secure materials is restricted to testing sessions, make-up testing sessions,** and **supervised sessions** for completing or editing demographic codes on student answer documents. TAs must not receive test materials until the day of the test. See **Appendix C** (C-11 to C-14) for rules regarding TA access to oral and signed administration materials before testing.

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

## Test Items

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

NOTE!

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

## Coding of Demographic Information onto Answer Documents

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

# Appendix E
# Monitor's Section

## Preparation for Oral/Signed Administrations

**To prepare for an oral or signed administration of the paper/pencil test**, the TA may review the *Oral Administration Script* (OAS) or the *Signed Administration DVD*s **up to two days prior to the EOCEP administration** of the subject-area test. For additional information regarding the review of *Signed Administration DVD*s, refer to page C-13. **TAs may not review the online versions of the test.** Schools should complete the Online Tools Training (OTT) prior to the operational window to ensure that the online accommodations are operating correctly. Review sessions must be coordinated by the STC and held at the school with no students present. Review sessions must comply with all test security procedures.

## Supplementary Materials

The **rulers, graph paper, and reference sheets** shipped to the district must be distributed for student use during testing. Do not provide substitutes for these materials. All students should use these materials without any changes or additions. **Teachers may not mark, cut, or write on these materials.** If additional supplementary materials are needed, they can be found on the eDIRECT Web site (https://sc.drcedirect.com).

## Dictionaries and Thesauruses

- Students are not allowed to use a dictionary or thesaurus on the EOCEP tests. **Note:** LEP students may use a word-for-word bilingual dictionary during all EOCEP tests.

## Colored Overlays, Highlighters, and Colored Pencils

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

## Administration Directions

**TAs must read the administration directions for each test;** these directions begin on page 61 of the *TAM* with the instructions for coding answer documents. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test is a test security violation.

Administration directions for online testing begin on page 79.

# Appendix E
# Monitor's Section

## Proctoring the Tests

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

- TAs should make certain they have read all of this manual and are well-prepared to administer the test.
- TAs should not deviate from the directions for conducting the test. TAs may clarify test directions; TAs may not assist with actual test items.
- TAs and monitors should quietly move around the classroom, walking up and down the aisles to check that students are following the directions for appropriately darkening bubbles or selecting answers. TAs and monitors may not read or grade papers during test administration.
- TAs and monitors must not engage in any unnecessary conversation or engage in any other distracting activity such as talking or texting on a cell phone. This includes any type of electronic device.
- TAs and monitors should be alert and moving throughout the room to detect wrongdoing such as copying from other students, student talking, or student use of electronic devices. Any observations of apparent cheating, including student use of a cell phone, should be reported to the STC and DTC immediately. Do not wait until the test is over.
- 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 Online Testing*

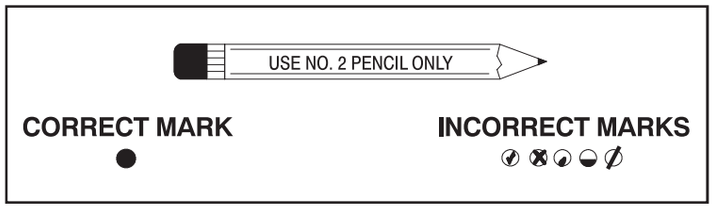
- Monitors in classrooms are highly recommended to assist TAs with the monitoring of online test administrations.
- TAs should set up the classroom desks, tables, etc., for online testing to provide maximum privacy for each student. The ability for other students to view classmates' screens will depend upon the size and type of monitor, the proximity of students to each other, and other variables such as whether students are seated together at long tables. TAs must carefully consider the classroom environment and determine what additional measures, such as privacy screens, spacing between students, etc., may be required to restrict the view of nearby test takers. <u>It is the responsibility of the STC and TA to ensure that privacy screens, spacing, and other measures are implemented as needed.</u>
- Some school networks have software installed that allows the TA's computer to display what is on a student's monitor. While appropriate for an instructional setting, viewing the test or test items is a test security violation.
- The TA must fill out a seating chart for each online test session, indicating the first and last name of each student and the appropriate location within the classroom configuration. A PowerPoint seating chart template is available on eDIRECT. Seating charts must be returned to the contractor at the end of testing. If the seating charts are returned to the DTC or contractor by e-mail, they should not include any additional personally identifying information.

# Appendix E
# Monitor's Section

- Student access to and use of computers prior to the beginning of the test should be monitored in order that students do not activate software of other resources that could interfere with the security and integrity of the test.
- 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 80 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. Have an IT person/resource available to assist TAs with such issues.
- The TA must collect student test tickets and supplemental materials after each testing session. These materials and the online testing roster must be stored in a secure location.
- Monitors may not be "left in charge" of a test administration or left in a classroom with test materials.

### *For Paper/Pencil Testing*

- TAs should ensure that each student receives the correct test booklet and answer document, especially those students with disabilities who require an oral administration or other accommodations.
- The diagram below shows an example of correctly and incorrectly marked bubbles.




- If a problem is detected, such as a student drawing a single line through a bubble, it is permissible to alert the student. It is also permissible to give general reminders to the class. For example, the TA could say "Remember to completely darken the bubble for your answer." or "Darken only one bubble for each question." or "Make sure you erase completely."

## Materials Sent to the Schools

### For Paper/Pencil Testing

- School/Class Header Sheets—use one for each banded class set. There must be a separate School/Class Header sheet for each subject.
- Test Booklets—one for each student testing within a subject plus overage.
- Answer documents—one for each student plus overage.
- Paper bands
- "Do Not Score" labels

- For Algebra 1/Mathematics for the Technologies 2 administrations only—one for each student taking this test.
  - six-inch card stock ruler
  - reference sheet
  - graph paper
- Precode labels

### For Online Testing

Paper reference sheets and graph paper are no longer sent to schools for online testing. These materials may be downloaded from the eDIRECT Web site (https://sc.drcedirect.com). Downloaded reference sheets and graph paper may be photocopied.

## 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 EOCEP 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.
- **Calculators—Algebra 1/Mathematics for the Technologies 2 administrations only:** Students may use their own calculators or calculators provided by the school during the test if they follow the calculator use policy on page 16 of this manual.
- **IEP Supplemental Materials:** Schools must provide any supplemental materials required by students with disabilities as specified in the student's IEP or 504 Plan or by 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.

### For Online Testing

- **Blank scratch paper** for both the Algebra 1/Mathematics for the Technologies 2 and Biology 1/Applied Biology 2 administrations.

**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.**

NEW!

# STATE OF SOUTH CAROLINA
# DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

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

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

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

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

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

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

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

I acknowledge that it is my responsibility, as a monitor, to follow all of the testing procedures as outlined in the test administration manual.

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

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

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

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

*Office of Assessment 2014–2015*

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

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

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

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

_____ _____

*Signature* Date

_____

Print Name

_____

District and School

# Index

## A

Accommodations ..... 8, 11–12, 18–19, C-2–C-6, D-1, D-2–D-3, E-6–E-7, E-14
Online Testing ..... 29–32, 57–59, B-2, B-11, B-13, B-14, B-16, B-17, B-18, B-26, C-10
Paper/Pencil ..... 34–47, 49–57, E-17
Additional Materials ..... 10–11, 35–36
Administration Directions ..... 22, 32, 41, 51, 59, 61–85, E-17
Online Testing ..... 32, 59, 79–85
Paper/Pencil ..... 41, 51, 61–77
Agreement to Maintain Test Security and Confidentiality Forms ..... 9–10, 27, 29, A-7–A-10, E-21–E-22
Answer Document Labeling/Hand-coding ..... 21, 36–39, 40, 41, 61–64, C-18, E-16
Audio CD-ROMs ..... 20, 43, C-7–C-11, D-3, E-15

## B

Braille ..... 20, 35, 37, C-7–C-10, C-16, C-17, D-4, E-15
Braille Response Options ..... 62, 65, 67, 69, 70, 72, 73, 75, 76, C-4, C-16
Braille Test Administrator (TA) Notes ..... 20, C-8, E-16
Breaks During Testing ..... 15, 19, C-4, C-5, E-10, E-14
Online Testing ..... B-24
Paper/Pencil ..... 68, 71, 74, 77

## C

Cheating ..... 18, 23, 39, 51, 59, E-13, E-18
Classroom Participation ..... 17, 49, 57, E-12, E-18
Online Testing ..... 57, E-18
Paper/Pencil ..... 49
Cover Sheets ..... 25, E-20
Cueing ..... C-4, C-6
Customized Materials Table ..... C-7, C-10

## D

Damaged/Defective Materials ..... 19, 35, 40, 43, 44, 49, E-14
Demographic ..... 21, E-16
Online Testing ..... 29, B-11, B-13, B-14, B-20
Paper/Pencil ..... 36–38, 40, 41, 61–64, C-18, E-16
Dictation of Responses ..... 18–19, C-4, C-15, E-14
Dictionaries and Thesauruses ..... 22, D-2, E-17
Do Not Disturb Sign ..... 17, A-13–A-14
Do Not Score Labels ..... 18, 25, 36, 40, 41, 43, 44, 47, A-2, E-13, E-19
DTC Requirements ..... 27

# Index


**E**

Electronic Devices ..... 15, 16–17, 18, 23, 29, 34, 50, 58, C-2–C-4, C-15, C-16, C-17, E-11–E-12, E-13, E-18
Expelled Students ..... 11, E-6

**F**

Fire Drills ..... 18, 51, 59, E-13

**H**

Highlighers ..... 22, 50, 62, C-4, C-6, E-17
Home-Based/Homebound Students ..... 11, 12, E-6, E-7–E-8
Home School Students ..... 11, 54, E-6

**I**

IEP/504 Plans ..... 8, 11, 12, 14, 15, 26, 27, 38, 41, 49, 50, C-2–C-4, C-17, C-19, C-21, D-3, E-6, E-7, E-9, E-10, E-20
IEP Invalidation ..... 8, 38, A-4, C-18
IEP Special Request Code ..... 38, A-4, C-3, C-18
Illness ..... 12, 19, 32, 39, 50, 51, 58, 60, E-7, E-14
Individual/Small-Group Administration ..... C-2, C-4, C-5, C-11, C-13
Injury, Student ..... 18–19, 39, 48, C-3, E-14
Inventory Test Materials ..... 10, 35–36

**L**

Large Print ..... 20, 44, A-4, B-16, C-7, C-8, C-10, C-18, D-4, E-15

**M**

Missing Materials ..... 10, 35–36
Monitor Requirements/Responsibilities ..... E-1–E-22

# Index

## O

Online Security ..... 9, 23, 29–32, 57–59, E-18
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 ..... 19, B-24, E-14
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 ..... 24, C-3, C-4, C-6–C-13, C-18, D-3, E-15, E-16
Online Testing ..... 29–32, 57–59, 79–85, B-16–B-17, B-26, C-11, C-13–C-14
Paper/Pencil ..... 24, 35, 37, 61–77, C-11–C-14

## P

Power Failure ..... 18, E-13–E-14
Precoded Information ..... 25, 36–39, 40, 52, A-2, D-1–D-2, E-20
Private or Non-Public School Students ..... 12, 54, E-7

## R

Reporting Test Security Violations ..... 3–4, 5–10, C-3, E-3–E-4
Responding in Test Booklet ..... C-4, C-16

# Index

## S

School/Class Header Sheet ..... 40–42, 47, 52–56, A-3, C-19
Seating Charts ..... 23, 30–32, 57, B-19, E-18
Secure Destruction of Materials ..... 19, 32, 39, 47, E-15
Secure Materials ..... 9–10, 20, 21, 34–35, E-15, E-16
Security Checklists ..... 10–11, 19, 31, 35, 39–41, 42–44, C-19, E-15
Security Violations ..... 3–4, 5–10, 20, 21, C-3, E-3–E-4, E-16
Sign Language ..... 20, 22, 37, C-6–C-10, D-4, E-15
  Online Testing ..... 59, 82, B-16, C-13, C-14
  Paper/Pencil ..... 20, C-13–C-14, E-15
Special Circumstances Request Form ..... C-3, C-17, C-19, C-21
STC Requirements/Responsibilities ..... 28
  Online Testing ..... 29–32
  Paper/Pencil ..... 34–47
Student Information System (SIS) Code ..... 52, 55–56, A-3, B-23
Student Participation ..... 11, C-2, E-6
Students with Disabilities ..... 8, 11–13, 24, 26, 27, 29, 34, 50, C-1–C-19, D-3, E-6–E-8, E-19, E-20
Supplemental Materials/Devices ..... 22, 26, 30, 32, 35, 39, 50, C-2–C-4, C-17, E-5, E-17, E-20
Suspended Students ..... 11, E-6

## T

Testing Dates and Hours ..... 14, 15, 18, C-5, E-9, E-10, E-13
Testing Environment ..... 3, 12, 17, 23, 57, B-3, C-3, E-3, E-12, E-18
Test Security Laws and Regulations ..... 1–10, A-7–A-10, C-3, E-1–E-4, E-21–E-22
Test Security Violation ..... 5–8, C-3
Test Security Violation Action Form ..... 7
Test Sessions/Student Test Tickets ..... 20, 24, 30, 31, 32, 58, 59, 60, B-1, B-5, B-11, B-13–B-15, B-18–B-25, C-5, E-5, E-16, E-19
Test Setup ..... B-4–B-26
Transferring Answers ..... 20, 40, 43, C-7–C-9, C-16, C-18, E-15

# Spring 2015 Forms

| Form | Retained by | Retention Timeframe |
|---|---|---|
| Agreement to Maintain Test Security and Confidentiality | DTC | 5 years |
| Student Make-up Roster | STC | until test results are received |
| Special Circumstances Request Form | STC | 1 year |
| Security Checklists (electronic) | DTC – electronic copy<br>STC – electronic copy | DTC – 1 year<br>STC – 1 year |

M520510 00500001

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

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

State Assessment System SCDE-12-0001 3800-510-EOCEP/TAM/S15