SC-NCSC ALTERNATE ASSESSMENT

South Carolina National Center and State Collaborative Alternate Assessment (SC-NCSC)

Test Administration Manual

Spring 2016

English Language Arts (ELA)
Mathematics

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South Carolina was a member of the National Center and State Collaborative (NCSC), a collaborative of 24 states and five organizations. The collaborative was funded by a General Supervision Enhancement Grant (GSEG) from the United States Education Department, Office of Special Education Services (OSEP) to develop an alternate assessment on achievement standards alternate (AA-AAS) for students with significant cognitive disabilities aligned to academic standards in English language arts (ELA) and mathematics. NCSC applied the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multistate comprehensive assessment system for students with significant cognitive disabilities. The South Carolina NCSC (SC-NCSC) is the state-specific version of the NCSC assessment.

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Overview of the Test Administration Manual and Abbreviations Used

Overview of Test Administration Manual (TAM)

The purpose of the TAM is to guide Test Administrators (TAs), Test Coordinators (TCs) and District Test Coordinators for Alternate Assessment (DTCs-Alt) to prepare for and administer the SC-NCSC AA-AAS to eligible students with significant cognitive disabilities in their school or district. Failure to follow all directions pertaining to the administration of the test as specified is a test administration violation. The TA (typically the student's regular teacher) should follow the procedures in this manual to ensure an accurate and valid administration.

The TAM is organized in three parts.

Part 1: Overview of the SC-NCSC AA-AAS
Part 2: Responsibilities of Test Administrators (TAs) and Test Coordinators (TCs)
Part 3: Administration of the SC-NCSC AA-AAS

Terms and Abbreviations

Table 1 provides a summary of terms with the associated abbreviations used frequently in the TAM and other documents needed for test administration.

Table 1. SC-NCSC AA-AAS Terms and Abbreviations

Term	Abbreviation
Assistive Technology	AT
Augmentative and Alternative Communication	AAC
Constructed Response	CR
Directions for Test Administration	DTA
District Test Coordinator for Alternate Assessment	DTC-Alt
English Language Arts	ELA
Individualized Education Program	IEP
Learner Characteristics Inventory	LCI
Open Response	OR
School Test Coordinator	STC
Selected Response	SR
South Carolina College and Career Ready Standards	SCCCRS
South Carolina National Center and State Collaborative	SC-NCSC
South Carolina National Center and State Collaborative Alternate Assessment Based on Alternate Achievement Standards	SC-NCSC AA-AAS
Student Response Check	SRC
Test Administration Manual	TAM
Test Administrator	TA
Test Coordinator	TC

SC-NCSC AA-AAS Technical Support

The Service Center for the SC-NCSC AA-AAS is available to TAs, TCs, and DTCs-Alt between 8 a.m. and 5 p.m. (EST) Monday–Friday beginning February 8, 2016. The center is a resource for information about (1) the SC-NCSC Assessment System and (2) test administration procedures. Below are examples of the types of questions that the Service Center can address.

Examples of question topics related to the SC-NCSC Assessment System:

- User accounts
- Accessing tests assigned to a student
- Incorrect or missing student information
- Access to the SC-NCSC Online Test Administration Training for Test Administrators and Test Coordinators

Examples of topics related to test administration:

- Scoring procedures for mathematics constructed-response items
- Recording student responses into the SC-NCSC Assessment System
- Clarifying requirements of various item types
- Locating necessary documents
- Describing how to access assessment features or accommodations

When contacting the Service Center, please be prepared to provide as much detail as possible about the issue and the system on which it occurred. Include the following:

1. Your contact information (name; district, and school; phone, e-mail)
2. Student name, if applicable
3. Any error messages that appeared
4. Operating system and browser information
5. Information about network configuration

Please contact Suzanne Swaffield at 803-734-8274 or sswaffie@ed.sc.gov or Jill Christmus at 803-734-8048 or mchristmus@ed.sc.gov for assistance with topics not listed above.

Part 1: Overview of the SC-NCSC AA-AAS

Background and Purpose

The SC-NCSC AA-AAS is developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level SC College and Career Ready Standards (SCCCR). SC-NCSC AA-AAS is a component of a system of curriculum, instruction, and professional development that allows students with the most significant cognitive disabilities to access grade-level content aligned to the state academic standards. SC-NCSC's long-term goal is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school capable of pursuing postsecondary options.

The SC-NCSC AA-AAS is designed to meet the requirements of the Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA). These laws mandate that all students participate in assessments that measure student achievement on grade-level content standards.

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

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

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

For the purposes of this manual, the SC-NCSC AA-AAS will be referred to as "Test."

Student Participation Criteria

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

- The student demonstrates a significant cognitive disability and adaptive skills that result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications.

- The student accesses the state-approved curriculum standards at less complex levels and with extensively modified instruction.

- The student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments.

- The student is unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction.

- The student's inability to achieve the state grade-level achievement expectations is not the result of excessive or extended absences, or social, cultural, or economic differences.

The SC-NCSC should be administered to students who are determined by their IEP team to meet all of the participation criteria for alternate assessment and who are between the ages of 8 and 13 or are age 16 on September 1, 2015.

Students identified as requiring alternate assessment who are receiving instruction outside of the school setting must also be assessed with the SC-NCSC. These situations include students who have been placed in medical homebound or home-based instruction.

ESOL students who meet the criteria for alternate assessment on alternate achievement standards must take the SC-NCSC.

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

Parent/Guardian Involvement

Parents/guardians are partners in Individualized Education Program (IEP) team meetings and are engaged in the assessment participation decisions. Thus, they need to receive accurate information about the SC-NCSC AA-AAS. SC-NCSC's resource library for parents is available at-
http://ncscpartners.org/resources
This resource library should be made available to parents well before the school years in which assessment participation decisions are made.

Overview of SC-NCSC AA-AAS

The Test provides eligible students in grades 3–8 and 11 the opportunity to demonstrate what they know in English language arts (ELA)—reading and writing, and mathematics.

Table 2. Overview of SC-NCSC AA-AAS

Tested Content Areas	English Language Arts • Reading • Writing Mathematics
Test Content Alignment	Aligned to SC College and Career Ready Standards and NCSC Core Content Connectors
Test Delivery Method	Trained Test Administrator provides a one-to-one test administration using the online test platform and Directions for Test Administration for grade-specific item presentation and response collection. All passages, items, and response options are designed to be read to the student by the screen reader or the test administrator.
Security	All items, passages, response options, Directions for Test Administration, *Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind*: *Additional Directions for Test Administration*, and associated test administration materials are secure.
Test Window	March 7–April 29, 2016
Training	Test administrators and test coordinators take online training modules available starting February 8, 2016.
Testing Time per Student	Testing time will vary for each student. Testing may be paused and resumed based on student needs.
Assessment Features	Answer Masking Audio Player Alternate Color Themes Increase/Decrease Size of Text/Graphics Increase Volume Line Reader Tool Read aloud/reread item directions, response options, passages
Accommodations	Assistive technology (AT) for viewing, responding, or interacting with test items Scribe Sign Language

Description of SC-NCSC AA-AAS Test Sessions

Table 3. SC-NCSC ELA Sessions

SC-NCSC ELA Test		
Session 1: Reading	**Session 2: Reading**	**Session 3: Writing**
Literary and informational reading passages and associated **Selected-Response Reading** items **Open-Response Foundational Reading** items (grades 3 and 4 only)	Literary and informational reading passages and associated **Selected-Response Reading** items **Open-Response Foundational Reading** items (grades 3 and 4 only)	**Selected-Response Writing** items

Table 4. SC-NCSC Mathematics Sessions

SC-NCSC Mathematics Test	
Mathematics Session 1	**Mathematics Session 2**
Selected-Response Mathematics items **Constructed-Response Mathematics Completion** items in selected grades	**Selected-Response Mathematics** items **Constructed-Response Mathematics Completion** items in selected grades

Pausing and Resuming Administration of the Test

If a student exhibits frustration, lacks engagement, refuses to participate, or becomes sick during the administration of the Test, pause the test by clicking on the **Save/Exit** button within the SC-NCSC Assessment System, and take a break. A break may consist of a few minutes to a few days, depending on the student's needs. Resume administration of the test at an appropriate time for the student. The TA may pause and resume the administration of the Test as often as necessary during the test window, based on a student's needs.

Note: The TA MAY NOT close a test because the student shows frustration or behavior concerns, or is not engaged in the test.

Refer to the *SC-NCSC Assessment System User Guide for Test Administrators* for directions to pause and resume a test. The User Guide is available at https://www.scncscassessment.com .

Description of SC-NCSC AA-AAS Item Types

The item types are described below.

Selected-Response: Reading, Writing, Mathematics

Selected-response (SR) items (multiple choice) are presented to students in a standard format. All directions and materials needed for administering selected-response items are in the secure Directions for Test Administration (DTA) that accompanies each test form. Every item is presented in the following order:

- Item stimulus (which may include a passage, passage part, picture, graphic, or other illustration)
- Item question
- Answer options presented in stacked, or vertical, formation

Students select a response from the options and may do so in a variety of ways (e.g., using the computer mouse, verbalizing, gesturing, using eye gaze, communication devices, or assistive technology, etc.). Students may enter responses into the SC-NCSC Assessment System orif the student has the scribe accommodation, the scribe enters the student-selected response on behalf of the student. The scribe may be the TA or other district employee including the monitor. Refer to Appendix A: SC-NCSC Scribe Accommodation: Protocols for Selected-Response Items and Constructed-Response Items.

Constructed-Response: Mathematics Completion

The constructed-response (CR) items, in selected grades for mathematics, require students to develop an answer instead of selecting an answer from response options. CR items are presented as novel tasks using materials and content presented in an on-demand test format. Each item is presented to the student in a standardized, scripted sequence of steps culminating in the TA scoring the student performance using the Mathematics Scoring Rubrics. The Mathematics Scoring Rubrics provide scoring standards that must be used to evaluate student responses. Directions and materials needed for administering mathematics CR items are included in the secure Directions for Test Administration (DTA) that accompany each mathematics test form. The TA enters the student CR score into the SC-NCSC Assessment System. Ascribe or monitor may not score the CR item.

Open-Response: Foundational Reading

Open-response (OR) foundational reading items are included in the reading sessions of the ELA Test for students in grades 3 and 4 only. The items are word identification tasks. Students are requested to identify words as each is individually presented. Directions for administering OR items are included in the secure Directions for Test Administration (DTA) that accompany each ELA test form. The TA enters the student's scores (correct/incorrect) into the online SC-NCSC Assessment System.

Sample Test Items

TAs and students will have access to sample items for both reading and mathematics prior to the beginning of the test window. The items allow the TA and student to engage with and become familiar with the online item presentation and test any assistive technology required. Sample items are located on the online SC-NCSC Assessment System homepage at https://www.scncscassessment.com.

Documents Needed for Test Administration

The documents needed by the TAs or TCs and their locations are indicated in the table below.

Table 5. Documents Needed for Test Administration

Documents	Purpose	Location	User
Test Administration Manual (TAM)	Provides policies and procedures for TAs and TCs to prepare for the administration of the Test.	https://www.scncscassessment.com	TAs and TCs
Directions for Test Administration (DTA) **Note: The DTAs are secure documents.**	Each test form has a specific DTA that provides directions and a script to administer each item of the Test. TAs must follow these directions and script exactly. DTAs include the allowable manipulatives and reference materials for specific items, scoring rubrics for constructed-response mathematics completion items in certain grades, and the open-response foundational reading items in grades 3 and 4.	https://www.scncscassessment.com	TAs DTAs are only available to the TA upon successful completion of the SC-NCSC Test Administration Training.
SC-NCSC Assessment System User Guide for Test Administrators	Provides information to access and navigate the online SC-NCSC Assessment System for purposes related to assessing students.	https://www.scncscassessment.com	TAs
SC-NCSC Assessment System User Guide for Test Coordinators	Provides information to access and navigate the online SC-NCSC Assessment System for purposes related to managing system users and student rosters.	https://www.scncscassessment.com	TCs
Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration **Note: This is a secure document.**	Includes tasks to complete before, during, and after the assessment; strategies to enhance access to the SC-NCSC AA-AAS; and Directions for Test Administration that must be used to administer OR foundational reading items in grades 3 and 4.	DTCs-Alt will order prior to testing window.	TAs assessing a student who is blind, deaf, or deaf-blind

Part 2: Responsibilities of Test Administrators and Test Coordinators

The Test Administrators and Test Coordinators involved in the administration of the SC-NCSC Test have assigned responsibilities.

Test Administrators (TAs)

Test Administrator Requirements

TAs must be trained to administer the SC-NCSC and must be one of the following:

- a certified employee of the district
- an employee of the district who is a critical needs teacher and has a letter of eligibility, an interim certificate, or a critical needs certificate
- a substitute teacher who is certified and employed by the district on an as-needed basis
- someone who was a certified teacher but has allowed the teaching certificate to expire owing to retirement, change of career, or some other reason and has been approved by the district test coordinator or the district test coordinator for alternate assessment (DTC-Alt) as a qualified test administrator
- someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC-Alt as a qualified test administrator

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

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

Assessment Monitors

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

- the expected schedule of the assessment sessions
- test security requirements
- how the tasks will be administered and the scoring procedure using the scoring guide
- the purpose of the Test Administrator Security Affidavit
- the monitor's responsibilities:
    - observing all administration sessions without interfering or distracting the test administrator and the student
    - assisting the test administrator with logistics, if requested
    - reading and signing the Test Administrator Security Affidavit

Table 6. Responsibilities for Test Administrators

BEFORE TEST ADMINISTRATION
Sign the *South Carolina Alternate Assessments Agreement to Maintain Test Security and Confidentiality for Test Administrators and Monitors, and Second Raters* (located in Appendix B) and submit to the DTC-Alt. (Note: Second Raters are not required for SC-NCSC.)
Complete SC-NCSC Online Test Administration Training and attain at least an 80% score on End-of-Training Final Quiz.
Identify and train an assessment monitor.
Complete Student Demographics and Learner Characteristics Inventory (LCI).
Complete Accommodations: Before Test for each student being tested.
Complete the Student Response Check (SRC), as needed for each student.
Review the TAM section on Optimal Testing Conditions, Assessment Features, and Test Accommodations and make appropriate arrangements for students; provide a printed version of the test if a student needs a printed version of the test.
Ensure the student is taking the appropriate grade level test.
Download a hard copy of the Directions for Test Administration (DTA), or use a separate computer to access the DTA for the test.
Read the DTA; prepare and organize materials and print the reference sheets as specified in the DTA.
Review and complete the sample items with the student.
Paper Materials and Special Order Items are available including: Test Booklets, Directions for Test Administration (DTA), Braille, Procedures for Accessing Students Who Are Deaf, Blind, or Deaf-Blind, and Large Print. Please contact your DTC-ALT between February 15 – 25, 2016 in order for these materials to arrive in the district by February 29, 2016.
DURING TEST ADMINISTRATION
Implement the DTA as written and complete test administration by April 29, 2016.
Provide accommodations (see Table 12).
Report technology concerns to the STC or DTC-Alt or SC-NCSC Service Center.
Maintain test security by ensuring all test materials are in a secure and locked location when not testing.
Complete the *SC-NCSC Test Administrator Security Affidavit* (located in Appendix C) provided to you by your DTC-Alt.
Report inappropriate test practices to the STC or DTC-Alt.

AFTER TEST ADMINISTRATION
Report any inappropriate test practices and suspected irregularities to the TC, according to SC state policy.
Return materials to the district. The box should be packed in the following order: • Any scratch paper used by the student and any TA notes made during administration • Large Print • Braille • *Procedures for Assessing Students Who Are Deaf, Blind, or Deaf-Blind* • Copies of Test Booklets printed via online system or received via Measured Progress delivery • Copies of Directions for Test Administration (DTAs) printed via the online system or received via Measured Progress delivery • Test Administrator Security Affidavit Envelope (Green Label) containing the completed *SC-NCSC Test Administrator Security Affidavits* (one per student). Place Affidavits with Student Labels on top and Affidavits without a student label at bottom. This envelope should be packed last and will be at the top of the return box. **NOTE: Absence of the completed Test Administrator Security Affidavit for a student will result in a "Not Tested" status for a student** **DO NOT** return any TAM's or User Guides to Measured Progress.
Submit the Tests and complete the After Test Accommodations tab and the End of Test Survey.

Contact your DTC-Alt or SC-NCSC Service Center as needed.

SC-NCSC Online Test Administration Training Requirements for Test Administrators

To ensure that the Test is administered in a standardized manner, TAs must complete the SC-NCSC Online Test Administration Training modules for Test Administrators, which will be available February 8, 2016 through April 29, 2016. The training modules are customized for the specific responsibilities of the TA and provide important information from three documents that TAs use: (1) the *Test Administration Manual* (TAM), (2) the Directions for Test Administration (DTA), and (3) the *SC-NCSC Assessment System User Guide for Test Administrators*. All TAs must complete the end-of-training final quiz with at least an 80% accuracy score to access the DTAs and administer the Test to the assigned students. Table 7 provides an overview of the training modules that are required for TAs.

Table 7. Required SC-NCSC Online Test Administration Training for Test Administrators

Below is a summary of the topics that are covered in the Online Test Administration Training for the Test Administrators.

Module 1: Training Requirements and Responsibilities of Test Administrators
Module 2: Overview of SC-NCSC AA-AAS (Test) and Testing Integrity
Module 3: Optimal Testing Conditions and Assessment Features
Module 4: Test Accommodations and *Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration*
Module 5: Navigate the Assessment System
Module 6: Before Test: Complete Demographics, LCI, and Accommodations
Module 7: Student Response Check
Module 8: Student Experience in the SC-NCSC Assessment System
Module 9: Mathematics DTA—Administer the Test
Module 10: ELA DTA—Administer the Test
Module 11: Submitting or Closing a Test, Accommodations—After Test, and End of Test Survey

Test Coordinators (TCs)

In general, the DTC-Alt provides oversight of the Test at the district level. The School Test Coordinator (STC) works within the school building to ensure that the Test is administered as intended and that the TAs and students have the support needed for a successful administration. In some schools and districts, the DTC-Alt and the STC may share the duties or even be the same person.

Regardless of the number of individuals who perform the duties, the responsibilities of each role must be completed. There are essential tasks that are required before, during, and after administration of the Test.

Table 8. Responsibilities for Test Coordinators

BEFORE TEST ADMINISTRATION
Sign and maintain at the district level the *South Carolina Alternate Assessments Agreement to Maintain Test Security and Confidentiality for Test Administrators and Monitors and Second Raters* (located in Appendix B). Second Raters are not required for SC-NCSC.
Complete SC-NCSC Online Test Administration Training for TCs (Modules 1-4) (not required to take End-of-Training final quiz).
Ensure TAs and TCs have received the required training and can access the online SC-NCSC Assessment System.
Communicate all information to TAs about the test received from the SCDE and Measured Progress.
Ensure technology capacity is met. Work with district/school IT personnel to ensure that the online SC-NCSC Assessment System is accessible and functioning on every computer that is used for testing.
Support TAs to develop a testing schedule so that all tests will be submitted within the test window.
Paper Materials and Special Order Items are available including: Test Booklets, Directions for Test Administration (DTA), Braille, *Procedures for Accessing Students Who Are Blind, Deaf, or Deaf-Blind*, and Large Print. TAs will contact you in order for you to order any paper or special materials they may need. Order materials between February 15 – 25, 2016, in order for these materials to arrive in the district by February 29, 2016. Please refer to the SC-NCSC Procedures for DTCs-Alt for more detail.
DURING TEST ADMINISTRATION
Monitor to ensure implementation of appropriate test practices and appropriate student participation so that Test administration is completed by April 29, 2016.
Ensure students and TAs have the materials and resources needed to administer the Test.
Maintain test security by ensuring all test materials are in a secure and locked location when not testing.
Report inappropriate test practices in accordance with SC state policy.
DTC-Alt reports all inappropriate test practices to the SCDE immediately.

AFTER TEST ADMINISTRATION
Investigate and report any inappropriate test practices and suspected irregularities to the SCDE
Return of Materials Each school will return materials to the district at the end of testing in your original shipping box. The box should be packed in this order (bottom to top): • Any scratch paper used by the student or any TA notes made during the administration • Large Print Test Booklets • Braille – grades 3 and 4 only • *Procedures for Assessing Students Who Are Deaf, Blind, or Deaf-Blind* • Copies of Test Booklets printed via online system or received via Measured Progress delivery • Copies of Directions for Test Administration (DTAs) printed via the online system or via Measured Progress delivery Test Administrator Security Affidavit Envelope (Green Label) containing the completed *SC-NCSC Test Administrator Security Affidavits* (one per student). Place *SC-NCSC Test Administrator Security Affidavits* with Student Labels on top and *SC-NCSC Test Administrator Security Affidavits* without a student label at bottom. This envelope should be packed last and will be at the top of the return box. Refer to SC-NCSC Procedures for DTCs-Alt for more detail. **DO NOT** return any TAM's or User Guides to Measured Progress. **NOTE: Absence of the completed *SC-NCSC Test Administrator Security Affidavit* for a student will result in a "Not Tested" status for a student.**

For questions contact:

- Jill Christmus at 803-734-8048, mchristmus@ed.sc.gov
- Suzanne Swaffield at 803-734-8274, sswaffie@ed.sc.gov
- SC-NCSC Service Center at 844-654-3571, SCNCSCassessment@measuredprogress.org

SC-NCSC Online Test Administration Training Requirements for Test Coordinators

DTCs-Alt and TCs must complete the SC-NCSC Online Test Administration Training for Test Coordinators, which will be available February 8, 2016 through April 29, 2016. Table 9 lists the training modules that are required for the TCs.

TCs must complete SC-NCSC Online Test Administration Training that focuses on information in the (1) *Test Administration Manual* (TAM) and (2) *SC-NCSC Assessment System User Guide for Test Coordinators*. This training helps ensure that the TCs are knowledgeable about their responsibilities, testing integrity, and appropriate test practices for the test. TCs are not required to take an End-of-Training final quiz.

Table 9. Required SC-NCSC Online Test Administration Training for Test Coordinators

Below is a summary of the topics that are covered in the Online Test Coordinator Training for the Test Administrators.

Module 1: Responsibilities of Test Coordinators
Module 2: Overview of SC-NCSC AA-AAS (Test) and Testing Integrity
Module 3: Navigate the SC-NCSC Assessment System
Module 4: Create Users and Organizations

Optimal Testing Conditions, Assessment Features, Test Accommodations, and Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration

TAs must provide each student an appropriate testing environment during every testing session. TAs can ensure an appropriate testing environment by providing:

1. Optimal testing conditions for every student
2. Assessment features that are appropriate for individual students
3. Accommodations in the student's IEP that are consistent with SC-NCSC accommodations policies
4. *Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind*: *Additional Directions for Test Administration* (This document must be ordered through your DTC-Alt.)

Optimal testing conditions, appropriate assessment features, the accommodations in a student's IEP that are consistent with SC-NCSC accommodations policies and the *Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind*: *Additional Directions for Test Administration* support student access to the test so that students can demonstrate their knowledge. Implementation of these practices must be planned for prior to testing the student.

Optimal Testing Conditions

Optimal testing conditions must be provided for every student before and during the test administration.

Before Administering the Test

Document that the student has an observable way to communicate his/her response to the items by completing the Student Response Check (SRC). Refer to Part 3: Administration of the Test, Student Response Check.
Review the assessment features and prepare for use as appropriate for individual students.
Identify the student's IEP accommodations that are consistent with SC-NCSC accommodations policies and prepare for implementation during testing.
Make sure that the computer and any AAC and assistive technology device a student may use to interact with the test items meet the minimum requirements, located in the *SC-NCSC Assessment System User Guide for Test Administrators*, are in working order, are available for testing, and are compatible with the SC-NCSC Assessment System.
Log on to the SC-NCSC Assessment System before testing to ensure that the computer, login information, and the assessment features are working as intended.
Review the sample items in the SC-NCSC Assessment System with the student and practice using appropriate assessment features and accommodations in the student's IEP that are consistent with SC-NCSC accommodations policies.
Read the DTA for the test assigned to the student, organize all the test materials according to the DTA and print a copy of any reference sheets or stimulus materials.
Arrange to administer the test in a familiar setting that is free of noise and distractions.
Develop a schedule to administer the test during the best time of day for the student; consider time needed for breaks for the student.

During Test Administration

Manage testing materials and the assistive technology required by the student in accordance with directions provided in the DTA.
Provide scratch paper for students to make notes or solve math items. All scratch paper must be included with return materials shipment.
Pause the test administration using the Save and Exit button and resume at a later time or another day as indicated by student needs. The test may be administered over multiple days but must be completed by April 29, 2016
Provide appropriate student positioning, appropriate assessment features, and the accommodations in the student's IEP that are consistent with SC-NCSC accommodations policies.
Provide encouragement to support student engagement and focus. TAs may use phrases that do not indicate either the correct or incorrect response. Examples of acceptable encouraging phrases include: • "I like the way you are listening and following directions." • "Only one more to go!" • "Just five minutes until a break!" • "Keep working!"

SC-NCSC Assessment Features

Assessment features support student access to the test. Assessment features are either built into the SC-NCSC Assessment System or are typically available on a computer. Assessment features may be enabled by the student or TA at the time of testing. The test is designed to have all passages, items and response options read to the student, either by the Audio Player or the TA. Refer to the *SC-NCSC Assessment System User Guide for Test Administrators* for descriptions of the assessment features and the directions to enable the assessment features. **Students and TAs should become familiar with the assessment features and may practice using them with the sample items prior to administration of the Test.**

Table 11. SC-NCSC Assessment Features

Answer Masking
Audio Player
Alternate Color Themes
Increase/Decrease Size of Text and Graphics (CTRL +/CTRL -)
Increase/Decrease Volume
Line Reader Tool
Magnification
Read Aloud and Reread Item Directions, Response Options, Passage

Accommodations

Accommodations are changes in the materials or procedures of the assessment that do not alter the construct being measured. For the Test, a student may use the accommodations that are in his/her IEP that are consistent with the SC-NCSC accommodations policies.

Note: The use of any physical prompting, including hand over hand, invalidates the results of the test for the student. The use of physical prompting is considered to be a modification or change to the Directions for Test Administration. Physical prompting is not permitted, and it is considered to be an inappropriate test practice and a test irregularity.

Table 12. SC-NCSC Accommodations

Accommodations	Access Information
Assistive Technology (AT) *Student may use assistive technology devices for viewing, responding to, or interacting with the test items. The student and TA should use the AT device with the sample items to ensure that it functions properly with the SC-NCSC Assessment System. The SC-NCSC Assessment System supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.*	Refer to *SC-NCSC Assessment System User Guide for Test Administrators* for information about: • Compatibility of SC-NCSC Assessment System with Assessment Features and • Compatibility of SC-NCSC Assessment System with Assistive Technology Devices.
Scribe *This accommodation may be used for Selected-Response or Constructed-Response Items.*	Refer to: • Appendix A • *SC-NCSC Assessment System User Guide for TAs*
Sign Language (e.g., ASL, PSE, SEE) *TA may communicate passages, items and response options using sign language to student.*	

Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration

Test administrators who are testing a student who is blind, deaf, or deaf-blind, will receive a copy of the document "*Procedures for Assessing Students Who Are Blind, Deaf, or Deaf- Blind: Additional Directions for Test Administration*." This is a secure document. *The Procedures for Assessing Students Who Are Blind, Deaf, or Deaf- Blind* provides the following information:

- Tasks to complete before, during, and after the assessment
- Strategies, with definitions and examples, that may be used by the Test Administrator (TA), as appropriate for individual students to enhance access to the SC-NCSC AA-AAS
- Directions for Test Administration that must be used to administer OR foundational reading items to students in grades 3 and 4 who are blind, deaf, or deaf-blind.

The OR foundational reading items in Braille (grade 3 and 4 tests only) and the *Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind* will be provided based on orders placed by the DTC-Alt.

Testing Integrity, Appropriate and Inappropriate Test Practices

SC-NCSC policies related to testing integrity and appropriate and inappropriate test practices are described in this section. Testing integrity is critical to ensure accurate, valid, reliable, and timely information about student academic performance. Inappropriate test practices undermine efforts for improving student achievement. SC-NCSC is committed to providing an assessment that accurately reflects what students know and can do in mathematics, reading, and writing.

After the TA completes the training modules and the End-of-Training final quiz with at least 80% accuracy, the DTAs, which include test items, are available to them. TAs should become familiar with the item administration protocols and prepare necessary materials and accommodations needed for the student. **TAs and TCs must ensure that all aspects of the Test are maintained in a secure manner. Items are for the exclusive use of testing, are not to be used for instruction, and are not to be shared, e-mailed, copied, or distributed in any manner. To do so is a test irregularity and a violation of test security.**

The use and interpretation of information gleaned from the Test administration is compromised if students respond to items that are no longer secure. Security breaches can reduce the item pool to such a degree that an insufficient number of items remain available to represent the content required for assessment. A particular item serves several specific purposes and its loss can have a broad impact on testing content. Failure to follow the policies outlined in this section results in a breach of security and is subject to state law.

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

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

Form are also included in Appendix E and F. A PDF file of the Test Security Violation Action Form may be downloaded from the Office of Assessment Test Security at http://ed.sc.gov/tests/assessment-information/test-security/

- The DTA and *Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind*: *Additional Directions for Test Administration* are secure test materials.
- All materials, plus any adapted materials, must be returned with the other test materials.
- The content of the DTA may not be shared with other teachers or staff (except as part of rehearsing the test administration).

Agreement to Maintain Test Security and Confidentiality

All school and district personnel who may have access to SC-NCSC test materials or to the location in which the materials are securely stored must sign the *Agreement to Maintain Test Security and Confidentiality for Test Administrators, Monitors, and Second Raters* form before they are given access to the materials (see Appendix B.) Copies of this form, which is specific to test administrators, monitors, and other school personnel, will be included in the school materials shipment. The DTC-Alt is responsible for collecting the completed agreements and storing them for three years. Note: if the TA or other individual accessing the SC-NCSC materials has already signed the *Agreement to Maintain Test Security and Confidentiality for Test Administrators, Monitors, and Second Raters* form for alternate assessments in 2016, it is not necessary for them to sign an additional one.

Test Administrator Security Affidavit

Test administrators must complete the *SC-NCSC Test Administrator Security Affidavit* for each student. The *SC-NCSC Test Administrator Security Affidavits* will arrive in the districts with the TAMs. The *SC-NCSC Test Administrator Security Affidavit* will be provided to TAs by the DTC-Alt. This form (see Appendix C) must be signed by the test administrator and the assessment monitor for each content area administration and must be validated by the principal's signature. **The absence of a completed *SC-NC Test Administrator Security Affidavit* for a student will invalidate the administration and result in a "Not Tested" status for the student.** TA's will return the completed *SC-NCSC Test Administrator Security Affidavit* to the DTC-Alt in the return envelope (Green Label) provided with your initial materials. At the end of testing, this envelope should be packed last and will be at the top of the return box along with your other return materials.

Handling Test Materials in a Secure Manner

The SC-NCSC AA-AAS is an online test and all test forms and test materials are available in the SC-NCSC Assessment System. Secure handling of test materials protects the integrity and confidentiality of test items and the validity of student results. It is essential that unauthorized persons are prevented from accessing or viewing Test content in the SC-NCSC Assessment System or in paper form.

For printed test materials including, but not limited to, DTAs, test-specific reference pages, scoring rubrics, and test item(s), a TA must:

Maintain all printed test materials in a secure, locked location.
Protect secure materials from view by other students, teachers, parents, school staff, or other individuals.
Ensure secure transport of testing material from school building to school building.
Refrain from duplicating, reproducing, or sharing items or other secure test materials.
Return ALL printed test item(s) or other printed material to the DTC-Alt for return to Measured Progress.
Delete any test materials, items, or information from the computer and/or any assistive technology used by the student after testing is complete.

Preparing a Secure Testing Environment

Students are administered the test individually, one-to-one, most likely in their classroom or a similar environment familiar to the student. A secure test environment includes, but is not limited to:

Administering the test only through the password-protected testing environment, the SC-NCSC Assessment System.
Restricting student access to resources that are explicitly identified in the Directions for Test Administration (DTA).
Viewing of test items only by the student taking the Test and the certified, licensed, and trained TA administering the Test.
Removing electronic devices and photography technology that could jeopardize test content in the test-taking environment.
Ensuring a quiet test-taking environment, void of talking or other distractions, and one that does not permit other students hearing the responses to the test items of the student being tested.

Inappropriate Test Practices

TAs must administer all test items according to the DTA. Modifications or changes to DTAs are not permitted and are considered to be inappropriate test practices and a test irregularity. Inappropriate test practices are any actions that are contrary to those explicitly stated in the DTA and in the test security agreements signed and submitted by test administrators. Examples of **inappropriate and prohibited** modifications or changes to the DTA include, but are not limited to:

Changing the wording of test directions, items/questions, response options, or any text as it is written in the DTA.
Using non-prescribed graphic organizers, mnemonic aids, manipulatives, or replacement objects (except as described in *Procedures for Assessing Students Who Are Blind, Deaf or Deaf-Blind: Additional Directions for Test Administration*).
Using any physical prompting, including hand-over-hand.
Providing students a preview of the Test at any time.
Providing answers to students in advance of or during test administration.
Providing students clues or supports not indicated in the DTA.
Manipulation of testing materials in a way that hints at a correct or incorrect answer, e.g., reducing the number of answer options.
Changing a student's answer.
Reminding the student of previously used materials or experiences related to concepts in an item.
Teaching test content immediately before the test or the administration of an item.
Sharing test items, test content, or test forms, either written or verbally, with colleagues, parents, other staff members, the general public, or students.
Transporting printed test materials within the school in a non-secure manner.
Leaving any test materials unattended or in a non-secure setting, including, but not limited to, DTAs, test items, materials related to test items, and scoring rubrics.
Leaving the SC-NCSC Assessment System unattended while logged into the test or the DTA.
Administering the Test by a staff member who has not completed the online training modules and passed the final quiz.
Administering test by a paraprofessional, aide, or student teacher
Allowing the use of electronic devices or photography technology that could jeopardize test content in the test-taking environment.
Sharing of test items through photography, phone cameras, recording devices, note taking, or any other manner with colleagues, students, teachers, parents, media, or any person.

Monitoring and Reporting Inappropriate Test Practices

Monitoring testing procedures and reporting inappropriate test practices are outlined in state law and policy. Each person participating in the state assessment program is directly responsible for immediately reporting any violation or suspected violation of test security or confidentiality. TAs and other staff must notify their School Test Coordinator (STC) and/or DTC-Alt if they witness or become aware of an inappropriate test practice or suspect one has occurred. STCs must report any inappropriate test practice or suspected practices to their DTC-Alt. DTCs-Alt report all inappropriate practices or suspected practices to the SCDE. DTCs-Alt must report any incidents involving alleged or suspected violations that fall under the category of a serious irregularity to the SCDE. State professional codes of ethics and state law provide the guidelines for determining the consequences for any inappropriate test practices.

Testing Irregularities

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

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

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

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

Part 3: Administration of the Test

Please refer to the *SC-NCSC Assessment System User Guide for Test Administrators* for specific directions and screenshots of each task.

Before Testing

Prior to administering the Test, Test Administrators will:

1. **Activate Test Administrator Account**

   The TA receives an auto-generated login user name and password from SCNCSCassessment@measuredprogress.org. The TA opens a web browser and enters his/her e-mail address (check with school/district/state policies to determine which e- mail addresses were used), enters the password provided, and clicks, "Log In."

2. **Complete SC-NCSC ONLINE Assessment System Test Administrator Tasks**

Table 13. SC-NCSC Online Assessment System Test Administrator Tasks

SC-NCSC Online Assessment System Test Administrator Tasks	
Before Test Administration	**After Test Administration**
Review • Student Demographic information **Complete** • Learner Characteristics Inventory (LCI) • Accommodations: Before Test • Student Response Check	**Submit Students' Tests** **Complete** • Accommodations: After Test • End of Test Survey

Description

(1) Student Demographics

The TA reviews the demographic information for each student. If there are any errors, notify the DTC-Alt. Changes can only be made at the state level.

(2) REMINDER: Grade and test forms are assigned based on the student's date of birth as coded in PowerSchool. Please see the <u>Age and Birth Date Reference Sheet</u> regarding the grade/test form assignments for students who participate in alternate assessments. If there is an error in the student's date of birth in the demographic tab, the DTC-Alt will notify the SCDE to make the correction and assign the correct test form.

(3) Learner Characteristics Inventory (LCI)

Next, the TA completes the LCI, which includes 16 learner characteristics. Information from the LCI provides a description of the characteristics of the students who participated in the Test.

(4) Accommodations: Before Test

Accommodations: Before Test is completed by the TA before administering the Test. The TA records the accommodations that are documented in the student's IEP and verifies they are

consistent with the SC-NCSC accommodations policies.

(5) Student Response Check (SRC)

The SRC is a 3-question content-neutral task during which a student is asked to demonstrate their preferred mode(s) of communication

The purpose of the SRC is to ensure that the TA can clearly identify the mode of communication the student will use to indicate a response to a selected-response test item. If a student's mode of communication is not observable in response to the SRC questions the TA cannot enter the student's response in the SC-NCSC Assessment System.

The TA **will conduct** a SRC if the TA is not certain that the student has an observable mode of communication and the response to a test item will be observable by the TA.

The TA **will not conduct** a SRC if the TA is certain that the student has an established and clear mode of communication, and will clearly indicate their answers to the test questions by responding verbally, indicating a response using a nonverbal communication mode, or using augmentative or assistive technology (AT). In this case, for the SRC, the TA will only indicate how the student will indicate his/her response to test items on the SRC located in the online SC-NCSC Assessment System. Students do not need to indicate their answers to test items using the same response mode for every test item.

There are two ways that the TA can conduct the SRC: (1) using the computer or (2) using a paper version. The student is given a task and asked to respond using each response mode listed in the SRC, including:

- Using the mouse to select the answer
- Verbalizing the answer
- Gesturing or pointing to the answer
- Using assistive technology (AT) to indicate the answer
- Using eye-gaze chart to select the answer
- Circling or marking the answers on a paper copy of the test

The TA observes the student response to each question in the SRC using each listed response mode; however, if a student does not use AT as listed above, the TA does not ask the student to use AT to demonstrate this response mode. Please use professional judgment when conducting the SRC. If the TA observes the student using a response mode when responding to the task, the TA checks this response mode on the SRC in the online SC-NCSC Assessment System.

Note: The use of hand-over-hand or any physical prompt is not considered a consistent and observable response because the student is not indicating his/her answer choice independently.

Table 14. Completing the Student Response Check (SRC)

Computer Administration	**Paper Administration** (For students who communicate using gestures, eye gaze, or other modes of communication that may make using the computer difficult, conduct the SRC using the paper version.)
After logging in to the SC-NCSC Assessment System, click on the tab "Student Response Check."	After logging in to the SC-NCSC Assessment System, click on the tab "Student Response Check."
Click the "Start Computer Student Response Check" button to begin the SRC.	Click the "Paper & Pencil Student Response Check" button to open the paper version of the SRC.
The TA conducts the SRC for each mode of communication separately. For example, the TA starts the SRC by having the student use the mouse and computer. The TA reads: "Select Option 1" and then points to option 1. Continue with options 2 and 3. **NOTE:** TAs may use "top option," or "first option," or "this option" (noting where you, the TA, points) if the student is more familiar with these terms. This change in script applies only to the SRC.	The TA conducts the SRC for each mode of communication separately. For example, the TA starts the SRC by having the student use the mouse and computer. The TA reads: "Select Option 1" and then points to option 1. Continue with options 2 and 3. **NOTE:** TAs may use "top option," or "first option," or "this option" (noting where you, the TA, points) if the student is more familiar with these terms. This change in script applies only to the SRC. **NOTE:** Hand-over-Hand prompting is not considered a consistent observable response because the student is not initiating their answer choice in an independent way.
After the student completes the SRC, the TA is returned to the SRC tab in the SC-NCSC Assessment System to select all modes of communication that the student used to respond to the questions.	**For students using pointing or gesturing:** Place the first page of the paper version of the SRC in front of the student. Read the text out loud to the student. Place the second page in front of the student. Direct the student to point or gesture to the first option/top option/option 1. Next, direct the student to point or gesture to the last option/bottom option/option 3. Finally, direct the student to point or gesture to the second option/middle option/option 2. After the last direction, return to the SRC tab in the SC-NCSC Assessment System and complete the form in the SRC section. • If the student was able to point or gesture to each response option, select Yes. If the student was not able to point or gesture to each response option, select No.

After the student completes the SRC, the TA is returned to the SRC tab in the SC-NCSC Assessment System to select all modes of communication that the student used to respond to the questions. (Continued from previous page)	**For students using a pencil/pen:** Place the first page of the paper version of the SRC in front of the student. Read the text out loud to the student. Place the second page in front of the student. Direct the student to circle the first option/top option/option 1. Next, place the third page in front of the student. Direct the student to circle the last option/bottom option/option 3. Finally, place the last page in front of the student. Direct the student to circle the second option/middle option/option 2. After the last direction, return to the Student Response Check tab within the SC-NCSC Assessment System and complete the form in the SRC section. • If the student was able to circle each response option, select Yes. • If the student was not able to circle each response option, select No.
	For students using eye gaze: Print the PDF, and using the second page of the PDF, cut out each response option. Place response option 1 on the left hand side of the student's eye-gaze board. Tell the student, "Look at option 1 on the board." Place response option 3 on the right side of the student's eye-gaze board. Tell the student, "Look at option 3 on the board." Place response option 2 on the top, middle part of the eye-gaze board. Tell the student, "Look at option 2 on the board." After the last direction, return to the Student Response Check tab within the SC-NCSC Assessment System. You must complete the form in the SRC section. • If the student was able to look at each response option location, please choose Yes. • If the student was not able to look at each response option location, please choose No.
	If a student uses another response mode to indicate the requested option: Ask the student to indicate his/her response for options 1, 3, and 2 of the content-neutral task. After the last direction, return to the Student Response Check tab within the SC-NCSC Assessment System. You must complete the form in the SRC section. For students using another mode to indicate the options, please check the "other" box. In the comment box, state how the student indicated his/her response to the options. • If the student was able to respond for each option, please choose Yes. • If the student was not able to respond to each option, please choose No.
Click on the **Save** button.	Click on the **Save** button.

Implications for TA Conducted Student Response Check

Table 15. Implications of Student Response Check

Student Displays Observable Mode of Communication During SRC	**Student Does Not Display Observable Mode of Communication During SRC**	
Administer All Test Items in ELA (Reading/Writing) and Mathematics	Administer the First 4 items in Reading Session 1 or Mathematics Session 1	
	If TA observes a student exhibiting a mode of communication to respond to at least one of the first 4 items, **Then** TA administers all test items in ELA (Reading/Writing) and Mathematics.	**If** TA does not observe a student exhibiting a mode of communication to respond to **any** of the first 4 items, **Then** TA may close the test session for no observable mode of communication in accordance with procedures described the *SC-NCSC Assessment System User Guide for Test Administrators*.

After Testing

Submitting a Student's Tests

The TA will **SUBMIT** each Test when the administration of each content test is complete; there will be two submissions: one each ELA and mathematics. Refer to the *SC-NCSC Assessment System User Guide for Test Administrators*.

Closing a Student's Test

The TA will **CLOSE** a student's test ***ONLY*** for one of the following reasons:

1. A student withdrew from the current school. The receiving school is expected to continue testing the student.
2. A student does not meet the eligibility criteria to participate in the SC-NCSC AA-AAS.
3. A student demonstrated no observable mode of communication during the Student Response Check AND the TA did not observe the student demonstrate a mode of communication to respond to ANY of the first four items of the test administered either the reading or mathematics test.

Note: The TA **MAY NOT** close a test because the student just does not respond, responds incorrectly, shows frustration, behavior concerns, or is not engaged in the test. Please refer to p. 9, Save and Exit Administration of Test, and the *SC-NCSC Assessment System User Guide for Test Administrators* for directions to pause and resume a test.

If a TA closes a student's test, a comment must be selected. Please note that a comment may only refer to one of the three reasons cited above.

After the TA submits or closes a student's test, the TA completes:

a. Accommodations: After Test
b. The End of Test Surveys

Accommodations: After Test

Following the administration of the Test, the TA records in Accommodations: After Test the accommodations the student actually used during the test, not the accommodations that were made available to the student. Refer the *SC-NCSC Assessment System User Guide for Test Administrators*.

End of Test Surveys

A survey has been developed to learn from the experience of each TA administering the SC-NCSC AA-AAS. After the TA administers the SC-NCSC AA-AAS to all students, the TA will complete the questions on the End of Test Survey. The survey is intended to provide additional data about how the test functions for students with unique and varying needs, student engagement with the test, and the opportunity to learn the content represented by the SC College and Career Ready Standards. Completed survey responses support potential revisions and refinements of the SC-NCSC AA-AAS for subsequent years, and provide information that can be tracked over time. In order for TAs to provide complete information on the End of Test Surveys, TAs may keep a log during the test administration to note the TA's and each student's SC-NCSC AA-AAS experience to assist with completing the survey. These notes must be returned with the materials return shipment, following completion of the End of Test Surveys.

Appendix A. SC-NCSC Scribe Accommodation: Protocols for All Selected-Response Items and Constructed - Response Items

For a student who has the scribe accommodation, a scribe will enter in the SC-NCSC Assessment System the student-indicated answer to a selected-response or constructed-response item.

A scribe must meet the qualifications listed below and will enter, write, or type exactly what the student communicates for the reading, mathematics, and writing assessments.

Qualifications for a Scribe Who Is the Test Administrator:

A scribe must:

- be a state-certified educator employed by the district;
- complete all training for the SC-NCSC assessment;
- be familiar to the student; and
- be familiar with all the accommodations in the student's Individualized Education Program (IEP).

Qualifications for a Scribe Who Is a District Employee:

A scribe must:

- sign and submit Appendix B. *South Carolina Alternate Assessments Agreement to Maintain Test Security and Confidentiality for Test Administrators, Monitors, and Second Raters*;
- be familiar to the student;
- review Appendix A. SC-NCSC Scribe Accommodation: Protocols for All Selected-Response Items and Constructed-Response Items; and
- <u>scribe under the direction of a qualified, trained Test Administrator who is administering the item</u>.

Preparation

- Scribes are expected to familiarize themselves with the test format in advance of the scribing session.
- Scribes are expected to be knowledgeable of the assessment and accessibility features and accommodation options that are available on the test.
- Scribes are expected to know the specific embedded accessibility features and accommodations that the student must receive.
- Scribes should practice the process for scribing during instruction before testing begins.

Scribe Protocol for Selected-Response and Constructed-Response Items: ELA (Reading and Writing) and Mathematics

- The scribe may not question or correct student choices, alert students to errors or mistakes, guide the student to a correct answer, or otherwise influence a student's answer or answer choice in any way.
- Student must be tested in a setting that does not permit his/her responses to test items to be heard by other students.
- The scribe will comply with student requests for use of all available and allowable Assessment Features on the SC-NCSC test platform (i.e., when to turn a feature on or off, when to change size of graphic, etc.).
- A TA who is a scribe may answer procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.). However, a scribe who is a district employee working under the direction of a qualified, trained Test Administrator who is administering the item, must refer such questions to the TA.
- For computer-based administrations, the scribe must enter student responses directly into the SC-NCSC Assessment System.
- The scribe may ask the student to repeat a response.
- The scribe allows the student to indicate when they want to move to the next test item.
- The scribe must provide an opportunity for the student to review and modify what the scribe has recorded.
- After testing, the scribe collects scratch paper, graphic organizers, other ancillary materials, and login information and returns them with other secure/non-scorable materials. Neither the scribe nor the TA may keep any testing materials after testing is complete.

NOTE: If the scribe indicated the student responses on a paper-version of the test, the scribe will transcribe (type exactly) the student's responses into the SC-NCSC Assessment System.

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

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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

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

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

I acknowledge that I will have access to assessments that are a part of the South Carolina Alternate Assessment Program including the South Carolina Alternate Assessment (SC-Alt) in Science and Social Studies and the South Carolina National Center State Collaborative (SC-NCSC) Alternate Assessment in English Language Arts (ELA) and Mathematics.

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

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

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

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

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

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

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

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

I will not coach examinees during testing or alter or interfere with examinees' responses in any way.
I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the

SCDE any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.
I will return all secure test materials (including, but not limited to, test booklets, answer documents, and customized materials) to the DTC-Alt, as appropriate.
I will not participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in the test security laws or this affidavit.
I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

_____ _____
Signature Date

_____
Print Name

_____
District and School Name

Appendix C. SC-NCSC Test Administrator Security Affidavit

SC-NCSC Alternate Assessment Test
Administrator Security Affidavit

If Student ID is incorrect, discard and request new form from DTC-Alt

Fill out the following information:
Student Name: _____ **DOB:** _____

Student ID: _____ **Grade:** _____

School: _____

District: _____

Directions: Use this form to record the date and time of each session required to complete the administration of the SC-NCSC Alternate Assessment. Record the beginning time and the ending time and the beginning and ending item for each session. Complete the affidavit portion of the form.

English Language Arts (ELA)

Date	Begin Time	End Time	Beginning Item #	Ending Item #

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

Test Administrator: _____ _____ _____
Printed Name Signature Date

Assessment Monitor: _____ _____ _____
Printed Name Signature Date

Mathematics

Date	Begin Time	End Time	Beginning Item #	Ending Item #

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

Test Administrator: _____ _____ _____
Printed Name Signature Date

Assessment Monitor _____ _____ _____
Printed Name Signature Date

Principal Validation

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

Principal/Designee: _____ _____ _____
Printed Name Signature Date

Appendix D. South Carolina Test Security Regulations

LEGAL REQUIREMENTS FOR TEST SECURITY

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

S.C. Code Ann. § 59-1-445 (Supp. 2002) addresses violations of mandatory test security, penalties, and investigations. The following is an excerpt from this section:

(1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:

a. Give examinees access to test questions prior to testing;

b. Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;

c. Coach examinees during testing or alter or interfere with examinees' responses in any way;

d. Make answer keys available to examinees;

e. Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;

f. Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

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

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

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

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

STATE BOARD REGULATIONS

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

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 24 S.C. Code Ann. Regs. 43-100 (Supp. 2003), are reprinted below:

I. Tests administered by or through the State Board of Education shall include but are not limited to:

A. The statewide tests; as defined in the State Board of Education Regulation 43-262 including field tests and pilot tests;

B. Examinations for admission to teacher education program and teacher certification examinations;

C. Examinations for admission to programs such as the gifted and talented program;

D. The High School Equivalency Program test (GED).

II. As used in this regulation, "local school board" means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.

III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district owned materials that are the same as those used in any State operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.

IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the South Carolina Department of Education (SCDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.

V. State owned test materials and district owned materials that are the same as those utilized in any State mandated testing program must not be used for census testing in the grades included in the State mandated program(s) except on testing dates specified by the South Carolina Department of Education.

VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SCDE.

VII. A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction;

B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.

VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).

IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).

X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

A. Failing to administer tests on the test dates specified by the SCDE.

B. Failing to maintain an appropriate testing environment, free from undue distractions.

C. Failing to proctor the test to ensure that examinees are engaged in appropriate test taking activities.

D. Providing examinees with access to test questions or specific test content prior to testing.

E. Providing examinees with access to answer keys prior to or during testing.

F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the South Carolina Department of Education any test, test question or specific test content.

G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the South Carolina Department of Education any portion of examinee responses to any item or any section of a secured test.

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

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

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

K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.

L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.

M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.

N. Providing references or tools other than those specifically allowed in test manuals.
Providing references or tools during test administration at times other than those specifically allowed in test manuals.

O. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 plans. This includes providing more accommodations (customization, modifications) than appropriate.

P. Excluding examinees or exempting from assessment students who should be assessed.

Q. Failing to return test materials for all examinees.

R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.

S. Revealing test scores or test performance to anyone not involved in the education of the examinee.

T. Altering test scores in electronic records or files.

U. Failing to report a security breach.

XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.

XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division.

XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the State Department [of] Education at the discretion of the State Board of Education.

XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credential of an educator may be suspended or revoked based on evidence of violation of test security provisions.

Appendix E. South Carolina Statewide Assessment Program Guidelines for Reporting Test Security Violations

SOUTH CAROLINA STATEWIDE ASSESSMENT PROGRAM GUIDELINES FOR REPORTING TEST SECURITY VIOLATIONS

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

The South Carolina Law Enforcement Division (SLED) will be notified of all suspected test security violations as defined in S.C. Code Ann. Section 59-1-445 (2004) or 24 S.C. Code Ann. Regs. 100 (Supp. 2003). SLED will investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations or at the request of a school district or the South Carolina Department of Education (SCDE).

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

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

1. If a test security violation is observed within a school, the individual(s) observing the incident must notify the district test coordinator for alternate assessment (DTC-Alt) as soon as possible. The DTC-Alt must notify the district test coordinator (DTC) immediately regarding the allegation. Allegations may be reported by the following persons to include, but not be limited to, parents, teaching assistants, monitors, other teachers, and school-level instructional leaders.
2. The DTC-Alt is responsible for conducting a comprehensive investigation and compiling written statements from all parties with knowledge of the allegation. The DTC-Alt must write a summary describing the incident and discussing the findings and action(s) taken, as pertinent.
3. The DTC-Alt will forward his or her report accompanied by the required documentation to the SCDE. Written documentation of allegations is to include the following items, as appropriate and available:

a. Name of testing program (e.g., SC-Alt)

b. Name of the person reporting the alleged violation

c. Date(s) of the alleged test security violation

d. District name

e. School name

f. First, middle, and last name of person who allegedly committed the violation

g. Teacher certification number, if applicable

h. Test subject area(s)

i. Grade level of the test(s)

j. Student(s) affected by the violation, giving the first, middle, and last name, if applicable (if the allegation involves a class of students, all are to be listed.)

k. Student ID numbers (if it is a class of students, all are to be listed.)

l. Gender of each student

m. Ethnicity of each student

4. If the DTC-Alt determines that an investigation by SLED is warranted, the DTC-Alt will refer the case to SLED. The report to the SCDE must state clearly whether or not the allegation has been referred to SLED.

5. To protect the confidentiality of the parties involved, all documents must be mailed to the Director of Assessment, 209 C Rutledge Building, 1429 Senate Street, Columbia, SC 29201. Documents may also be faxed as long as a staff member in the Office of Assessment is notified immediately prior to sending.

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

Appendix F. SC-NCSC Test Security Violation Action Form

2015–16 Test Security Violation (TSV) Action Form

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

School District: _____ **School:** _____

DTC Name: _____

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

Date Form Completed: _____

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

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

Date(s) of Alleged Test Security Violation: _____

Violation Reported By: _____

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

Legislative Violation(s)(see TAM):

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

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

Continue to Next Page

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

Appendix G. SC-NCSC Test Irregularity Form

Alternate Assessment Testing Irregularity Form

District Name: _____

School Name: _____

Please document any disruption that occurred during testing if it could affect a student's test scores. Provide a description of the event (including the subject area, form, and task number) and the actions that were taken in response to it.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name of person completing form: _____
(Please Print)

Position of person completing form: _____

Date: _____

Upon completion, return this form to the DTC-Alt with all other test materials.

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.