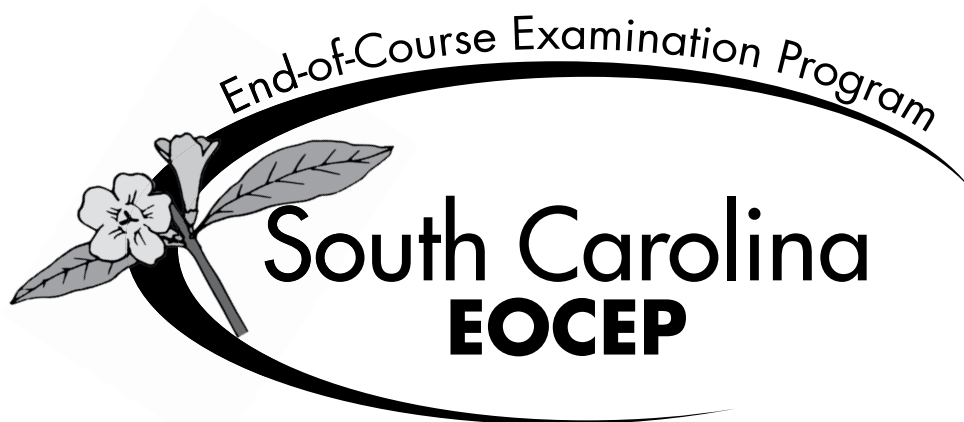


Test Administration Manual for Online and Paper Testing

Spring 2025



- **Algebra 1**
- **Biology 1**
- **English 2**
- **United States History and the Constitution**

Spring 2025 End-of-Course Examination Program (EOCEP) Testing Schedule

Dates	Event
Available Now	Online Tools Training (OTT) and tutorials available
February 17	Deadline for entering school test schedules into Test Schedule Survey
March 5	Pretest Workshop for District Test Coordinators (DTCs)
March 11	Pretest Workshop for School Test Coordinators (STCs)
March 28	Deadline for testing schedules to be posted on school websites
April 14	School Test Coordinators (STCs) gain access to Test Management for online testing
April 14	Secure materials delivered
At least one week before testing	STC trains test administrators (TAs) and monitors and distributes the <i>Test Administration Manual (TAM)</i>
April 28–June 6	State Testing Window
June 6	Deadline for paper materials to be received by DRC
July 22	Final Rosters and Summary Reports posted to the Portal-Interactive Reporting Data Files posted to the Portal-View Reports ISRs and Final Rosters for batch download posted to the Portal-View Reports
August 1	Printed ISRs and student labels delivered to Schools

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.

Contact Information

DRC Customer Service

Phone: 800-451-7834

Email: scproject@datarecognitioncorp.com

Hours: 7:00am–9:00pm EDT (September through mid-June)

Table of Contents

Overview	1
Introduction	1
Testing Dates and Windows	2
Preliminary Score Reports	2
EOCEP Score Reports	3
Embargo and Release of EOCEP Results	3
DRC INSIGHT Portal	3
DRC Weekly Update	3
Test Security	5
Legal Requirements	5
State Board Regulations	6
Reporting Test Security Violations	8
How to Conduct an Investigation and Document the Information	9
Test Security Violation Application	10
Procedures for Violations Involving Students with Accommodations	11
Actions for Violations Involving Accommodations During Online Testing	12
General Test Security Policies and Procedures	13
Procedures for Investigating Cell Phone Violations	15
Test Item Security	17
Test Security Agreement Forms	17
Online Technology Requirements	18
Security Guidelines for Online Testing	18
Security Checklists	19
SCDE Policies	21
Test Administration Policies	21
Testing Environment	29
Technical Issues During Testing	34
Test Materials for Online Testing	41
Materials Supplied by the Schools	41
District Test Coordinator's Section	43
DTC Requirements	43
School Test Coordinator's Section	45
STC Requirements	45
Before Test Administration	46
During Test Administration	48
Guidelines for Make-up Testing	49
After Test Administration	49

Table of Contents

Comments	50
Test Administrator's Section	51
Test Administrator Requirements	51
Test Administrator Training	51
Before Test Administration	52
During Test Administration	53
Guidelines for Make-up Testing	54
After Test Administration	55
Comments	55
Online Administration Directions for All Subjects	57
General Information	57
Test Administration Procedures for Paper Testing	69
Paper Testing Overview	70
Printed Materials	71
Materials Sent to the Schools	71
Materials Supplied by the Schools	71
Paper Testing Procedures	72
Before Test Administration	72
During Test Administration	73
Guidelines for Make-up Testing	74
After Test Administration— Transcription and Materials Return	74
Paper Administration Directions for All Subjects	79
General Information	79
Paper Administration Directions Algebra 1	81
Paper Administration Directions Biology 1	84
Paper Administration Directions English 2 Writing Section	87
Paper Administration Directions English 2 Reading Section	90
Paper Administration Directions United States History and the Constitution	92
Appendix A Forms	A-1
Appendix B DRC INSIGHT Portal for Online Testing	B-1
Appendix C Testing Students with Documented Disabilities	C-1
Appendix D Administration of the EOCEP to Multilingual Learners (MLs)	D-1
Appendix E Monitor's Section	E-1
Index	I-1

Overview

Introduction

The End-of-Course Examination Program (EOCEP) is a statewide assessment program of end-of-course tests for gateway courses awarded units of credit in English/language arts, mathematics, science, and social studies. The EOCEP encourages instruction in the specific standards for the courses, encourages student achievement, and documents the level of students' mastery of the academic standards.

To meet federal accountability requirements, the EOCEP in English/language arts, mathematics, and science must be administered to all public school students, including those students as required by the federal Individuals with Disabilities Education Improvement Act (IDEA) and by Title 1 of the Elementary and Secondary Education Act (ESEA).

To receive a South Carolina high school diploma, students are required to pass a high school credit course in science and a high school credit course in United States history in which the state's end-of-course examinations are administered. Currently these courses are Biology 1 (science) and United States History and the Constitution (social studies).

Gateway courses in English/language arts, mathematics, science, and social studies will be defined by the State Board of Education. EOCEP examination scores count 20 percent in the calculation of the student's final grade in gateway courses. Defined gateway courses currently include **Algebra 1**, **Intermediate Algebra**, **Biology 1**, **English 2**, and **United States History and the Constitution**, or courses with other names and activity codes in which the academic standards corresponding to these subjects are taught.

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 course 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 website at <http://ed.sc.gov/instruction/standards-learning/>. Click on the link for the appropriate subject. Students who are scheduled to take EOCEP tests shall be provided with paper or electronic copies of the academic standards assessed by those particular tests no later than the first day of school.

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 2022, a contract was awarded to Data Recognition Corporation (DRC) to administer, score, report, and develop items for the EOCEP program. Preliminary score reports (see page 2), district-level reports, school-level reports, and Individual Student Reports (ISRs) are provided on the DRC INSIGHT Portal (the contractor's secure website). In addition, paper copies of the ISRs and student labels will be sent to districts. Sample ISRs and assessment brochures are available in multiple languages and alternate formats for individuals with disabilities on the Student and Parent Resources Webpage (<https://ed.sc.gov/tests/assessment-information/student-and-parent-resources/>). See pages 24–25 of this *TAM* for more details.

EOCEP Format

These tests consist of machine-scored items including technology-enhanced, technology enhanced constructed-response, and scenario-based items. The EOCEP tests are administered online; a paper test administration is available only as an accommodation (see **Appendices C and D**).

The English 2 test contains separate writing and reading sections. The writing section includes a Text-Dependent Writing (TDW) item in addition to machine-scored writing items. The TDW is composed of a reading passage with a writing prompt relating to that specific text. The prompt requires that students analyze the text and write an essay providing supporting evidence from the passage. Students must take both the writing and reading sections of the English 2 test in the same mode (online or paper test).

Testing Dates and Windows

The state-approved testing window for spring 2025 is **April 28–June 6**. Testing for the spring administration cannot begin before April 28. Each District Test Coordinator (DTC) is responsible for determining the **District Testing Window** and for communicating it to the School Testing Coordinator (STC). DTCs and STCs are responsible for ensuring that the testing schedule (test dates for each subject) is posted on the school's website at least one month prior to the opening of the state-approved testing window. The district must administer all operational EOCEP tests—Algebra 1, Biology 1, English 2, and United States History and the Constitution (USHC).

For **Algebra 1, Biology 1, English 2 - Reading, and USHC**, the DTC should select a 15-day district testing window. This window must not begin earlier than the last **15 instructional days** of the semester or school year. For **English 2 - Writing**, the DTC should select a 20-day district testing window. This window must not begin earlier than the last **20 instructional days** of the semester or school year. Some district calendars may not be able to accommodate a 20-day Writing test window.

EOCEP testing should begin early in the district testing window to allow plenty of time for make-up testing and to reschedule testing in the event of a technology service interruption. **Both regular testing and make-up testing must be scheduled within the district window.** Make-up testing cannot be scheduled outside the district testing window. The first day of testing does not have to be a Monday.

For all tests, the district testing window may be scheduled to extend beyond the end of the semester or school year but may not extend beyond the closing of the state testing window.

Preliminary Score Reports

The preliminary score report for Algebra 1, Biology 1, and USHC will continue to be posted to the DRC INSIGHT Portal Interactive Reporting system within thirty-six hours after an online test is submitted.

Note: The thirty-six hour score reports processing excludes the weekend and holiday periods.

The reading section of the online English 2 test will be scored within thirty-six hours, but due to handscoring of the TDW essay, the composite English 2 score will be posted to the DRC INSIGHT Portal Interactive Reporting system ten days after the writing responses are submitted or thirty-six hours after the reading responses are submitted, whichever is later.

EOCEP Score Reports

The following types of score reports will be generated by the contractor following the close of the state testing window: summary reports and rosters, Individual Student Reports (ISRs), and student labels. Score reports are provided on the DRC INSIGHT Portal via Interactive Reporting (the contractor's secure website). In addition, paper copies of ISRs and student labels will be sent to districts.

More information about the score reports can be found in the *EOCEP Score Report User's Guide*.

Embargo and Release of EOCEP Results

All summary test score data for each administration of EOCEP tests are embargoed until the SCDE's public release for that program. Summary data may be shared with district and school staff members (e.g., district office personnel, school principals, etc.) who understand that the data are not to be shared publicly until after the official statewide release.

The embargo extends to local school boards because data presented to a local board becomes public information under the South Carolina Freedom of Information Act. Districts should ensure that staff members understand that embargoed information cannot be shared with members of the media, school board members, or social media. Informal conversations with individual board members are acceptable.

Test results are provided on the SCDE website at the following location: <https://ed.sc.gov/data/test-scores/> each year once the embargo is lifted and the state data is released.

Schools may provide individual scores and student reports to parents or guardians as soon as they are received since these individual reports do not include any summary data. The individual scores may be shared with teachers, principals, etc. within a school.

DRC INSIGHT Portal

DRC's website, the DRC INSIGHT Portal, provides important program information as well as tools to prepare for and administer testing. Refer to the *DRC INSIGHT Portal User Guide* to get started with the Portal. The guide is available on the Portal documents page. To access the guide, visit <https://sc.drcedirect.com> and log into your account. Once logged in, select the button to View Documentation. You can also access Portal Training Videos that will guide you through using the Portal. If you have trouble logging in or finding the guide and tutorial videos, please contact your DTC or DRC Customer Service.

DRC Weekly Update

SCDE and DRC collaborate to provide a DTC Weekly Update each week, with highlights on new or upcoming activities. The DTC Weekly Update is an important resource for DTCs in keeping track of major program deadlines and activities.

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 procedure 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.

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 (2015), 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 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. High school equivalency tests.
- II. As used in this regulation, “local school board” means the governing board of a public school district, a public charter school, 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 materials for the entire period of time (before, during, or after testing) the materials are in the district and/or the schools within that district. The policy must address security for paper-based, online-based, and customized assessments. 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, secure paper-based materials must be stored under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent and the administration from each of the special schools and institutions that utilize tests administered by or through the State Board of Education 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. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SCDE.
- VI.
 - 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.
- VII. 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 tests forfeits all opportunities to retake the test(s).

- VIII. 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, 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).
- IX. 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 SCDE 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 SCDE 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. Failing to provide accommodations and/or customized materials as specified in the student's Individualized Education Program (IEP) or 504 plan. Providing accommodations and/or customized materials not included in the student's IEP or 504 plan.
 - 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.
- X. The SCDE 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.
- XI. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division.
- XII. If a security breach occurs in a district or charter school, rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district or charter school by the SCDE at the discretion of the State Board of Education.
- XIII. 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.

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 (2015) 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 email or a letter indicating which of these actions is being pursued by the Office of Assessment and Standards.

Test security 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 for a Test Security Violation

1. **Test Security Violation (TSV) Application**—DTCs must complete this TSV Application online via the SCDE website membership login page. The TSV Application will automatically be directed to the Office of Assessment and Standards. **Each incident requires a separate test security violation application form.**

The Test Security Violation Application must include **all** of the requested information, including the identification of the person(s) who allegedly committed the violation and each person's certificate number. Indicate the section of the law that is violated, if applicable. See page 5 of this manual for the appropriate letters (a–f) to use for Legislative Violation(s).

Also indicate the State Board regulation(s) violated, using the exact wording of the violation(s) as stated in 2 S.C. Code Ann. Regs. 43-100 (2016) and provided on pages 6–8 of this manual. For example, if a teacher assisted a student on the test, the following should be entered into the application for State Board Regulation Violation(s): “IX.H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing.”

The Description of Violation section of the Application 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.

2. **Supporting Documentation** – This information would include all of the following items:
 - a. signed and dated written statements from all adults involved in the incident,
 - b. summaries of any interviews with students,
 - c. IEP, 504-Plan, or ILAP team meeting minutes with an indication of their recommendations regarding the potential validity of the student’s test scores, if applicable, and
 - d. a summary written by the DTC, highlighting all applicable information and indicating actions, if appropriate, taken by the DTC, district office, or the school.

The supporting documentation **must** be attached and uploaded to the TSV Application site. If any of the aforementioned is not included with the test security violation it will not be processed until all of the information has been received.

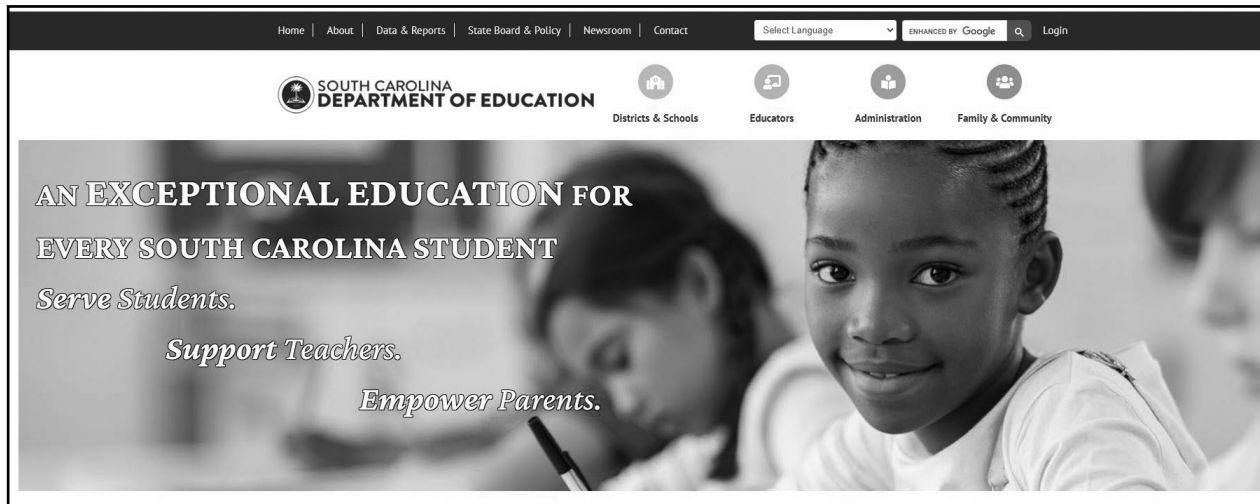
How to Conduct an Investigation and Document the Information

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 STC or the DTC as soon as possible. The STC must notify the DTC immediately regarding the violation. The DTC must notify Kirsten Hural, the EOCEP Program Manager in the Office of Assessment and Standards, 803-734-5981, khural@ed.sc.gov. The Program Manager will discuss the possible violation with the DTC. If a TSV has occurred, the Program Manager will instruct the DTC to collect and prepare the appropriate documents. DTCs must complete the TSV application located on the SCDE website and attach all documentation.
- 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 concise summary of events. The DTC should state in the summary any action taken by the school or the district as a result of the investigation including if the district referred the violation to the police or to the South Carolina Law Enforcement Division.

Test Security Violation Application

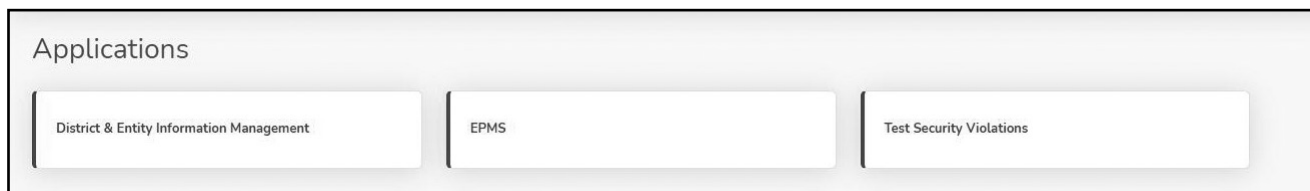
To access the Test Security Violation Application, go to the SCDE website at <https://ed.sc.gov/> and login. The login button is on the right side of the screen within the bar that is across the top of the main SCDE webpage.



On the login page, type your username and password and click “logon.” After login, the Application Web Portal will open.

The image shows the 'Application Web Portal' login page. At the top, there is a header with the SCDE logo and the text 'SOUTH CAROLINA DEPARTMENT OF EDUCATION'. Below the header, the page is titled 'Application Web Portal'. There are two input fields: 'Username' and 'Password'. Below these fields is a 'Logon' button. Under the 'Logon' button, there are two links: 'Forgot your password? [Reset it](#)' and 'Don't have an account? [Create it](#)'. At the bottom of the page, there is a dark grey box with the word 'Educators' in white. Below this box, there is a link: 'Click [here](#) to access your certification information through the educator portal.'

Under **Applications**, click on the **Test Security Violations** block at the top right of the page.



On the Test Security Violation page, select **Add Violation** (left side of the screen) and fill in all applicable fields. The Test Security Violation form will automatically be directed to the Office of Assessment and Standards. Be sure to click the “ADD” button in fields where there is an “ADD” button or the information entered will not be saved in the violation form. **Each incident requires a separate test security violation form.**

 A screenshot of the 'Test Security Violations' web form. At the top, it says 'Click, Add Violation.' and 'Test Security Violations'. There are links for 'Member Center' and 'Logout'. A user profile for 'Imferguson' is shown. On the left is a sidebar with navigation links: 'Home', 'Test Security Violation Records', '+ Add Violation' (which is circled in red), 'School Test Coordinators', and 'Admin'. The main area is titled 'Violation Details' and contains several input fields: 'Reported By' (Lynn Ferguson), 'E-mail Address' (Imferguson@ed.sc.gov), 'Phone Number' ((803) 734-8534), 'District' (dropdown), 'School' (dropdown), 'School Year' (dropdown), 'Test Program' (dropdown), 'Test Subject' (dropdown), 'Assessment Grade Level' (dropdown), 'Date of Incident' (dropdown), and 'Time of Incident' (dropdown). At the bottom is a text area for 'Incident Description' with instructions: 'The Description of the Incident must Include: 1.What Happened? 2.Who was involved?'.

Procedures for Violations Involving Students with Accommodations

DTCs and STCs should work closely with special education coordinators, Multilingual Learners (MLs) coordinators, and teachers within the schools to ensure that all accommodations are provided for students with disabilities and ML students in accordance with each student’s Individualized Education Program (IEP), 504 Plan, or Individualized Language Acquisition Plan (ILAP).

The State Board of Education Regulations 2 S.C. Code Ann. Regs. 43-100 (2016) 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.

IMPORTANT! To prevent errors and test security violations involving students with accommodations, all IEP, 504 Plan, and ILAP accommodations should be entered into the precode section of Power School. This provides ample time to double-check lists of students with accommodations well before student records are uploaded in the DRC INSIGHT Portal. The most recent information on a student’s allowable accommodations is found in ENRICH.

Actions for Violations Involving Accommodations During Online Testing

If it is discovered that a student **who tested online** did not receive an accommodation that is specified in the IEP/504/ILAP, the specific action to take **depends on the number of items the student has completed when the error or violation is discovered** and whether or not the student has exited the testing room. The following are possible scenarios and the actions to take. Also refer to the chart on pages B-5–B-6 for more detailed information.

IMPORTANT! STCs must notify the DTC before attempting to take any action in response to the scenarios below.

IMPORTANT! If a violation involves English 2 Writing or Reading, **DO NOT** continue any English 2 test administration until the test security violation is resolved. If there is a suspected violation that requires the IEP/504/ILAP Team to determine whether the test score is valid, **STOP** and wait for a decision before proceeding to the next section of the English 2 test. For further details on TSV scenarios involving English 2 Writing or Reading please see page B-6 of this *TAM*.

- **The error is discovered, testing is paused, and the student remains in the testing room.** Contact the EOCEP Program Manager (Kirsten Hural, 803-734-5981, khural@ed.sc.gov). The Program Manager will determine whether the situation can be resolved quickly so that the student may resume testing immediately. The Program Manager will determine whether or not a test security violation must be reported.
 - **IMPORTANT!** If the test ticket is regenerated, a new ticket with a new login will need to be printed for the student to access the accommodated test form.
 - **IMPORTANT!** If the test ticket is regenerated, all previous responses will be deleted and the student will need to begin the test again.
- **The error is discovered, testing is interrupted, and the student has left the testing room.**
 - If **ten or fewer** test items have been completed, contact the EOCEP Program Manager (Kirsten Hural, 803-734-5981, khural@ed.sc.gov) for approval to have DRC regenerate the Test Session with the appropriate accommodations. The student may resume testing either the same day or on a make-up day. No IEP/504/ILAP team meeting is necessary, but this scenario must be reported as a test security violation.
 - If **more than ten** items have been completed but the student did not finish the test, contact the EOCEP Program Manager. The SCDE will determine whether to ask DRC to regenerate the test ticket or to allow the student to retest with an Emergency Form. No IEP/504/ILAP team meeting is necessary, but this scenario must be reported as a test security violation.
 - If the student **has completed and submitted** the test for scoring, the school/district must convene the IEP/504 Plan or ILAP accommodations plan team to review the test security violation as soon as possible after the test administration and follow the procedures described below. This scenario most often requires the student to retake the test with an Emergency Form that includes the required accommodations. This scenario must be reported as a Test Security Violation.

NOTE! To receive complete English 2 score results, **a student must take the entire English 2 test (Writing and Reading) using the same mode (either all online or all paper)**. That is, **students cannot take one section of English 2 via paper and the other section online**.

IEP, 504 Plan, or ILAP Team Meetings

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

If the student completed testing without the required accommodations, the school/district must convene the IEP/504 Plan or ILAP accommodations plan team to review the test security violation as soon as possible after the test administration. During the meeting of the IEP/504 Plan or ILAP accommodations plan team, the team may consider only the testing accommodations as written in the IEP/504 Plan or ILAP accommodations plan and may not change the accommodations specified in the plans. **The IEP/504 Plan or ILAP accommodations plan team may not consider the student's test score in their decision.** If the IEP/504 Plan or ILAP accommodations plan team determines that the test score is invalid, the SCDE may approve retesting the student with an Emergency Form. **The minutes and results of this IEP/504 Plan or ILAP meeting must be included with the documentation submitted with the Test Security Violation.** The IEP/504 Plan or ILAP accommodations 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 or ILAP accommodations plan, the team must **invalidate** the test administration. To request invalidation of a test score, contact the EOCEP Program Manager (Kirsten Hural, khural@ed.sc.gov, 803-734-5981.)
- **If a student received a standard accommodation** that is not specified in the IEP/504 Plan or ILAP accommodations 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 or ILAP accommodations 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 or ILAP accommodations plan team determines that:

- **the test administration is valid**, the online test score should not be invalidated. Remember to mark the appropriate accommodation code(s)—i.e., the code(s) for the accommodation(s) actually used—in the DRC INSIGHT Portal.
- **the test administration is not valid**, the school/district must invalidate the score by contacting the EOCEP Program Manager (Kirsten Hural). **The IEP/504 Plan or ILAP accommodations plan team must not base the decision to invalidate the test administration on their knowledge of the student's score.**

Failure to adhere to these procedures as soon as possible after test administration may result in monitoring and oversight by the SCDE.

General Test Security Policies and Procedures

Student and School Responsibilities for Maintaining Test Security

State Laws Apply to Computer and Paper Test Administrations

The South Carolina state law and the SCDE regulations provided at the beginning of the *TAM* apply to computer as well as paper test administrations. Additional policies and procedures are required to address the range of technology issues that accompany online testing. These policies and procedures establish that it is the responsibility of all school and district personnel who participate in the test administration, including the students, to protect the security of test materials at all times. In this context, test materials include all hardware and software systems that are required to implement an online test, in addition to paper test booklets, printed test tickets, etc.

Prohibited Student Behaviors

Most schools use one-to-one electronic devices for online test administration, which enables different types of student access, use, or exposure of secure and copyrighted test materials. Examples of student behavior that may jeopardize the security of test materials include, but are not limited to, the use of prohibited aids, arranging for someone to take the test in the test taker's place, communicating specific content of the test to other test takers, recording audio or video of the test or the test administration, posting test content to social media, taking pictures or screenshots, SnapChatting a test item, searching the internet or using AI to find an answer, copying responses from another test taker, texting during the test, whispers, signals, observing test questions in advance, etc.

Districts and/or schools must have test security policies and procedures. Districts and/or schools must have established policies and procedures regarding test security for all personnel and students involved before, during, and after a test administration. This includes steps to take if student cheating is suspected. Student cheating is defined as obtaining information through various dishonest or prohibited methods with the intention of improving a final score received on the test.

School Test Coordinators and teachers must be aware of the district and school procedures and apply them in the classroom during a test administration. Test Administrators should make reasonable efforts to ensure the integrity of test scores by eliminating opportunities for students to attain scores by fraudulent or deceptive means.

Schools must discuss test security with their students prior to the test. Schools must emphasize that students have the responsibility to protect the confidentiality of the statewide assessments, that all test materials are the property of the SCDE or the contractor, and theft of test materials or compromising the security or confidentiality of test materials through any means, such as copying, videoing, and sharing content, in any way, is against the South Carolina code of laws. Specifically, no one may reproduce, copy, record, distribute, broadcast, or share any part of the material presented to them during a test session. No one may disseminate, in any form, material that is similar to the items on the test.

Students and their parents/families/guardians must be told of the district's electronics and cell phone policy and the possible consequences of misconduct including, but not limited to, the invalidation of the test score, receiving a zero on the test, suspension or expulsion from school, an investigation by local police or the South Carolina State Law Enforcement Division (SLED) with possible criminal charges or other civil or legal sanction.

Student Cheating

If student cheating is suspected, the school and/or district must investigate and document these incidents. If the student cheating involves the use of any electronic device, such as a cell phone, a desktop computer, laptop, or any one-to-one electronic device or involves theft of test materials, the DTC must report the incident to the appropriate program manager in the Office of Assessment and Standards. The program manager will assist the DTC in determining the next steps to take depending on issues involved in the suspected cheating incident. Districts and schools do not have to report other forms of cheating to SCDE and should follow their district discipline policy in dealing with them. If cheating is confirmed, the STC may contact the testing contractor and the Office of Assessment and Standards to invalidate the test.

If cheating is confirmed after the test was scored, and a valid score was reported, contact the Program Manager in the Office of Assessment and Standards. 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.

Procedures for Investigating Cell Phone Violations

During statewide testing, students are not permitted to use, or be in possession of any electronic device (e.g., cell phone, smartphone/watch camera, PDA, or playback device, etc.) that could allow them to view, access, retain, or transmit information for any state-mandated assessment. Students who use an electronic device for medical purposes (e.g., glucose monitoring, cardiac monitoring) may be allowed access to the device(s) during testing.

Districts and schools must have a plan to collect and secure prohibited devices so that they are not accessible during testing. In the event a student fails to follow instructions for prohibited devices but **does not use it during testing, the TA and/or monitor must collect the device** if they become aware of its presence and should allow the student to continue testing. Enforce appropriate district and/or school disciplinary policies for this type of incident.

Cell Phone or Electronic Device Use Reported *During* Testing

If a TA, monitor, or STC discovers that **a student or students were using a cell phone** or other electronic device during a test, the following general procedures should be followed.

If a student is viewed with or using a cell phone or other prohibited electronic device during testing, the TA must stop the testing of this student and collect the electronic device from the student. If the student provides the school with the cell phone or electronic device, the student may also need to provide any password, facial recognition, or biometric-protected data needed to open the device. Failure to provide any password, etc. may automatically lead to invalidation of the test score.

Follow the test security guidelines implemented by the school or district. Notify the STC and the principal.

The STC should alert the DTC. **The DTC must notify the Office of Assessment and Standards (OAS) that a test security violation (TSV) occurred using a cell phone or other electronic device.**

A school or district IT staff person, or another educator who is experienced with or knowledgeable of the type of device and applications, must conduct a reasonable search of the cell phone or electronic device. The search would include the following:

- accessing open applications, text messages/various messaging apps (e.g., Messenger, WhatsApp, etc.);
- accessing social media sites (e.g., SnapChat, Instagram, TikTok, Twitter, Facebook, etc.);
- looking for recent, deleted, and hidden photos;
- searching for other electronic communications and support applications (e.g., Notes, Translate, Google Photos, Google Drive, Dropbox, Photomath, CyMath, etc.);
- searching recent history on web browsers (e.g., Chrome, Safari, Firefox, etc.) noting that there may be more than one browser on the device;
- checking for multiple student profiles — students may have one profile their parents monitor and another profile the parent(s) do not know about; and
- checking for discussions of items, pictures of the class, images of test forms, test items, answers to item questions, or anything associated with testing.

Procedures if Cheating or Test Exposure is Verified

- After examining the phone, any messages, texts, or images found on the cell phone, which show test items or test content, must be documented. Copies of the prohibited information must be sent to the OAS.
- **Cheating or test content exposure will result in the invalidation of the student's test score.** Enforce any additional school or district policies on cheating, such as suspension, expulsion, or other actions as outlined in the district discipline policy.
- If prohibited data is found on the student's cell phone, or other prohibited electronic device, the STCs and DTCs must follow the procedures outlined in the *TAM* for investigating and reporting a Test Security Violation.

Cell Phone or Electronic Device Use Reported (Suspected) After Test Session is Completed

If the TA, STC, or other educator learns that a test security violation involving a cell phone or electronic device is suspected, but not yet confirmed, the STC must begin a thorough investigation of the circumstances surrounding the incident. If there is sufficient reason, the STC and/or principal must ask the student(s) to turn in the cell phone(s) or electronic device for examination. Follow the test security guidelines implemented by the school or district regarding parent notification and confiscation of cell phones or other electronic devices.

If the student provides the school with the cell phone, the student may also need to provide any password, facial recognition, or biometric-protected data needed to open the cell phone or electronic device. Failure to provide any password, etc. may automatically lead to invalidation of the test score.

If the student and/or parent does not willingly provide the cell phone to school officials for an examination, the school should follow district policies and procedures for handling this situation. One option is to contact district lawyers, or local law enforcement, about the test security incident and request their assistance in obtaining the phone or device in question. If needed, the district should read or send a copy of the test security laws and regulations to the police representative. The police or the school/district may analyze the cell phone or electronic device for theft of test content using the information below as a guideline.

Conduct a thorough search of the phone or device. A school or district IT staff person, or another educator who is experienced with or knowledgeable of the type of device and applications, must conduct a reasonable search of the cell phone or electronic device. The search would include the following:

- accessing open applications, text messages, and messaging apps (e.g., Messenger, WhatsApp, etc.);
- accessing social media sites (e.g., SnapChat, Instagram, TikTok, Twitter, Facebook, etc.);
- looking for recent, deleted, and hidden photographs;
- searching for other electronic communications and support applications (e.g., Notes, Translate, Google Photos, Google Drive, Dropbox, Photomath, CyMath, etc.);
- searching recent history on web browsers (e.g., Chrome, Safari, Firefox, etc.), noting that there may be more than one browser on the device;
- checking for multiple student profiles—students may have one profile their parents monitor and another profile the parent(s) do not know about; and
- checking for discussions of items, pictures of the class, images of test forms, test items, answers to item questions, or anything associated with testing.

Procedures if Cheating or Test Exposure Is Verified

- After examining the phone or electronic device, any messages, texts, or images found on the cell phone that show test items or test content must be documented. Copies of the prohibited information must be sent to the OAS.
- **Cheating or test content exposure will result in the invalidation the student's test score.** Enforce any additional school or district policies on cheating such as suspension, expulsion, or other actions as outlined in the district discipline policy.
- If prohibited data is found on the student's cell phone, smart watch, or other electronic device, the STCs and DTCs must follow the procedures outlined in the *TAM* for investigating and reporting a test security violation.

Test Item Security

EOCEP test items are secure. It is not permissible for any school or district personnel to open test booklets or to 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 an oral or signed administration of a test.

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

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

Test Security Agreement Forms

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

The DTC/STC and TA test security agreement forms are provided in **Appendix A** or they can be downloaded from the test security link: <http://ed.sc.gov/tests/assessment-information/test-security/>. The forms are perforated for easy removal and may be copied. The SCDE Test Security Agreement Form must be utilized even if a district-created form is also used.

Test security forms must be signed and returned to the DTC after each person has participated in EOCEP training. The STC must keep the signed copies of the test security forms in their possession until after the testing cycle is complete. If an SCDE monitor visits a school, they will ask to see the signed documents. DTCs and STCs may use electronic or digital signatures as an acceptable legal alternative to the written signature for the Test Security Agreement forms. **The DTC is responsible for collecting and storing the forms for five years.**

Online Technology Requirements

The *DRC INSIGHT Supported System Requirements* document provides a detailed description of supported devices and operating systems. This document is located on the DRC INSIGHT Portal (<https://sc.drcedirect.com>). Only supported devices and operating systems may be used for online testing. Districts are responsible for ensuring test security on all testing devices.

Security Guidelines 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. **It is highly recommended that a partition and/or folder be placed around each testing device screen or a privacy filter be placed on each screen to eliminate any possibility of students looking at other testing device screens. Workstations should be separated by enough space to restrict students' ability to view adjacent workstations.**

Testing devices must be district- or school-owned. Student-owned desktops, laptops, and tablets may not be used for testing. 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, all tests are fully exited, and all devices are powered off completely as each student completes testing.** Students must have no opportunity to leave the testing room with a device in a mode that might allow the student to re-enter the test outside of the testing room.

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 closely observe students to ensure that they look only at their testing device and not another student's screen.

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, other students, or any other school personnel.

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

The English 2 Writing and Reading sections have separate test tickets. STCs and TAs must ensure that students receive the correct ticket for the section being administered. English 2 Writing and Reading tickets must not be passed out on the same day unless the school has been approved for administering both sections on the same day. Test tickets must be held by the STC in a secure location until the day that the test is administered.

For students testing online who require a large-print accommodation, graphic descriptions are embedded within the item for some subjects. A secure large-print supplement is no longer required.

Security Checklists

Using Electronic Security Checklists

Electronic security checklists are used to sign out and sign in secure printed materials during test administration. They can be downloaded from the DRC INSIGHT Portal (<https://sc.drctdirect.com>) by completing these steps:

1. Select the View Reports tab from the Report Delivery menu option.
2. Enter the appropriate search criteria and click on Show Reports.
3. When the security checklist has been located, select the save button under the Action column. Save the file as an Excel spreadsheet, using the school's School Identification Number (SIDN), School Name, Program, and "Security Checklist" as the file name. For example, "9999999 Middleville High School EOCEP Security Checklist."
 - The information on the spreadsheet may be sorted as needed.
 - The security checklists may be used electronically and returned to DTCs in electronic format or they may be printed and returned via hard copy.
 - Log additional materials received using the blank rows at the bottom of the spreadsheet. Information for make-up testing can also be logged using blank rows below additional materials.
 - A sample electronic checklist is provided below.

	A	B	C	D	E	F	G
1	Material Description	Security Code					
2	USHC Test Booklet(s)	94900126					
3	Algebra 1 Test Booklet(s)	91900211					
4	Biology 1 Test Booklet(s)	93900121					

- Instructions on how to use the security checklists can be found as a separate document on the DRC INSIGHT Portal.
- Security checklists, like seating charts, can be returned electronically via email or SFTP site. For instructions on how the DTC can return the security checklists electronically, please see the document titled "SFTP Instructions for DTCs" posted on the DRC INSIGHT Portal.

Note: For all other online testers, the only secure paper materials will be test tickets, which are listed on the online testing roster (see the section, "Security for Online Testing"), and scratch paper containing student writing.

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. EOCEP tests must be administered as soon as possible after coursework is completed.

To meet federal accountability requirements, the EOCEP in English/language arts, mathematics, and science must be administered to all students.

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 MLs, charter school students (including virtual charter schools), and students who are incarcerated.

Special Groups of Students

Students with Disabilities—Students with disabilities must participate in EOCEP 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.)

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.

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.

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.

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. Homebound students may be tested online with a district-owned laptop or with paper test booklet by request.

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.

Multilingual Learners (MLs)—MLs enrolled in courses in which the curriculum standards corresponding to EOCEP subjects are taught must take the appropriate tests. See **Appendix D** for more information.

Foreign Exchange Students—Foreign exchange students who meet the EOCEP eligibility criteria must participate in EOCEP testing.

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.

VirtualSC 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. Scores are applied to the report card for VirtualSC.

To ensure that scores are reported for VirtualSC, select "B-SC Virtual School Program" in the precode menu for Instruction Type. If this information is precoded for students, no further action or coding is required. If this information was not precoded, complete the following steps in the DRC INSIGHT Portal:

- First, a Test Session must be created for the student or the student must be entered into an existing Test Session.
- Select VirtualSC in the Testing Codes tab in the Edit Student window of the DRC INSIGHT Portal (see the *DRC INSIGHT Portal User Guide* for example).

Alternative Window

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). DTCs may request approval for testing students outside the district testing window by submitting a completed Alternative Testing Window Application. The application form can be found on the EOCEP webpage under Additional Resources and Information (<https://ed.sc.gov/tests/high/eocep/>).

Alternative Testing Windows may not be used for standard make-up testing. Make-up testing must be built into the district's testing window. Please submit the Alternative Testing Window Application at least **one week** in advance of the requested testing dates.

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.

This proviso also describes policies and procedures regarding enrollment, funding, and educational services for students enrolled in Residential Treatment Facilities. A pdf of this proviso, titled "Residential Treatment Facilities," is posted on the EOCEP website, under Additional Resources, at <https://ed.sc.gov/tests/high/eocep/>.

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, test booklets for any paper testers 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 responsible for providing any required test administrations. Districts must ensure that certified professionals administer the tests and that these individuals are properly trained for the specific test administration. Testing must be conducted during the published schedule for the specific test 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.

For any students who need a paper test, districts are responsible for obtaining all required test materials for the student and for the packaging, distribution, and receipt of all test materials in a safe and secure manner. The online test may be administered on a district-owned laptop computer that has both the Central Office Services-Service Device and the DRC INSIGHT test engine installed. If the EOCEP is administered at the RTF facility, printed 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. If the district has chosen alternative #3 above, the student may be tested online at a district school.

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. Testing outside of the United States is not permitted. **Districts must notify the Office of Assessment and Standards, 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.**

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. report the student on the "Students Not Tested Report" if the district fails to test the student. A score of zero must be included as 20% of the student's final course grade.

For any students who need a paper test, 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.

Testing Dates

As stated in the State Board Regulations, all schools must administer tests during the testing window. 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. See page 22 for testing in an Alternative Window.

Parent Notification – Procedures for School and Districts

Preparing students and parents **in advance** for the EOCEP is important.

DTCs/STCs/Principals must notify students and their parents or guardians regarding the assessments their children will be administered and the policies and procedures that apply to the statewide test administration. Messages to parents should include the information below as well as any other procedures that will be in effect during testing.

- Provide parents the test schedule including the dates and times each subject will be administered. Test dates and times must be posted in a prominent place on the school's website no less than 30 days before testing begins.
- DTCs must approve school test schedules. STCs/DTCs are required to complete DRC's Google form listing school test dates and times.
- 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.

- **IMPORTANT!** 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. **Please note that in recent years the number of Test Security Violations due to student use of cell phones during testing has increased substantially.** Parents should be provided a copy of the district's electronic devices policy, including the disciplinary consequences if students are caught using a prohibited electronic device during testing.
- Parents should be notified **in advance** that doctors' appointments and other out-of-school functions should not be scheduled during testing hours.

Districts should notify parents that the SCDE provides assessment brochures, sample score reports, and *Score Report User's Guides* which may be helpful to parents. DTCs and STCs must ensure that these resources are made available to parents.

Parent Resources Webpage

A student and parent Webpage is available to assist parents who are individuals with a disability as defined by the ADA (<https://ed.sc.gov/tests/assessment-information/student-and-parent-resources/>). Foreign language translations of Individual Student Reports (ISRs) and the Parent and Student Brochures are available to parents directly from this Webpage.

Parents who require other alternate formats including additional translations not provided, Large Print, Braille, or oral accommodations for these documents may complete the Parent Resources Request Form located on the Webpage.

The Student and Parent Resources Webpage also provides an email link for parents who may have testing questions for the Office of Assessment and Standards.

DTCs and STCs are required to ensure that parents are made aware of the multiple versions available and must post a link to the Student and Parent Resources Webpage on the school's Webpage.

Testing Hours, Breaks, and Student Activities During Testing

Test Durations

The EOCEP tests are not timed. Students should be given as much time as they need to complete each test. The SCDE recommends that students take only one EOCEP test per day. EOCEP tests **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. **Failure to provide sufficient time for students to complete the test is a test security violation.** See page 82 for procedures to follow if students are to be given a break during testing.

Shown below are the statewide 75th percentiles for test duration for all operational EOCEP tests administered during fall/winter 2022–2023. DTCs/STCs should use this information to schedule testing blocks accordingly. Field testing is often conducted during the spring administration which increases the length of the tests by about 6–10 items. Field test items are not included in the student's score. Two-hour blocks may not be sufficient for some subjects or groups of students. **Testing sessions late in the day must be avoided.**

- 75% of testers completed the USHC EOCEP test in 1 hour and 35 minutes.
- 75% of testers completed the Biology 1 EOCEP test in 1 hour and 39 minutes.
- 75% of testers completed the English 2 Reading section in 1 hour and 44 minutes.
- 75% of testers completed the English 2 Writing section in 1 hour and 46 minutes.
- 75% of testers completed the Algebra 1 EOCEP test in 1 hour and 51 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 independent activities to engage students while waiting for other students to finish a test. Students should not be allowed to talk or 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. **Students are *not* allowed to use electronic devices for these activities.**
- After they are finished with the test, students are not allowed to use any electronic device that was used for testing. The TA must ensure that the testing device is fully powered off and put away.
- 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 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.

Multiple Tests Per Day

The SCDE does not recommend administering more than one subject or subtest per day; however, there are exceptions. Students who attend a full-time virtual school or program must test face-to-face in a facility arranged by the school. These students may be administered more than one test per day to minimize the number of trips parents must travel to a site that is not close to the student’s home. If a student has missed most of the district testing window, due to a lengthy illness or serious injury, the school may administer two make-up tests in one day, provided the student is well enough. Additionally, the Program Manager for EOCEP may approve the administration of multiple tests per day for special circumstances.

End-of-Course Examination Program (EOCEP) Requirements for Calculator Use in 2024–2025

The Desmos calculator is the recommended calculator for EOCEP Algebra 1 and Biology 1 assessments. The Desmos calculator is built into the online test engine. Using the Desmos calculator will reduce security risks and the burden on test administrators to clear memories on hand-held calculators before and after testing. Desmos can be accessed for free at www.desmos.com and used by students during daily instruction. For more information on the differences between the free online Desmos calculator located at www.desmos.com and the Desmos testing calculator embedded in the EOCEP Algebra 1 and Biology 1 tests visit <https://www.desmos.com/testing/southcarolina>.

Online Calculators

Students taking the Algebra 1 and Biology 1 tests will have access to both the Desmos scientific and graphing calculators.

Hand-held Calculators

Students may use a scientific calculator or one of the graphing calculators listed below during the Algebra 1 and Biology 1 tests after following the “Procedures for Using Hand-held Calculators” below. A graphing calculator most closely matches the functionality of the online Desmos tool. Calculators must *not* have a Computer Algebra System (CAS).

Allowed hand-held graphing calculators (**No other** graphing calculator may be used.):

- Texas Instruments: TI-73, TI-83 series (all), TI-84 series (all), TI-Nspire, TI-Nspire CX, TI-Nspire CX II, TI-Nspire with TI-84 touchpad (The TI-Nspire with TI-84 touchpad must have the TI-84 touchpad installed during testing.)
- Casio: fx-9750GIII, fx CG50 PRIZM
- NumWorks: NumWorks graphing calculator
- Students who are blind and/or have visual impairments may use the Orion TI-84 Plus Talking Graphing Calculator with the Accessibility Attachment or the Orion TI-30XS Talking Calculator, as determined by the student’s IEP or 504 plan. When using these talking calculators, students must use headphones or receive an individual administration.

Procedures for Using Hand-held Calculators

To avoid test security violations and to ensure validity of the test scores, hand-held calculators must have the most up-to-date operating systems and must be cleared as described.

Checking the Operating System

The most up-to-date, manufacturer’s operating system must be installed on all hand-held calculators. Before testing, each calculator must be checked by the School Testing Coordinator (STC) or the Test Administrator (TA) to ensure compliance. The operating systems must be *greater than or equal* to the following:

- TI-73: 1.91
- TI-83: 1.19
- TI-83 Plus, TI-83 Plus Silver Edition: 1.19
- TI-84 Plus, TI-84 Plus Silver Edition: 2.55
- TI-84 Plus C Silver Edition: 4.2
- TI-84 Plus CE: 5.8.1
- TI-84 Plus CE Python: 5.6
- TI-Nspire using TI-84 Plus touchpad: 2.55
- TI-Nspire CX: 4.5.5
- TI-Nspire CX II: 6.2
- Casio fx-9750GIII: 3.7
- Casio fx-CG50 PRIZM: 3.8
- NumWorks: 22.0.0

Clearing the calculator memory, data, applications, and programs

The STC or the TA, *not* students, must clear all calculators (i.e., scientific, and graphing) **before** and **after** testing. **All memory, data, applications, and programs must be deleted from RAM and Archive.** (The “Finance” App on TI calculators is part of the operating system and cannot be deleted.) Directions for clearing calculators can be found on the manufacturers’ websites. The district or school must locate and distribute the clearing directions.

Test Mode for TI-Nspire CX and TI-Nspire CX II:

The TI-Nspire CX and TI-Nspire CX II must be put into Test Mode to disable sliders and prevent access to data stored on the calculator. The directions for placing the TI-Nspire CX and TI-Nspire CX II into Test Mode are on the TI website here: <https://education.ti.com/en/high-school-state-test-map>.

Exam Mode for Casio Calculators:

All Casio calculators must be placed into Exam Mode. The directions for Exam mode are:

- Press [SHIFT]+[AC] (Off)
- Hold [COS], [7], and [AC/ON] to power up the device with the Exam Mode prompt
- Press [F1] (Yes), then [F2] (Continue?)

Test Mode for NumWorks:

The NumWorks graphing calculator must have the memory cleared and be put into Test Mode to disable Exact results, Equation solver, and Advanced graphing. The directions for placing the NumWorks graphing calculator into Test Mode are on the NumWorks website here: www.numworks.com/calculator/exams/south-carolina/.

Additional Steps for Student-Owned Calculators

Students must agree to the following steps before being allowed to use their personal calculator:

1. Students should back up any data, applications, or programs they wish to save.
2. Students must turn in their calculator at least 24 hours before testing to allow the STC or TA to verify that an up-to-date manufacturer’s operating system is installed and to clear the calculator as described in the previous section.
3. The school must maintain possession of the calculator until testing.
4. When the student completes the test, the TA must collect and keep the calculator until it has been cleared as described in the section above.

If you have any questions, please contact Lori Washington at lwashington@ed.sc.gov or Kirsten Hural at khural@ed.sc.gov.

Policy on Use of Electronic Devices

During testing, students may not be in possession of any **electronic or other device** that can be used for communicating, timing, creating images, or storing images. These devices include, but are not limited to, cell phones, media players, tablets, smart watches, electronic readers, headphones, stop watches, electronic translators, handheld devices, or any electronic imaging or photographic devices.

The district and school should have procedures in place for the collection of these devices prior to the beginning of testing. Prohibited electronic devices, including cell phones, may only be returned to students after all students in the test session have completed testing. It is strongly suggested that TAs remind students immediately upon entering the testing room that no electronics are allowed during testing, and ask for them to be placed in the designated location. Before passing out test session tickets,

or any other testing materials, TAs and Monitors should repeat that all electronics must be placed in the designated location. Finally, while reading the Test Administration Directions, the TA should state that electronics must be placed in the designated location. Students are not permitted to have any papers in the sleeves or covers of their testing devices. Schools should have policies in place for TAs and monitors to check testing-device covers for papers.

All electronic devices **used for testing** must be completely powered off once the student has completed testing, and must remain powered off until all students have been dismissed from the testing session.

This restriction does not apply to devices documented for use in a student's IEP, 504 Plan, or Individual Health Plan such as medical devices for monitoring diabetes or headphones or earbuds needed for an oral administration. During testing these devices should be used in the same manner in which they were utilized in the classroom each day. In the case of a student with diabetes who is using a device for continuous glucose monitoring, the device (cell phone, meter, transmitter, etc.) may be kept on the student, on the student's desk or on the teacher's desk depending on the type of device. In the case of cell phone usage, the teacher should monitor that to ensure the phone is used only to monitor the glucose levels. If the student's blood sugar level drops, the student must be allowed to take precautions that the student would normally need to do such as eat, drink or leave the room to get assistance from the school nurse.

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 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 between students is necessary to increase test security and to reduce distractions. For online testing, the placement of partitions around testing device screens or the use of privacy filters on screens is highly recommended.
- Classrooms and computer labs should be quiet and free from interruptions or distractions of any type. **Appendix A** includes a "Do Not Disturb" sign for classroom use; it may be removed from this manual and taped to the outside of the classroom door.
- Students who are not participating in testing should not be permitted in the hallways outside of testing rooms.
- **TAs may only use their cell phones in the case of an emergency. TAs may not use cell phones to communicate with the STC about testing. Monitors can be utilized to pass information to the STC.**
- **Unless a TA is planning to use the Test Monitoring Application, TAs and monitors must not work or communicate on a desktop, a laptop, tablet, phone, or similar device during a test administration. Any electronic devices must be silenced during testing. TAs and monitors should be actively proctoring students throughout the test session.**

- **When TAs use the Test Monitoring Application:**
 - **A monitor is always required in the testing room, and**
 - **Even with the use of the Test Monitoring Application, TAs are required to ACTIVELY MONITOR students during testing.**
- Classrooms, computer labs, and halls must be inspected prior to testing to ensure that all subject-related materials have been covered or removed from walls, bulletin boards, doors, desks, floors, ceilings, or windows. Word walls, maps, globes, charts, and subject-related mobiles must be taken down or covered during testing.
- Windows in the doors of testing rooms must be uncovered so that testing can be monitored without disturbing test administration or the students.
- **Note:** For all individual administrations, it is preferable to have both a TA and a monitor present. If this is not practical, the school should attempt to administer the test in a location where the TA and the student can be observed by others (e.g., through a window or in a computer lab).
- If a school chooses to administer the test in a large-group setting, the following monitor guidelines must be followed:
 - When the number exceeds thirty-five students in a room, a monitor must be added.
 - A monitor should be added for each additional thirty-five students.

Universal Design and Universal Supports

EOCEP adheres to the principles of universal design and universal supports.

Universal Design describes a framework for curriculum design, instructional processes, and assessments that provides all students with equal opportunities to learn and to demonstrate what they have learned. The impetus behind universal design is to provide access to the greatest number of students during assessment. Universal design benefits all learners as it incorporates flexibility to meet the diverse needs of a wide range of students.

Universal Supports are based on the premise that each child in school is a part of the population to be tested and that testing results should not be affected by disability, gender, race, socioeconomic status, or English language ability. Universal supports are not intended to eliminate individualization, but they may reduce the need for certain accommodations and various alternative assessments by eliminating access barriers associated with the tests themselves. Universal supports are available to all students taking state assessments in order to address their individual accessibility needs. These supports may be embedded in the online test or provided by test administrators during testing. Universal supports do not affect the construct being measured by the assessment. If something is considered a universal support, it does not automatically mean that every student **must** receive it, but that all students will have access to it.

Provided that students have become familiar with the appropriate use and availability of universal supports, these should reinforce students' abilities to demonstrate their knowledge and skills. Educators must ensure that students have opportunities to practice using universal supports and must help students determine when a support may be useful and appropriate. Making connections between learning strategies used during instruction and similar universal supports available on the assessment may help students decide which supports are appropriate and when to use them.

Universal Supports and Test Security Violations

Students may utilize any universal support as a daily instructional accommodation. All universal supports that are used in daily instruction as an accommodation should be considered a documented allowable accommodation on a state assessment. Failing to provide a student with the universal support for access to the assessment may result in a test security violation.

Universal Supports Tools

- **Audio Aids**—A tool that the students can use to amplify or diminish sound. Audio Aids include amplification devices, noise buffers, non-Bluetooth headphones, noise-canceling headphones (non-Bluetooth), or ear plugs.
 - Cochlear implants that are connected to Bluetooth are allowable and do not require a Special Circumstance request.
 - The student uses an amplification device typically used during instruction.
 - The student uses a noise buffer (e.g., headphones, earbuds, ear plugs) to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the assessment.
- **Colored Overlay**—A tool that the student can use that changes the contrast between the text and the background color.
 - Online test: students can select this tool from menu.
 - Paper test: students can use full-page or partial-page semi-transparent colored overlay (provided by the school) that is used during regular instruction.
- **Highlighter**—A tool that the student can use to mark specific text in the test booklet or on their scratch paper.
 - Online test: student can select highlighter tool from menu.
 - Paper test: student may use their preferred writing tool to mark specific text in test booklet.
- **Low-Vision Aids**—A tool that the student can use to guide his or her eyes while reading text on the screen or test booklet; a tool that the student can use to increase the size of the graphics and text.
 - Online test: students may select the magnifier tool or the line guide tool from menu.
 - Paper test: students may use a low-vision device [e.g., handheld magnifier, magnification device (must not require internet access for use), blank-line ruler or blank tracking device, non-calibrated ruler].
- **Scratch Paper**—A tool that the student can use for notes, drafts, and diagrams.
 - The paper can be a blank sheet, grid paper, wide-ruled paper, braille paper, abacus, raised-line paper, bold-lined paper, raised-line grid paper, blank number line (absent of pre-printed numeric or algebraic notation), or colored paper.
 - Scratch paper with student writing is considered a secure test material. Test administrators must collect used scratch paper. Used scratch paper must be handled in accordance with state test security policy.

- **Ergonomic or Corrective Writing Tools**—A tool that the student can use to add in ease of writing or typing.
 - Tools used during regular instruction including pencil grips, large-diameter pencils, and non-traditionally shaped pencils.
 - The writing tool used on the test booklet is irrelevant.
 - The student may use any writing tool on scratch paper; it does not have to be a number 2 pencil.
- **Silent Breaks**—A tool that refers to planned, short breaks during testing based on a student’s specific needs (e.g., fatigues easily, overly anxious, sensory needs).
 - Students may take breaks as needed.
 - Students must remain in the testing environment for silent breaks and engage in activities that will not disturb or distract other test takers.
 - There should be minimal interactions with other students.
- **Repeated Directions**—A tool that allows for TAs to reread, sign, cue, or communicate through a sign language interpreter or translator directions from the *TAM* or script.
 - Allow students to ask questions about directions and procedures; you may not answer questions about test items.
 - 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.

District/School Guidelines for Disruptions

Schools should have policies and procedures in effect for classroom disturbances that interrupt testing. In addition to technology challenges, such disruptions could include unruly students, students who sleep during the test, students who refuse to 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.**

Contingency Plans for Technology Challenges

TAs should know what to do in the event of technology challenges, such as computer malfunction or internet service interruption. South Carolina law mandates that districts be allowed to request paper test booklets in the case of extreme weather or other disruptions. See **Appendix B** for actions to take in various online testing scenarios.

- **Computer or software malfunctions**—Schools and/or classrooms should have extra computers or testing devices available. An IT person/resource should be available to assist TAs. If testing cannot continue due to the technology malfunction, the student(s) may resume testing at a later date. In this situation, the DTC has the authority to unlock student test tickets.
- **Power or Internet service interruption**—If service cannot be recovered in the same day, students may resume testing at a later date. In this situation, the DTC has the authority to unlock student test tickets.

Fire Drills, Bomb Threats, Power Failure, Storms

If a **fire drill or bomb threat** occurs during testing, TAs should collect online 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 and Standards 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.

Student Injury

Students who suffer injuries may be scheduled for make-up testing if the condition warrants this delay. If a student cannot enter responses into the online system because of an injury, such as a broken arm or serious concussion, testing may be delayed until the make-up days and **the student may be offered 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 testing device 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**.

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 and Standards to discuss possible alternative test dates.
- 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 testing device used by the student and use the following steps:
 1. Select **Pause**.
 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 **End Test/Submit**, or if the student needs to finish testing on another day, refer to page B-5 for more information. The STC should add the sick student's name to the make-up roster.

Transfer Procedure for English 2

If a student must transfer schools after completing either Writing or Reading, review the following procedures to ensure the student receives a score after completing the rest of the English 2 test.

Note: A student must test both sections of the English 2 test via the same test mode (online or paper test), even if the student transfers to another school/district in the middle of English 2 testing. Instances of a student testing English 2 via two different test modes will be handled on a case-by-case basis by the SCDE and DRC, as is done for SC READY. Students must attempt BOTH Writing and Reading to receive a score for English 2.

IMPORTANT! Please use the English 2 test ticket posted in the DRC INSIGHT Portal. **DO NOT create a second student profile under the new school.** This will cause a student violation. Contact the SCDE Program Manager right away and report the situation.

Online Testing Transfer

1. The DTC from the impacted district(s) contacts the SCDE to inform them of the student transfer and provides the SCDE with the student name, the SIDN where the student scores should be reported, and the name and email address of the STC who will be printing the test ticket.
2. The SCDE contacts DRC and gives them authorization to deliver the student test ticket information to the new school and also provides DRC with the reported SIDN for the student in question.
3. DRC will securely post the student test ticket information via the DRC INSIGHT Portal for the (new) DTC or STC to access. DRC will also update the student record within the DRC INSIGHT Portal to reflect the reported school SIDN.
4. Preliminary scores for this student will be available for the tested (origin) and reported school SIDN, per usual, for English 2.

Technical Issues During Testing

Appendix B of this manual provides additional guidance on technical issues that may occur during online testing. The appendix provides guidance on topics such as technical troubleshooting, pausing testing, handling the loss of Internet connectivity, unlocking student tests, missing accommodations, and other information. DTCs, STCs, and TAs must review **Appendix B** before testing.

Test Administration Manual (TAM)

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

- The *TAM* includes both online and paper testing information.
- Printed copies of the *TAM* are shipped directly to schools.
- The *TAM* is **not** a secure document.
- **TAMs should be distributed to STCs and TAs as soon as possible after receipt.**
- STCs and TAs must read the *TAM* prior to the pre-test 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.** The online test administration directions begin on page 57. The paper test administration directions begin on page 79.
- 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.

DRC INSIGHT Portal User Guide

- The *DRC INSIGHT Portal User Guide* provides instructions for the online interface for the administrative functions of the online test engine.

Secure Materials

Secure test materials for online testing include:

- any test session ticket or testing roster printed through the Portal, or any documentation containing student usernames and passwords for online testing. Secure materials, including student usernames and passwords, should not be transmitted by email or nonsecure fax;
- all test booklets and all customized materials including braille and large-print test booklets, oral/signed administration scripts (OAS/SAS), and Braille Test Administrator's Notes (TA Notes); and
- any papers or materials with student writing or responses (e.g., brailled or typed responses, scratch paper for tests).

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 and make-up testing sessions. TAs must not receive test materials until the day of the test (including online Test Session Tickets).

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 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/signed administration scripts.

IMPORTANT! 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.**

Preparing Students for Online Testing

All students who will be testing any subjects online should complete the Online Tools Training (OTT) and tutorial **prior to** the first day of online testing. The online tutorial is a narrated video that helps students and Test Administrators become familiar with all aspects of online testing. Students and Test Administrators can access the tutorial link from the main DRC INSIGHT Online testing page available at <https://wbte.drcedirect.com/SC/portals/sc>.

The OTTs simulate online testing and allows students to become familiar with the online test environment, the suite of online testing tools, and the types of technology enhanced questions they will encounter on EOCEP tests. They contain sample test questions to help students and Test Administrators become familiar with the tools and features available during online testing. The OTTs are available on DRC INSIGHT Online testing page. Both standard and accommodated versions of the OTT are available publicly by using the Google Chrome browser: <https://wbte.drcedirect.com/SC/portals/sc>.



TA Preparation for Oral/Signed Administrations

TAs may *not* review the online version of the test. Schools should have students who will be using online oral/signed administration accommodations complete the TTS or VSL versions of the Online Tools Training (OTT) prior to the operational window to ensure that this accommodation is operating correctly and that students have an opportunity to become familiar with its use.

To prepare for an oral/signed administration of a paper test, the TA may review the *Oral/Signed Administration Script* up to two days during the week prior to the administration of the subject-area test. Review sessions must be coordinated by the STC and held at the school with no students present. Review sessions must comply with all test security procedures. For signed administrations, it is the school's responsibility to allow unencumbered time for the sign language interpreter to plan the signed administration in advance.

Dictionaries and Thesauruses

Students are not allowed to use a dictionary or thesaurus on the EOCEP tests. **Note:** MLs may use a word-for-word bilingual dictionary during all EOCEP tests (see **Appendix D** for details).

Seating Charts

TAs are required to create a seating chart for each testing session showing the testing locations of all students in the classroom. To assist TAs with this task, a seating chart PowerPoint template is provided on the DRC INSIGHT Portal (<https://sc.drcdirect.com>). The PowerPoint includes templates for several configurations, as well as instructions for creating a seating chart with a different configuration. Alternatively, TAs may create their own seating charts using another format. Each seating chart should contain the following identifying information: district, school, test date, subject (specifying which section for English 2), and TA name (first initial, last name). Each student's location within the classroom or computer lab should be labeled, using the student's first initial and last name. TAs can utilize the students' test form assignments on the Online Testing Roster for determining seating chart assignments. Students with the same test form number should not be seated next to one another. Seating charts are not secure testing materials, but must be returned to the contractor electronically via email to scproject@datarecognitioncorp.com or by posting them to the SFTP site. For instructions on how the DTC can return the seating charts electronically, please see the document posted to the DRC INSIGHT Portal titled "SFTP Instructions for DTCs."

Administration Directions

TAs must read the administration directions for each test; the online test administration directions begin on page 57 of the *TAM*. The paper testing administration directions begin on page 79. 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.

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 administering the test. TAs may clarify test directions; TAs may not assist with actual test items. It is essential that all TAs follow the established administration procedures in order to ensure fair and accurate test results.
- 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.
- Monitors in classrooms are highly recommended to assist TAs with the monitoring of online test administrations.
- TAs should set up the seating for online testing to provide maximum privacy for each student. The ability for other students to view classmates' screens will depend upon the size and type of monitor, the proximity of students to each other, and other variables such as whether students are seated together at long tables. TAs must carefully consider the classroom environment and determine what additional measures, such as privacy screens, partitions, 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, partitions, spacing, and other measures are implemented as needed.**
- Some school networks have software installed that allows the TA's computer to display what is on a student's monitor. While appropriate for an instructional setting, viewing the test or test items is a test security violation.
- Student access to and use of testing devices 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.

- TAs must 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 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.
- Testing rooms should have extra computers or testing devices available if technology problems occur. An IT person/resource should be available to assist the TAs with technology problems.
- Student test tickets should be collected after students have logged in and begun testing. If the test tickets have been printed on paper that is distributed to students for scratch work, they may be collected when students finish 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.
- **IMPORTANT!** There are separate test tickets for the English 2 Writing and Reading sections. TAs must ensure that students receive the correct ticket for the section being administered.
- The following types of reference materials should not be used during any test administration: teacher-made word lists, spelling lists or books, wall lists, and other alternative types of reference books. Also prohibited are teacher or student-made formula sheets or note cards, multiplication charts, and manipulatives. Computerized dictionaries and thesauruses are not allowed during testing.

Active Monitoring

Active monitoring is a critical component of proctoring state tests. Student cheating by covert use of a cell phone to access Artificial Intelligence programs has increased dramatically in the last two years. **Active Monitoring is the most effective means of preventing prohibited student behaviors.**

- TAs and monitors should quietly move around the classroom, walking up and down the aisles to check that students are following the directions for selecting answers in the online test.
- TAs and monitors should observe students, including their hands and testing devices, from all angles. It is easy to miss students' covert use of cell phones.
- TAs and monitors may not read or grade papers during test administration.
- TAs and monitors may only use cell phones for emergencies.
- 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. TAs must not work on a desktop, a laptop, tablet, or similar electronic device, and all electronic devices must be silenced during testing unless the TA is planning to use the Test Monitoring Application.
- TAs and monitors should be alert and on the lookout for any prohibited student behaviors, such as copying from other students, student talking, or students browsing the Internet on the testing device. 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 in classrooms are highly recommended to assist TAs with the monitoring of online test administrations.
- **Monitors in hallways where testing is occurring are required, and must assist TAs in communicating with the STC.**

Unlocking Test Tickets

- DTCs have the authority to unlock test tickets in certain situations (see **Appendix B**):
 - when testing is interrupted due to student illness or a power/internet outage and must be made up at a later date.
 - when a student test becomes locked accidentally, and the student will resume testing the **same day**.
 - when a student has an IEP or 504 Plan that specifies testing over multiple days as an accommodation (see **Appendix C**).
- STCs do not have the authority to unlock test tickets, and DTCs must not give unlock permission (in the DRC INSIGHT Portal) to STCs.

For Paper Testing

- TAs and monitors should make sure that students receive the correct printed test materials and that they are recording their responses directly in the test booklet.
- TAs and monitors should make sure students stop at the end of the English 2 - Writing section. TAs may remind students not to proceed to Reading in the test booklet. When Reading is administered, TAs and monitors should make sure students do not go back to work on their Writing responses.
- Monitors may not be “left in charge” of a test administration or left in a classroom with test materials.

Test Materials for Online Testing

Materials Supplied by the Schools

- **Blank or lined scratch paper** may be provided to students for any of the test subjects. Students must only use scratch paper distributed by the TA. The TA is responsible for ensuring that **all** scratch paper, whether used or not, is collected after the student completes testing. Scratch paper with student writing is a secure material, but TAs should pay particular attention to the distribution and collection of scratch paper for the English 2 Writing section. It is recommended that schools develop a process for keeping track of the distribution and collection of scratch paper for the English 2 Writing section.
- Graph paper is no longer sent to schools for online testing. A graph paper PDF file may be downloaded from the DRC INSIGHT Portal (<https://sc.drcedirect.com>). Downloaded graph paper may be photocopied.

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.

District Test Coordinator's Section

DTC Requirements

- DTCs **must** participate in the pretest workshop presented by the SCDE and the contractor. This workshop will be conducted via webinar in March. A recorded version of the workshop will also be available on the DRC INSIGHT Portal.
- **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 ML 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. If your STCs attended the optional pretest workshop webinar, hosted by the SCDE and DRC, it does not replace the requirement for DTCs to conduct STC training. Participation in the webinars may allow DTCs to streamline their STC training presentations.
- 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 test security and procedures for 504, IEP, and MLs. DTCs may provide TA training in conjunction with the training for the STCs. The presentation from the STC Pretest Workshop may be used to assist in these trainings.
- DTCs and STCs should emphasize the procedures for Active Monitoring in their trainings (See pages 38–38 of this manual.)
- DTCs **must** confirm that each school has received the *TAM*. 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 must read **Appendix E** and read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality*.
- DTCs **must** read and understand all pages of the *TAM*. 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 collect and retain signed agreement forms from the STCs. DTCs must retain these documents for 5 years.
- DTCs (working in conjunction with STCs) must ensure that parents are provided with the notifications and resources provided in the Parent Notification and Parent Resources section of this *TAM* (pages 24–25).
- DTCs must be familiar with the system requirements, installation information, and supported hardware found in the *DRC INSIGHT Technology User 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, the administration directions, policies and procedures for assessing MLs and students with disabilities, the testing schedule, and the materials receipt and return procedures.

District Test Coordinator's Section

- DTCs must work closely with PowerSchool/Precode coordinators and STCs to ensure that coding of student accommodations is up to date and accurate.
- DTCs must provide the applicable DRC INSIGHT Portal permissions to STCs and TAs. See the *DRC INSIGHT Portal User Guide* for more information.
- **Appendix B** of this manual provides guidance on technical issues that may occur during online testing. DTCs, STCs, and TAs must review **Appendix B** before testing.

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.
- **Appendix B** of this manual provides guidance on technical issues that may occur during online testing. DTCs, STCs, and TAs must review **Appendix B** before testing.
- STCs or DTCs must hold comprehensive 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 presentation from the STC Pretest Workshop may be used to assist with this training.
- It is highly recommended that STCs develop agendas and PowerPoint presentations for their pretest training sessions. STCs should also produce and retain sign-in sheets for each training session.
- **IMPORTANT!** The STC is responsible for posting the school's testing schedule (subjects, dates, and times) to the school website at least four weeks before the state testing window opens.
- Review the Parent Notification and Parent Resources section of this *TAM* (pages 24–25) and ensure that parents are informed and supported accordingly.

Before Test Administration

Step 1 – Prepare Parents and Students

- 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. **Ensure that the dates and times that each subject will be administered are posted on the school's website at least four weeks prior to the opening of the state-approved testing 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.
- The STC is responsible for verifying the accuracy of lists that identify students who require accommodations. Identify students who need customized administrations and make appropriate arrangements for accommodations as documented in the students' IEP, 504, or ILA Plans.
- 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. **Parents must also be told that during testing students are prohibited from using the testing device to create, store, or transmit by any means any documents or images.**
- **Parents should be notified of the disciplinary consequences if a student is caught using a cell phone during testing.**

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. **It is recommended that all STCs attend the STC pretest workshop webinar presented by the SCDE and the testing contractor.**
- 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, and the script for administration.

- The Technology Coordinator, the DTC, and the STC should meet to review the district's plan for administration of the online assessments, including the district's test security policy and consequences for students who are caught cheating with electronic devices. 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, Central Office Services-Service Device (COS-SD), software installation, and supported hardware, reference the *DRC INSIGHT™ Technology User Guide*. This manual can be found on the DRC INSIGHT Portal under View Documentation.

Step 3 – Prepare for the Test

- Refer to the *DRC INSIGHT Portal User Guide* for detailed information on the various online testing functions in the DRC INSIGHT Portal.
- Work with the Technology Coordinator and DTC to ensure the testing software and COS Service Device are installed and configured correctly.
- 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 the *DRC INSIGHT Portal User Guide*.
- Access and review the information in Test Management to ensure that all students are assigned to test sessions, as applicable.
- **It is the responsibility of the STC to verify the accuracy of accommodations assigned to students with IEPs, 504 Plans, or ILAP at least one week prior to testing.**
- If any student needs to be assigned an online oral administration (TTS) or online signed administration (VSL) accommodation, update the student's accommodations in the DRC INSIGHT Portal **prior** to the student testing. To minimize test security violations, confirm with teachers that student accommodations are correct immediately prior to the beginning of the test session.

IMPORTANT! The student will automatically receive the correct form or accommodation if the accommodation is assigned in the DRC INSIGHT Portal 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 online testing rosters from Test Management. Using colored paper may help with differentiating subjects or test sessions.
- Ensure that each 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 the DRC INSIGHT Portal.
- Check that sufficient quantities of optional supplemental materials, such as graph paper and blank scratch paper, have been provided.

- Make sure headphones are available for all students using the online oral administration (TTS) accommodation.
- STCs should ensure the subject-related materials displayed on walls, halls, desks, or windows are covered or removed prior to testing.

During Test Administration

Step 1 – Maintain Test Security and Distribute Materials

- Schools must use the online testing roster to track and monitor the distribution and receipt of student test tickets. The security checklist must be used to track and monitor the distribution and receipt of any printed secure materials. **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 and blank scratch paper for the Algebra 1 test, and blank scratch paper for all EOCEP tests. Lined scratch paper may be provided for the English 2 Writing section.
- STCs are responsible for ensuring the secure tracking of the distribution and collection of scratch paper during the English 2 Writing section. For all four test subjects, scratch paper with student writing must be considered a secure material.
- 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 8–17.**
- Monitor classrooms to check for adherence with the test security guidelines. Ensure that all hallways outside testing rooms are monitored.
- Do not 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, except those involving electronic devices.
- 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 online testing rosters, student test tickets, and seating charts. Collect all calculators, graph paper, and scratch paper. Also collect any headphones used for oral administration.
- Collect the paper test materials from TAs, including test booklets, scripts, and the *TAM*. Collect all calculators (for resetting), graph paper, and scratch paper. Ensure that any scratch paper with student writing is securely destroyed.

- Make sure that TAs return and sign in all student test tickets on the online testing roster. For Paper testing, 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 on the roster.

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 Rosters*, submitted by the TAs, to identify and schedule students for make-up testing. Ensure that all students who had to leave during testing for any reason (e.g., illness or personal emergency) are scheduled for make-up testing.

Step 2 – Schedule Students for Testing

- **IMPORTANT!** Students must make up missed tests during the district's testing window. Schools must test early enough in the district's testing window to allow at least one week for a designated make-up 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**.

Step 3 – Administration Procedures

- If a student needs to have a partially completed test ticket unlocked, the DTC or STC may need to receive SCDE permission to do so. Refer to the chart on page B-5 for more information.
- Sign make-up materials out and in on the security checklist or the online testing roster.
- 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. For Paper Testing, TAs must distribute each student's original testing materials.
- Depending on the subject-area test being administered, TAs must follow the appropriate administration directions on pages 57–67 for online testing and pages 79–93 for paper testing. 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 Online Testing Rosters

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

- If security checklists were used electronically, return them to your DTC via email attachment. If security checklists were used in hard copy format, bind them together and return them in boxes with nonscorable materials.

Step 2 – Package Materials for Return

- Schools testing 100% online may not have any materials to return.
- If returning secure printed materials, be sure to return them via UPS by June 6 to be received by DRC on June 11. **Returning materials after this date may result in a Test Security Violation.**
- Keep all materials in locked storage until they are returned.

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.

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 administration directions, and all policies and procedures outlined on pages 8–17 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.
- **During testing, TAs may only use a cell phone in an emergency.** TAs may not use a cell phone to communicate testing information with the STC. Monitors should be utilized for communication with STCs.
- 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 be trained by the STC and 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.
- Before testing, TAs must know the school's policies and procedures for students who are tardy, sick, or cause disturbances in the classroom. TAs must 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. TAs must know the procedures for handling a student who is caught cheating or using a prohibited electronic device during testing.

- **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–C-21.**
- **Appendix B** of this manual provides additional guidance on technical issues that may occur during online testing. The appendix provides guidance on topics such as technical troubleshooting, pausing testing, handling the loss of Internet connectivity, unlocking student tests, missing accommodations, and other information. TAs must review **Appendix B** before testing.

Before Test Administration

Step 1 – Prepare for Testing

- **Before the testing window begins, make sure students become familiar with the online testing system by using the Online Tools Training (OTT) and Tutorial.**
- 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.
- **IMPORTANT!** 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. Students must be arranged in the room based on online test form assignments. The test form assignments can be found on the online testing roster. Students with the same form number should not be seated next to one another. See the *DRC INSIGHT Portal User Guide* for details on how to download the roster information into an excel spreadsheet. A PowerPoint seating chart template is available on the DRC INSIGHT Portal. If seating charts are to be returned by email, do not include any personally identifying information.

Testing Using Tablet Devices

Students who will test with supported tablet devices should be given the opportunity to access the Online Tools Training (OTT) with those devices prior to testing. Other considerations for testing with tablet devices include:

- Ensure device is fully charged or plugged in before beginning testing.
- DRC INSIGHT will be displayed in landscape mode only.
- 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). **Note: Longer periods of student inactivity tend to occur when students are composing a rough draft of the TDW essay.**

During Test Administration

Step 1 – Getting Ready

- **IMPORTANT!** Student access to and use of testing devices 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.
- Schools must use the online testing roster to track and monitor the distribution and receipt of all secure test tickets. The English 2 test has two different sets of tickets for the Reading and Writing sections. Before testing, check to ensure you have the correct tickets for the section being administered.
- 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.
- Make sure you have the following test materials available for the appropriate tests: student test tickets (verify that student test tickets indicate accommodations when applicable), graph paper (Algebra 1), and scratch paper (all subjects). **Note:** Paper copies of graph paper are not provided. These are available via the DRC INSIGHT Portal and can be printed out and photocopied. The distribution and collection of scratch paper used for the English 2 Writing section must be securely tracked.

Step 2 – Follow Administration Directions and Monitor Log-In

- Follow the administration directions on pages 57–67 of this manual.
- 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. Collect the test tickets after students have successfully logged on. Districts that print test tickets onto paper that is also used for scratch paper may collect the test tickets later in the administration as long as they securely track the distribution and collection of these tickets. Tickets must not be in a student’s possession after the student has exited the test.
- Each student should hear all of the administration directions for each test. Do not allow administration directions to be read over a public address system. TAs may reread or sign directions from the *TAM* or script as requested by students. **Note:** For students testing with an oral or signed administration accommodation, the online system will begin reading or signing the instructions to students following log-in.
- 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.

Test Administrator's Section

- 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.**
- Do not pronounce words in test questions or read any parts of the test questions aloud or to yourself.
- 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 (see Active Monitoring section on pages 38–38). Do not let an issue with one student distract the proctoring of the entire class. Have extra testing devices available if problems occur. 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 burden 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. Usernames and passwords are not case sensitive.

Step 3 – 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 online test tickets and other secure 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*.
- If you must evacuate the testing room or the building, all test tickets and secure test materials should be collected before students 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. If asked to administer make-up tests, use the procedures on page 49.

After Test Administration

- The TA must collect the student test tickets, graph paper (Algebra 1), and scratch paper (all tests) by the end of each testing session. These materials and the online testing roster must be stored in a secure location. Special care must be taken to track the collection of all scratch paper distributed for the English 2 Writing section. All scratch paper with student writing must be handled as secure material.
- Once testing is complete, test materials should be returned to the STC.
- 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 STC. STCs should then pass this feedback on to the DTC.

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 in bold type following the word “SAY”.** Do not read aloud text that is printed in plain type. All special directions are printed within a set of dotted lines to read aloud, if applicable. TAs may repeat directions from *TAMs* 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.

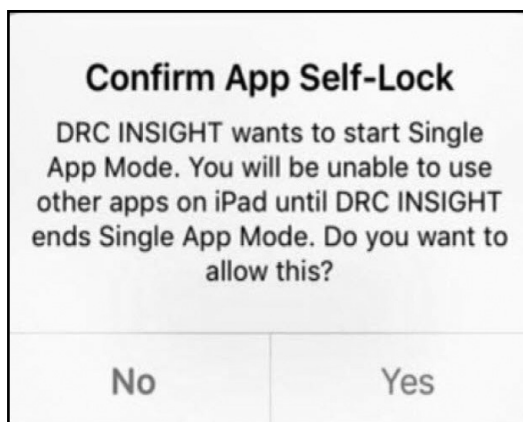
Be sure students understand the directions, how to mark their answers, and the use of the tools as explained in the Tutorial. Be careful not to inadvertently give hints or clues that indicate an answer.

If your school is using the Test Monitoring Application: Before testing each day, the monitoring code will need to be retrieved from the Portal. Please make note of this code, as you will need it when students log in to their online tests. Test monitoring codes are considered a secure material and should not be distributed via email. When ready, begin the test administration using the directions below.

General Information for Using Tablet Devices

If you are administering the test using an iPad:

When online testing using an iPad, DRC INSIGHT is automatically placed in Single App Mode which prevents access to other apps during testing. When the DRC INSIGHT app is launched from an iPad, students may be prompted to turn on Single App Mode, depending on how the software was configured by your technology personnel. If prompted, have the students select **Yes** to allow Single App Mode. Single App Mode will be turned off automatically when students exit their tests.



Online Administration Directions for All Subjects

If you are administering the test using a Chromebook:

Students testing with Chromebooks should NOT be logged in to a Google account. If a student logs in to the Chromebook using a Google account, they will not see the DRC INSIGHT App. The DRC INSIGHT App runs in Single App Mode, which means that the student cannot access any other application until they exit the online testing engine.

On each student's device, select the "DRC INSIGHT 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: English 2 - Reading, English 2 - Writing, Algebra 1, Biology 1, or US History and Constitution) **End-of-Course Examination Program test.**

(PAUSE)

SAY: This is a secure test. During this test, you may not have any electronic or other device with you that can be used for communication, timing, imaging, or accessing the Internet. These devices include, but are not limited to, tablets not approved for this test, smart phones, cell phones, mp-3 players, e-readers, smart watches, or any other electronic or photographic devices. At this time, I will collect these devices for return at the end of the testing session. You may not use any device, including the device you are using for testing, to copy, save, send electronically, or post to the Internet, any test content.

You may not communicate with other students during the test, and you may not discuss specific test content after testing. You may not take copies of any test content or answers with you when you leave this room. I can answer questions about the test directions, but I cannot discuss any test questions or answers with you before, during, or after the test. If you have questions about the directions while you are working, please raise your hand.

PAUSE. *Collect all electronic and other devices for return at the end of the test 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 TTS).*

Students may instead be asked to place *all* of their belongings, including electronic devices, at the front of the room.

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Algebra 1, Biology 1, English 2 - Reading Section, and US History and the Constitution ONLY:

SAY: If you need a sheet of scratch paper, raise your hand and I will give you one. Write your name at the top of the scratch paper. If you need additional scratch paper during the test, raise your hand. Be sure your name is written at the top of all sheets of scratch paper. I will collect all scratch paper at the end of the test session.

PAUSE to distribute the scratch paper.

.....

Algebra 1 ONLY:

SAY: You may use a calculator during the test. You may use the calculator tools in the online test, a calculator provided by the school, or your own calculator. There is a scientific calculator and a graphing calculator available in the online test. If you choose to use your own calculator, prior to testing, your school should have verified that you have an up-to-date manufacturer's operating system installed. The memory must also be cleared before and after testing.

PAUSE. If you have chosen to provide graph paper, you may hand it out at this time. If you choose to have students write their names on the graph paper, you may instruct them to do so at this time.

If any students are using their own calculators, make sure that all requirements described in the Requirements for Calculator Use (pages 26–28) have been followed.

.....

Biology 1 ONLY:

SAY: You may use a calculator during the test. You may use the calculator tools in the online test, a calculator provided by the school, or your own calculator. There is a scientific calculator and a graphing calculator available in the online test. If you choose to use your own calculator, prior to testing, your school should have verified that you have an up-to-date manufacturer's operating system installed. The memory must also be cleared before and after testing.

PAUSE. If any students are using their own calculators, make sure that all requirements described in the Requirements for Calculator Use (pages 26–28) have been followed.

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All Students:

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.

(PAUSE)

SAY: I will now give each of you a test ticket. You may not share your login information with anyone else. Make sure your name is printed on the test ticket. Now check to make sure the correct test title is printed on the ticket. Your ticket should say (say test subject: English 2 - Reading, English 2 - Writing, Algebra 1, Biology 1, or US History and Constitution). Raise your hand if you have received the wrong test ticket.

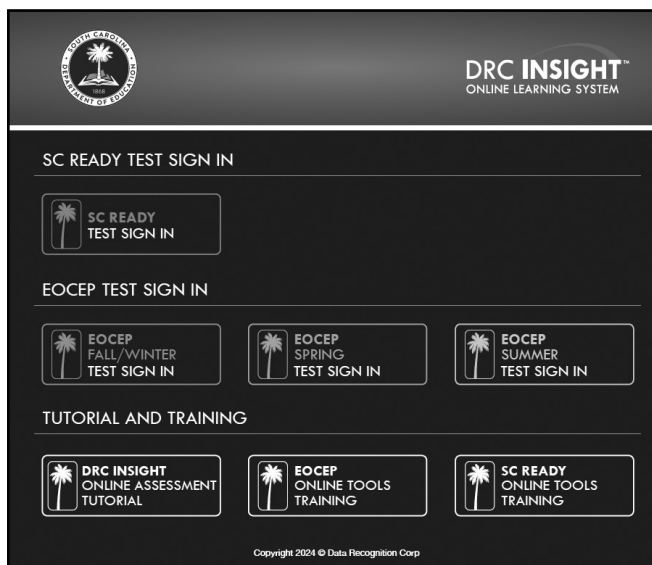
NOTE: Collect the test tickets from each student as they begin testing. If the test tickets are printed onto paper that is also used as scratch paper, collect the test tickets as each student completes testing.

PAUSE to distribute the appropriate test ticket to each student and ensure the student's test ticket has the correct student information. 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

NOTE: If your testing devices are configured for both South Carolina assessments and WIDA, instruct students to select the South Carolina program option.

SAY: In the upper left corner of the screen, you should see a logo for the South Carolina State Department of Education. In the center of the screen, there are three boxes under the heading **EOCEP Test Sign-In**. Click on the appropriate **EOCEP Test Sign In** box (Fall/Winter, Spring, or Summer) to begin the test.



PAUSE to 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.”



PAUSE. Test ticket information is unique to each student and each session. Separate test tickets are provided for each of the following tests: Algebra 1, Biology 1, English 2 - Reading, English 2 - Writing, and US History and the Constitution. Assist students as needed; TAs may have to help students type in this information. Usernames and passwords are not case sensitive.

If students are unable to successfully log in, you may want to consider instructing the students to log in using a staggered approach (having a few students log in at a time) to reduce the burden on your school's network.

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

Students Using TTS ONLY:

SAY: Please put your headphones on at this time. The system will begin reading information starting with the next screen.

(PAUSE)

MLs Who Use TTS AND Require Translation of Test Directions:

NOTE: This section refers to the printed copy of the translated test directions from the DRC INSIGHT Portal. The TTS application does not translate the directions for the student.

SAY: Please put on your headphones at this time. You will now be given a translation of the test directions.

(PAUSE)

School Not Using the Test Monitoring Application:

If your school is NOT using the Test Monitoring Application, proceed with these instructions.

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

DRC INSIGHT

Verify Student Information

Before you begin testing, please review the following information.

Participant Name:	Training Student
Test Name:	HS
Test Session:	Student's Session
School Name:	DRC Use Only - eDirect Sample School
PowerSchool Number:	1234567890
Accommodation(s):	

If any of your information is not correct, please notify your Teacher/Test Administrator.

If your information is correct, select **Continue** to proceed.

Continue

PAUSE to assist students. If the student name is *not* displaying correctly, ensure that the student has the correct test ticket with his/her name on it. If student accommodations are incorrect, changes should be made to the student record in the DRC INSIGHT Portal before continuing with testing.

School Using the Test Monitoring Application:

If your school is using the Test Monitoring Application, proceed with these instructions.

SAY: This is the Welcome screen. Please check that your name appears at the top of the screen. Then check that your school and other information are correct.

PAUSE to assist students. If the student name is *not* displaying correctly, ensure that the student has the correct test ticket with his/her name on it. If student accommodations are incorrect, changes should be made to the student record in the DRC INSIGHT Portal before continuing with testing.

SAY: Near the bottom of the Welcome screen is a box with the words “Enter Monitoring Code” in front of it. Please enter this monitoring code and select “Save.”

Before you begin testing, please review the following information.

Participant Name:	Training Student
Test Name:	HS
Test Session:	Student's Session
School Name:	DRC Use Only - eDirect Sample School
PowerSchool Number:	1234567890
Accommodation(s):	

If any of your information is not correct, please notify your Test Administrator.

If your information is correct, enter the **Monitoring Code** provided by your Test Administrator, and select **Save**. Then select **Continue** to proceed.

Monitoring Code

Give students the monitoring code. Repeat the code as often as necessary so all students can enter it correctly.

SAY: If you see a message that says, “Your monitoring code is invalid,” raise your hand.

If one or more students have raised a hand, repeat the Test Monitoring Code for students to enter and repeat the directions above as often as needed until all students have received a “Valid Monitoring Code” message. Once all students have received the “Valid Monitoring Code” message,

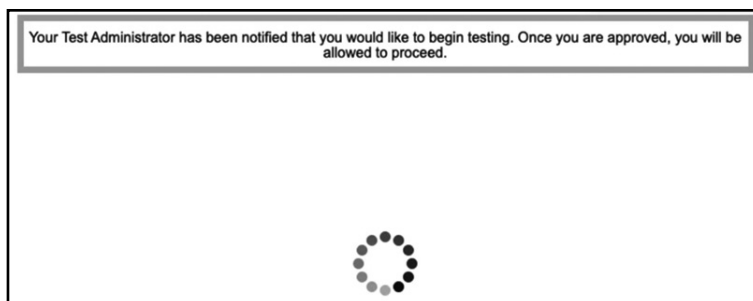
SAY: Select “Continue.”

If the test session is not using restricted access (i.e., Waiting Room), skip the following section and continue with the directions.

Test Monitoring Application with Restricted Access (i.e., Waiting Room):

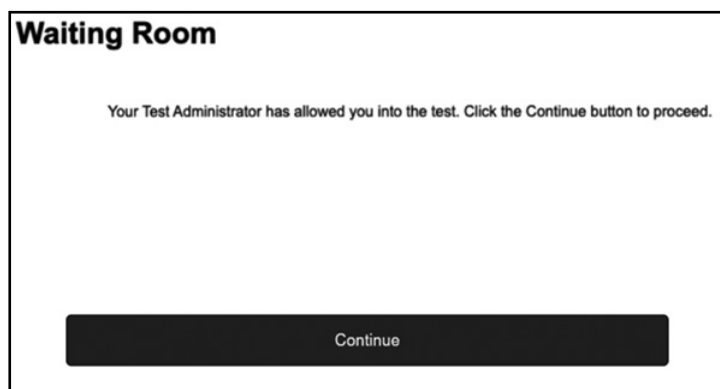
If the test session is using restricted access (i.e., Waiting Room), proceed with the following:

SAY: You should now see a Waiting Room screen with this message: “Your Test Administrator has been notified that you would like to begin testing. Once you are approved, you will be allowed to proceed.” Please wait quietly.



You (or someone else as designated by your school) may now grant students access to the test by logging in to the Portal and accessing the Test Monitoring Dashboard (My Applications - Test Monitoring). The monitoring code on the Dashboard MUST match the monitoring code used by the students to log in. Circulate and double-check that all students have been given access. Students should see a message, “Your Test Administrator has allowed you into the test.”

SAY: You should now see a message on the Waiting Room screen that says, “Your Test Administrator has allowed you into the test.” Please raise your hand if you did not receive this message.



If students have not been allowed into the test, double-check that they have entered the monitoring code correctly. Circulate and help students enter the code correctly until all students can see the message, “Your Test Administrator has allowed you into the test.” If a student continues to have problems logging in, have the student exit the test and contact the School Test Coordinator for assistance. Once all students have the message on their screen,

SAY: Select “Continue.”

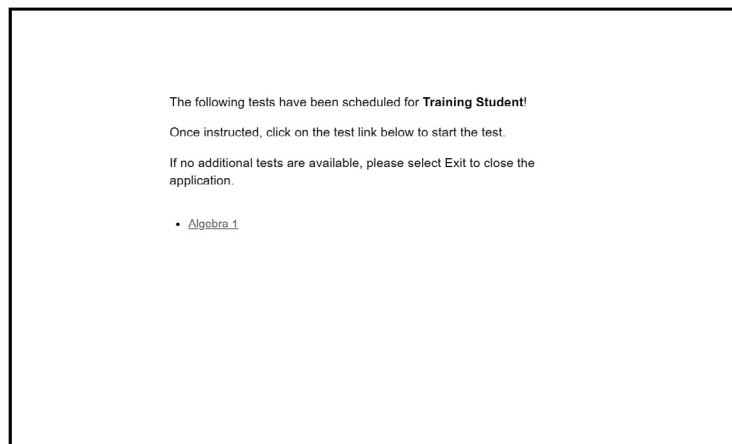
Once all students have been allowed into the test, proceed with the following directions.

Online Administration Directions for All Subjects


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All Students:

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. If the subject or section of the test is not displaying correctly, verify that you have the appropriate test session ticket.










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.

(PAUSE)

SAY: Now, select the Next button.

(PAUSE)

SAY: Use the Next and Back buttons to move from question to question or page to page.

- 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 Cross-Off , Highlighter , Notepad , Magnifier , Line Guide , and Masking  to assist you during the test. In addition to these tools, Algebra and Biology tests will have a Scientific Calculator  and a Graphing Calculator  to assist you during the test.
- Select the Help  button to find more information.

(PAUSE)







SAY: Now, select the Next button.

(PAUSE)

.....
For English 2 - Writing Section ONLY:


SAY: The first questions on the English 2 Writing test are selected-response. The last question in the writing section is a Text-Dependent Writing (TDW) task. The TDW task requires you to read and think about a passage(s) to support your response.

For the TDW essay:

- Be sure to read the passage(s) and TDW question carefully.
- Use the Writer's Checklist to help you plan, write, and proofread your response.
- You should look back at the passage(s) to help write your response.
- If you use scratch paper to plan your response or write a rough draft, be sure to type your answer in the space provided.
- Use text tool buttons such as the Undo  to undo previous actions one at a time and Redo  to redo actions that have been undone. You can also use the Clear  to reset the work area back to its original appearance, Cut  to remove the chosen text and formatting, Copy  to copy the chosen text and formatting, and Paste  to add the cut or copied text and formatting.
- Be sure to address all parts of the task.

The passage(s) may be longer than one page in length. To read an entire passage, you may need to scroll down. Look for a scroll bar on the right side of the passage.

Now, select the Next button.

You will find the Writer's Checklist below the prompt. The TDW Scoring Guidelines may be accessed using the References  tool. You may not use a dictionary or thesaurus during the English 2 TDW question.

Now, select the Next button.

(PAUSE)

.....

For English 2 - Writing Section ONLY:

SAY: I will now give you scratch paper. Write your name at the top of the paper.

You may use the scratch paper to plan your response or write a rough draft for the TDW question. Be sure to type your final TDW response in the space provided.

If you need additional scratch paper while you are working, raise your hand. I will collect the paper at the end of this test session.

PAUSE to distribute the scratch paper.

.....

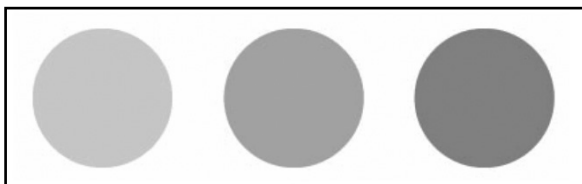
All Subjects:

SAY: The Review page will appear after the last question on the test. On this screen, check that you have answered each question including all flagged questions. Then, select the End Test button. The system will indicate if you have answered all questions. Select Submit when you are ready to complete the test.

Now, select the Next button.

(PAUSE)

SAY: 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: Raise your hand if you have 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 (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. When you have successfully started the test, I will come around to collect your test ticket. If test ticket information is printed on your scratch paper, I will collect it when you have finished the test.

(PAUSE)

SAY: When you are ready to submit your test, raise your hand and I will come check that you have properly exited the test and that your testing device is completely powered off. Testing devices must remain powered off until you are excused at the end of the testing session.

PAUSE. For the English 2 - Writing section: You may help students find and read the Writer's Checklist or TDW Scoring Guidelines, if requested. Do NOT read or discuss the TDW passage or question. Distribute additional scratch paper, as needed. Make sure students type their final response for the TDW question in the response box.

Once all students begin testing, be sure you have collected all student test tickets. As each student finishes the test, collect all supplemental materials (graph paper and scratch paper) and verify that all testing devices are completely powered off. All testing devices must remain off for the entire testing session. If your school has a policy in which test tickets are printed on paper that is also used as scratch paper, you may collect the test tickets as each student finishes the test.

Allow those students who have finished to quietly engage in appropriate activities such as reading materials other than textbooks for the subject being tested or to leave (if provisions have been made). Students are **not** allowed to use electronic devices for these activities.

Return all test materials to the STC immediately after testing.



Test Administration Procedures for Paper Testing

Paper Testing Overview

It is important to note that all District and School Coordinators must adhere to state specific guidelines and policies. Please see pages 5–39 for the detailed information on EOCEP assessment program, Test Security, and SCDE Policies. This section provides an overview of the work that must be done at the school and district level in order to deliver EOCEP Paper testing efficiently and appropriately.

IMPORTANT INFORMATION:

- Answer Documents are not available. Students will mark their responses directly in the test booklet.
- Responses recorded in the test booklets must be transcribed into the DRC INSIGHT online system by a Test Administrator (TA) and a monitor before the test window closes on **June 6**. See ***Transcribing Paper Test Responses into the Online System*** (page C-5) for instructions.

Printed Materials

All secure paper test materials are ordered through DRC INSIGHT Ordering. The *EOCEP DRC INSIGHT Ordering and Materials Overview* provides the information and steps on how to order materials.

Materials Sent to the Schools

- Test Booklets
- Oral/Signed Administration Scripts
- For Algebra 1 paper testing only—graph paper

Materials Supplied by the Schools

- Writing utensils for marking answers in test booklets.
- 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 to cover their responses.
- Calculators—Algebra 1 and Biology 1 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 pages 26–28 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 ML 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.

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.

Paper Testing Procedures

Before Test Administration

Step 1 – Prepare Parents and Students

- Refer to the information on page 46.

Step 2 – Train TAs and Monitors

- Refer to the information on pages 46–48.

Step 3 – Take Inventory of Printed Test Materials

- 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 shrink-wrap, 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 *Security Checklist* and inform the DTC. The DTC should notify DRC via email (scproject@datarecognitioncorp.com) if any secure materials are missing.
- 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.
- **It is the responsibility of the STC to verify the accuracy of accommodations assigned to students with IEPs, 504 Plans, or ILAP at least one week prior to testing.**
- No school or district overage is provided for printed test materials. Notify the DTC of any additional materials needed. If more print materials are needed, the DTC should complete a request using the Additional Materials functionality in the DRC INSIGHT Portal. Once additional materials are received, record the security numbers of all secure materials on blank rows at the bottom of the security checklist.
- Notify the DTC if any secure materials are damaged, missing, or if the school needs additional materials.
- Record all missing materials on the *Security Checklist* and inform the DTC.

Step 4 – Prepare for the Test

Secure Materials

- Secure test materials must be stored in a location that is secure at all times of the day. Ideally, the room/area should not have outside or inside windows. Test booklets and other secure materials must not be located in the same space as a scanner, copier, or fax machine.
- The STC may open shrink-wrapped packages of test booklets for all subject areas up to two weeks before the first day of testing to prepare the test materials for distribution. Return all test materials to locked storage until the day of testing.

- Review of test administration directions in Oral/Signed Administration Scripts by TAs who will be responsible for oral/signed administrations is restricted to supervised sessions prior to the administration of the subject-area test. For signed administrations, it is the school's responsibility to allow unencumbered time for the sign language interpreter to plan the signed administration in advance. See pages C-13 through C-15 for details on the requirements for TA reviews of the directions in the Oral/Signed Administration Scripts.
- Secure test materials may not be distributed to TAs until the day of testing.
- Under no circumstances should students have access to any portion of the test materials until the day and time when test administration begins.

During Test Administration

Step 1 – Maintain Test Security and Distribute Materials

- Schools must use the *Security Checklist* to track and monitor the distribution and receipt of all secure test materials. **For each day of testing, the STC and TA must sign out and sign in the materials in the appropriate columns on the *Security Checklist*.**
- Read page 19 for information regarding the *Security Checklist*. The checklists are available in electronic version only on the DRC INSIGHT Portal (<https://sc.drccdirect.com>) and can be downloaded into an Excel spreadsheet.
- Make sure TAs also receive all supplemental materials needed for the subject-area test, including graph paper and blank scratch paper for the Algebra 1 test, and blank scratch paper for all EOCEP tests. Lined scratch paper may be provided for the English 2 Writing section.
- STCs are responsible for ensuring the secure tracking of the distribution and collection of scratch paper during the English 2 Writing section. For all four test subjects, scratch paper with student writing must be considered a secure material.
- 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 8–17.
- Monitor classrooms to check for adherence with the test security guidelines.
- Do not allow administration directions to be read over the public announcement system.

Step 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

- Collect all test materials from TAs. Collect all calculators (for resetting), graph paper, and scratch paper. Ensure that any scratch paper with student writing is securely destroyed.
- 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 on the checklist.

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 for students who became ill or were not present for testing.
- Keep the test materials in a secure location until a make-up day is scheduled.
- Use the *Student Make-up Rosters*, submitted by the TAs, to identify and schedule students for make-up testing. Ensure that all students who had to leave during testing for any reason (e.g., illness or personal emergency) are scheduled for make-up testing.

Step 2 – Schedule Students for Testing

- **IMPORTANT!** Students must make up missed tests during the district’s testing window. Schools must test early enough in the district’s testing window to allow at least one week for a designated make-up 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.

Step 3 – Administration Procedures

- Sign make-up materials out and in on the security checklist.
- 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.
- Depending on the subject test being administered, TAs must follow the appropriate administration directions on pages 79–80. Read the administration directions aloud from the beginning, even if students have partially completed the test.
- Students must not work on parts of the test previously completed.
- Immediately after completing the make-up testing session, TAs must return the *Student Make-up Roster* and all completed make-up test materials to the STC.

After Test Administration— Transcription and Materials Return

Step 1 – Transcribe Paper Responses into the Online System

- Make sure the demographic information for each student who tested with paper materials is accurate in the DRC INSIGHT Portal and the student record has the appropriate accommodations marked. See page C-5 for further details.
- Using the student’s test ticket to login, transcribe the responses into the online system following the procedures detailed in **Appendix C** on page C-5. This must be completed by June 6.

Step 2 – Sign Security Checklists

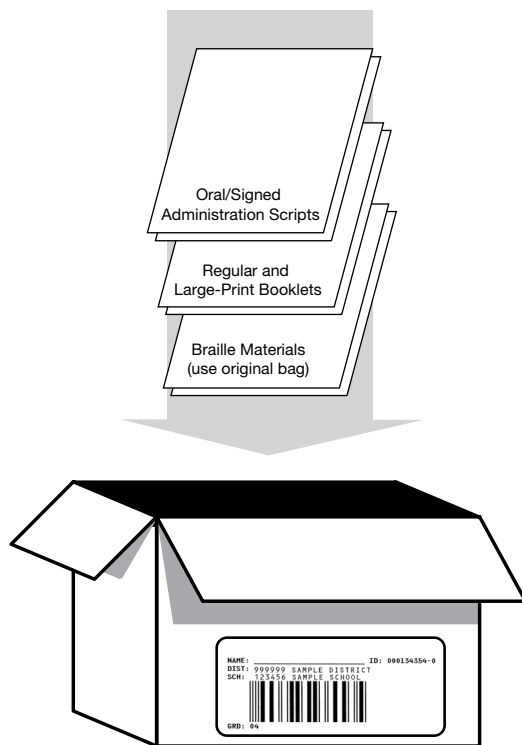
- Use the *Security Checklist* to indicate the materials that have been packaged for return. If security checklists were used electronically, return them to your DTC via email attachment. If security checklists were used in hard copy format, bind them together and return them with the secure materials.

Step 3 – Package Materials for Return

All materials should be picked up on or before **June 6** via UPS ground service to be received at DRC by **June 11**. The materials needed for return include:

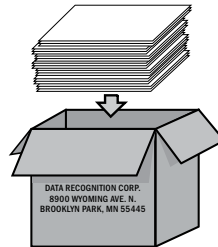
- original shipping boxes
 - white DRC return shipping labels
 - white UPS ground return service labels
1. Using the original shipping boxes, package the secure printed test materials. Secure test materials include all test booklets and all customized materials including braille, large-print, oral/signed administration scripts, and Braille Test Administrator's Notes (TA Notes).
 2. Place newspaper or other packing materials at the top of each box, if needed, to keep materials immobile during transit.
 3. Affix a white pre-printed DRC return label and a white ground UPS return service label on top of each box being returned.
 4. Seal the boxes with tape.
 5. If you do not have a daily scheduled UPS pickup, call UPS at 1-866-857-1501. Tell UPS that you would like to schedule a pickup and that you have return service labels. Give the service representative the tracking number of each UPS return service label. This will let UPS know that DRC will be paying all return charges. Also, tell the service representative what day and time your packages will be ready for pickup. **Note:** There is a tear-off portion of the UPS-RS label. You can retain the bottom portion of the label for your records as it will contain the tracking number for the package.
 6. Store the boxes of materials in a secure place until they are picked up by UPS.
 7. Refer to the diagrams on the following pages for additional details.

Returning Secure Materials

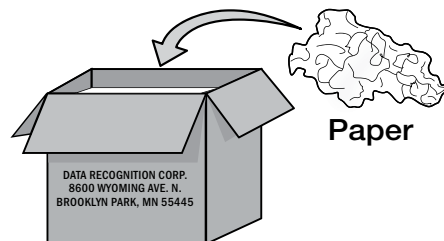


Return Packaging Instructions Checklist

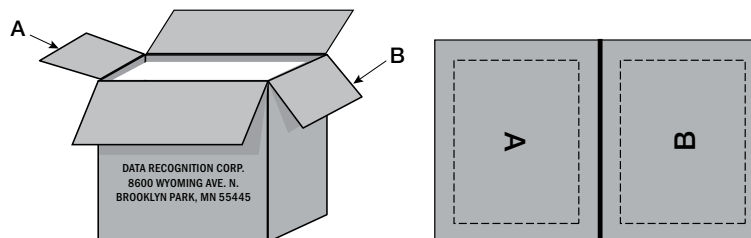
- ☐ Place all secure test materials in the boxes.



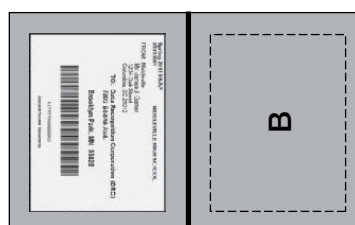
- ☐ Fill any empty space in the boxes with crumpled paper or bubble wrap ensuring that testing material does not shift during transit. Make sure you fill voids to the top of the box.



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



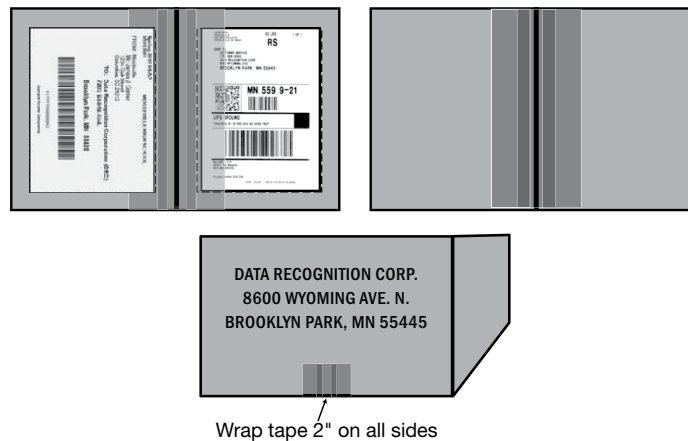
- ☐ Affix the appropriate colored DRC label on Flap A of return box.



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



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



Do not return the following materials to the DTC:

- TAM; retain several copies of the manuals after testing for reference purposes.
- Graph paper with or without student writing. Used graph paper with student writing may be securely destroyed after testing.
- Scratch paper with student writing. This may be securely destroyed after testing.
- Unused shipping labels. Destroy after the current administration.

The STC should plan 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.

Paper 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 paper test. Follow the script provided in this section for administering each test. **Read aloud what is printed in bold type following the word “SAY”.** Do not read aloud text that is printed in plain type. All special directions are printed within a set of dotted lines to read aloud, if applicable. TAs may repeat directions from *TAMs* 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 and how to mark their answers on the test booklet. 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 oral/signed administration: The TA should read or sign 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.

This is a secure test. During this test, you may not have any electronic or other device with you that can be used for communication, timing, imaging, or accessing the Internet. These devices include, but are not limited to, tablets, smart phones, cell phones, mp-3 players, e-readers, smart watches, or any other electronic or photographic devices. At this time, I will collect these devices for return at the end of the testing session. You may not use any device to copy, save, send electronically, or post to the Internet any test content.

You may not communicate with other students during the test, and you may not discuss specific test content after testing. You may not take copies of any test content or answers with you when you leave this room. I can answer questions about the test directions, but I cannot discuss any test questions or answers with you before, during, or after the test. If you have questions about the directions while you are working, please raise your hand.

PAUSE. Collect all electronic and other devices for return at the end of the testing session, unless the student’s IEP, 504 Plan, or ILAP documents the use of such devices and/or the devices are required for a customized administration. Students may instead be asked to place all of their belongings, including electronic devices, at the front of the room.

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)

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.

PAUSE to 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 a pen or pencil on the test booklet. If you need another pen or pencil during the test, please raise your hand and I will give you one.

PAUSE to hand out the writing utensils as necessary and distribute the test booklets.

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

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

PAUSE to answer any questions.

Paper Administration Directions

Algebra 1

Begin reading this script. **Note:** The graph paper instructions do not apply to all customized formats.

Note for oral/signed administration: Read or sign these directions to students prior to using the oral/signed administration script 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 sheet of graph paper to each of you.

PAUSE to distribute one sheet of graph paper to each student. If you choose to have students write their names on their graph paper, you may instruct them to do so at this time.

.....

Students Using Calculators ONLY:

READ THIS SECTION IF STUDENTS WILL BE USING CALCULATORS:

SAY: You may use a calculator during this test. If you have your own calculator, prior to testing, your school should have verified that you have an up-to-date manufacturer's operating system installed. The memory must also be cleared before and after testing. If you need a calculator, raise your hand and I will give you one.

PAUSE. If any students are using their own calculators, make sure that all requirements described in the Requirements for Calculator Use (pages 26–28) have been followed.

.....

All Students:

SAY: 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.

PAUSE. 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). No electronic devices may be used until all students have completed testing and the testing session has concluded.

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

(PAUSE)

SAY: Read each question carefully. Select the best answer for each test question. Then, mark your answer in your test booklet.

You may use the graph paper 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:

- 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.
- 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 STC or TA will verify this information is complete in the DRC INSIGHT Portal.

Note for oral/signed administration: If you are using an oral/signed administration script, please begin reading or signing the script now.

SAY: You may begin working now.

PAUSE. Circulate among the students to make certain that they are marking their answers in the correct section on their test booklets.

.....

Break Directions

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

SAY: Please stop. Put down your pen or pencil and 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, raise your hand, and I will collect your test materials.

(PAUSE)

Completing the Test

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

Allow those students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested or to leave (if provisions have been made). Students are **not** allowed to use electronic devices for these activities.

Make sure that all test materials are returned to the STC immediately after testing.

Return all testing materials to the STC and sign them in on the *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 Administration Directions

Biology 1

Begin reading this script.

Note for oral/signed administration: Read or sign these directions to students prior to using the oral/signed administration script 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.

.....

Students Using Calculators ONLY:

READ THIS SECTION IF STUDENTS WILL BE USING CALCULATORS:

SAY: You may use a calculator during this test. If you have your own calculator, prior to testing, your school should have verified that you have an up-to-date manufacturer's operating system installed. The memory must also be cleared before and after testing. If you need a calculator, raise your hand and I will give you one.

PAUSE. If any students are using their own calculators, make sure that all requirements described in the Requirements for Calculator Use (pages 26–28) have been followed.

.....

All Students:

SAY: 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.

PAUSE. 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). No electronic devices may be used until all students have completed testing and the testing session has concluded.

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

(PAUSE)

SAY: Read each question carefully. Select the best answer for each test question. Then, mark your answer in your test booklet.

Please do all scratch work in your test booklet.

(PAUSE)

SAY: Does anyone have any questions?

PAUSE to answer any questions.

Note for braille or other accommodated response option administrations: The STC or TA will verify this information is complete in the DRC INSIGHT Portal.

Note for oral/signed administration: If you are using an oral/signed administration script, please begin reading or signing the script now.

SAY: You may begin working now.

PAUSE. Circulate among the students to make certain they are marking their answers in their test booklet.

.....
Break Directions

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

SAY: Please stop. Put down your pen or pencil and 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, raise your hand, and I will collect your test materials.

(PAUSE)



Completing the Test

As each student finishes the test, collect the student’s test materials, including all supplemental materials. Allow those students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested or to leave (if provisions have been made). Students are **not** allowed to use electronic devices for these activities.

Make sure that all test materials are returned to the STC immediately after testing.

Return all testing materials to the STC and sign them in on the *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 Administration Directions English 2 Writing Section

Note for oral/signed administration: Read or sign these directions to students prior to using the oral/signed administration script 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: 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)

SAY: The writing section of the English 2 test contains selected-response questions. Read each question carefully. Select the best possible answer for each question. Then, mark your answer in your test booklet.

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

(PAUSE)

SAY: The last question in the writing section is a Text-Dependent Writing (TDW) question.

The TDW is a task which requires you first to read and analyze a passage(s). Then you are required to write an essay using evidence from the passage(s) to support your response.

For the TDW essay:

- Be sure to read the passage(s) and TDW prompt carefully.
- Use the Writer's Checklist to help you plan, write, and proofread your essay.
- Look back at the passage(s) to help you write your essay.
- If you use scratch paper to plan your essay or write a rough draft, be sure to write your final essay on the TDW response pages.
- Be sure to address all parts of the task.

You will find the Writer's Checklist and the TDW Scoring Guidelines after the TDW question in your test booklet. You may refer to the checklist and scoring guidelines at any time while you are writing your essay.

(PAUSE)

SAY: You will write your final response to the TDW question in your test booklet on the lined pages marked "TDW Final Response" at the top. Do NOT write outside the box on these pages. Your final response must be written on these three pages and cannot go beyond these pages.

(PAUSE)

SAY: I will now give you scratch paper to plan your response or write a rough draft for the TDW question. Write your name at the top of the scratch paper.

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

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

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

SAY: When you get to the end of the English 2 Writing section, you will see a large stop sign. You may go back and check your answers for any of the English 2 Writing questions. Do NOT go on to the English 2 Reading section.

(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.

Note for oral/signed administration: If using an oral/signed administration script, please begin reading or signing the script now.

SAY: You may begin working now.

PAUSE. Circulate among the students to make certain they are marking their answers and recording their final response for the TDW question in the correct section of their test booklet. Make sure they are working on the English 2 Writing section only and are NOT moving on to the English 2 Reading section in their test booklets. To assist with monitoring, “Writing” sidebars are printed on the English 2 Writing pages, and “Reading” sidebars are printed on the English 2 Reading pages.

Break Directions

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

SAY: Please stop. Put down your pen or pencil and 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.

PAUSE. 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 raise your hand. I will collect your test materials.

(PAUSE)

Completing the Test

As each student finishes the test, collect the student’s test materials, including all supplemental materials.

Allow those students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested or to leave (if provisions have been made). Students are **not** allowed to use electronic devices for these activities.

Make sure that all test materials are returned to the STC immediately after testing.

Return all testing materials to the STC and sign them in on the *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 Administration Directions English 2 Reading Section

Note for oral/signed administration: Read or sign these directions to students prior to using the oral/signed administration script 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: 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.

PAUSE. 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 and find the test directions for the English 2—Reading Section. Follow along as I read the directions out loud.

(PAUSE)

SAY: There are selected-response items on the English 2—Reading Section. Read each question carefully. Select the best answer for each question. Then, mark your answer in your test booklet.

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

(PAUSE)

SAY: When you get to the end of today's test, you will see a large stop sign. You may go back and check your answers for any of the English 2 Reading questions. Do NOT go back to English 2 Writing.

(PAUSE)

SAY: Does anyone have any questions?

PAUSE to answer any questions.

Note for braille or other accommodated response option administrations: The STC or TA will verify this information is complete in the DRC INSIGHT Portal.

Note for oral/signed administration: If using an oral/signed administration script, please begin reading or signing the script now.

SAY: You may begin working now.

PAUSE. Circulate among the students to make certain they are marking their answers in the correct section on their test booklet. Make sure they are working on the English 2 Reading section only and are NOT going back to the English 2 Writing section in their test booklets. To assist with monitoring, “Writing” and “Reading” sidebars are printed on the test booklet pages.

.....

Break Directions

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

SAY: Please stop. Put down your pen or pencil and 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 raise your hand. I will collect your test materials.

(PAUSE)

.....

Completing the Test

As each student finishes the test, collect the student’s test materials, including all supplemental materials.

Allow those students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested or to leave (if provisions have been made). Students are **not** allowed to use electronic devices for these activities.

Make sure that all test materials are returned to the STC immediately after testing.

Return all testing materials to the STC and sign them in on the *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 Administration Directions United States History and the Constitution

Note for oral/signed administration: Read or sign these directions to students prior to using the oral/signed administration script 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: 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.

PAUSE. 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)

SAY: Read each question carefully. Select the best answer for each test question. Then, mark your answer in your test booklet.

(PAUSE)

SAY: Does anyone have any questions?

PAUSE to answer any questions.

Note for braille or other accommodated response option administrations: The STC or TA will verify this information is complete in the DRC INSIGHT Portal.

Note for oral/signed administrations: If using an oral/signed administration script, please begin reading or signing the script now.

SAY: You may begin working now.

PAUSE. Circulate among the students to make certain that they are marking their answers in the correct section on their test booklets.

Break Directions

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

SAY: Please stop. Put down your pen or pencil and 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 raise your hand. I will collect your test materials.

(PAUSE)

Completing the Test

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

Allow those students who have finished to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested or to leave (if provisions have been made). Students are **not** allowed to use electronic devices for these activities.

Make sure that all test materials are returned to the STC immediately after testing.

Return all testing materials to the STC and sign them in on the *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.

Appendix A Forms

In this appendix, you will find the following:

- **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**



STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

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.

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.

Appendix A Forms

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/signed administration scripts, and examinees' responses.

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

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

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

Signature

Date

Print Name

District and School



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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.

Appendix A Forms

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/signed administration scripts, and examinees' responses.

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

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

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

Signature

Date

Print Name

District and School

Student Make-Up Roster

Test Administrator: _____ District: _____

School: _____

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

Directions to the Teacher/Test Administrator:

1. If an online tester needs to have a partially completed test ticket unlocked, the DTC or STC may need to receive SCDE permission to do so. Refer to the chart on pages B-5–B-6 for more information.
2. For all students, indicate which subject for which make-up testing is needed. For English 2, also indicate “Reading” or “Writing.”

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.

Student's Name	Test Booklet(s) Security Number(s)	Online Yes or No	Subject/Section Needs Make-up	Attended Make-up? Yes or No
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

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.



DO NOT DISTURB

NO CELL PHONES

AND ELECTRONIC

DEVICES

End-of-Course Examination Program

Testing is taking place

in this room.

Appendix B

DRC INSIGHT Portal for Online Testing

DRC INSIGHT Portal User Guide

Instructions for all DRC INSIGHT Portal activities are found in a separate, comprehensive *DRC INSIGHT Portal User Guide*. The guide is available in electronic format posted to the DRC INSIGHT Portal documents page. To access the guide, visit <https://sc.drctdirect.com> and log into your account. Once logged in, select View Documentation.

If you have trouble logging in or finding the guide, please contact your DTC or DRC Customer Service at scproject@datarecognitioncorp.com or 800-451-7834.

DRC INSIGHT Troubleshooting User Guide

The troubleshooting user guide is part of a multi-volume set that describes how to configure, install, manage, and troubleshoot the DRC INSIGHT Online Learning System, or DRC INSIGHT. This volume, *Volume IV: Troubleshooting*, describes tools and testing information to help you troubleshoot your testing environment and verify that it is ready for testing.

The guide details how to use some of the testing tools, including Online Tools Training (OTT) and the Monitor Verification Test. It also contains Frequently Asked Questions (FAQs), Hints, and Tips for online testing. In addition, the guide provides information on the various error messages that you may encounter while working with the online testing system and information to help resolve them. To access the guide, visit <https://sc.drctdirect.com> and log into your account. Once logged in, select View Documentation.

EOCEP Student Information System (SIS) Codes

All test sessions within the DRC INSIGHT Portal must have a Student Information System (SIS) Code for the student(s) in the session. This information is prepopulated into test sessions as provided in the Precode file. If you need to add a test session, you must include a SIS Code.

Edit Test Session

[+ Instructions](#)

* Indicates required fields

Session Name: Example Session *

Content Area: Algebra *

Assessment: Algebra 1 *

Teacher: Algebra One, Teacher (1) *

Mode: Online *

Begin Date: *

End Date: *

SIS Code: 411400CW-0001 *

The SIS Code is a 13-character field broken up into segments as shown and defined below.

Instructional Activity Code				District Defined		Academic Tag	Unit Tag	Dash	Section Number			
1	2	3	4	5	6	7	8	9	10	11	12	13

Instructional Activity Code – This field corresponds to the subject tested by the student. See the list of Standard Course Codes and Non-Credit Bearing Course Codes on the next page.

District-Defined – Complete this field if your district has designated a code for this field. The values must be 0–9, A–Z. If your district does not use these positions, enter “00.”

Academic Tag – Values must be A, C, E, H, I, or 0. Each value is defined as the following:

- A – Advanced Placement
- C – College [Prep]
- E – Dual credit
- H – Honors
- I – International Baccalaureate
- 0 – used for students whose IEP team has determined that a traditional course is not appropriate

Unit Tag – Values must be D, H, Q, T, W, or 0. Each value is defined as the following:

- D – two units
- H – half unit
- Q – quarter unit
- T – three units
- W – one whole unit (typically used for EOCEP)
- 0 – used for students whose IEP team has determined that a traditional course is not appropriate

Dash – Value of 9th character must be a dash (-)

Section Number – This alphanumeric code is used to identify classes. Use leading zeros (000) for section numbers that are less than 4-digits. Values must be 0–9, A–Z.

EOCEP Course Codes

The table below shows the course codes for each corresponding EOCEP assessment. The course code is also the first 4 digits of the SIS Code, also known as the Instructional Activity Code.

Content Area	Course Name	Course Code
Algebra 1	Algebra 1	4114
	Intermediate Algebra	4117
	Algebra Non-Credit Bearing Course Code*	4851
	Algebra Other	OTHA
Biology 1	Biology 1	3221
	IGCSE Biology H (0610)- for Biology 1 EOCEP	4248
	Biology Non-Credit Bearing Course Code*	4852
	Biology Other	OTHB
English 2	English 2	3025
	IGCSE English Language (0500)-for English 2 EOCEP	3069
	English Non-Credit Bearing Course Code*	4857
	English Other	OTH2

Content Area	Course Name	Course Code
U.S. History and the Constitution	U.S. History and the Constitution	3320
	Dual Enrollment American History 1877 to Present (HIS 202)	3322
	Advanced Placement U.S. History	3372
	IB U.S. History	336D
	U.S. History and the Constitution Other	OTHH

*These codes are for students not enrolled in traditional credit-bearing courses have the same structure as standard codes. When using these codes, the 7th and 8th characters of the full SIS-code MUST be coded with two zeros. This is not applicable for U.S. History because that content area is not used to meet federal accountability requirements.

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 may 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. See the chart beginning on page B-5 for information on how to proceed.

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

Inactivity

After 20 minutes of inactivity, the 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. See the chart beginning on page B-5 for information on how to proceed.

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

Loss of Internet Connectivity

Student responses are sent to DRC servers frequently, every 45 seconds or after every navigational click (whichever is less). If a student's testing device loses Internet connectivity during testing, a message appears to notify the student ("Connection Retry is in Progress"). When this message appears, DRC INSIGHT will attempt to restore contact with DRC servers for 5 minutes. If a connection is re-established, the message will close and the tester can continue testing. If a connection is not re-established during this time, the message will close and the Internet Connection Error message will be displayed. The student must discontinue testing until an Internet connection can be established. At any time during the five-minute interval, the test proctor can click Exit the Test to temporarily end testing for the tester.

If the connectivity issue cannot be resolved on the day of testing, refer to the chart beginning on page B-5 for information on how to proceed.

Unlocking Student Tests

IMPORTANT! The table on the following pages describe actions to take in response to various scenarios that require a student's test ticket to be unlocked before the student can complete the assessment.

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

DTCs have the authority to unlock test tickets in certain situations:

- when testing is interrupted due to student illness or a power/Internet outage and must be made up at a later date.
- when a student test becomes locked accidentally, and the student will resume testing the **same day**.
- when a student has an IEP or 504 Plan with a scheduling accommodation that specified testing over multiple days.

STCs do not have the authority to unlock test tickets, and DTCs must **not** give the unlock permission (in the DRC INSIGHT Portal) to STCs.

Procedure When Student Fails to Submit

Follow this process for students who have completed an online test, but did not submit it (i.e., the test ticket status remains 'In Progress' or 'Locked'):

- The DTC may unlock the test ticket, if necessary. Then, the STC may have the student log back in to the test and 'End Test/Submit' it, ensuring the student does not return to any test questions when doing so.
- If the student is unavailable to submit the test, the DTC may use the 'End Incomplete Test' button to 'Force Submit' the online test. This button will be available on the student's Test Session tab in the DRC INSIGHT Portal. Refer to the *DRC INSIGHT Portal User Guide* for additional information.

EOCEP Actions for Online Testing Scenarios

Scenario	DTC Action	SCDE Action
Student Does Not Finish (Not Enough Time) Student begins testing, but does not have time to finish the same day. Student needs to complete testing, but test ticket has been locked for security purposes. This may be a test security violation if testing was begun too late.	The DTC must notify the SCDE (Kirsten Hural) via e mail. The DTC must include the date that the student plans to complete testing. Upon receiving instruction from the SCDE, the DTC may unlock the student's test on the morning of the date the student is scheduled to complete testing. The DTC must notify the STC/TA that the student may not go back to any questions he/she had previously answered.	The SCDE will determine whether or not the student can continue testing and will respond in writing to the DTC. The SCDE will determine whether or not a test security violation has occurred.
Student Does Not Finish (Student Illness or Power/Internet Outage) Student begins testing, but does not finish the same day due to student illness or power/Internet outage. Student needs to complete testing, but test ticket has been locked for security purposes.	The DTC may unlock the student's test when the student is scheduled to complete testing. The DTC must notify the STC/TA that the student may not go back to any questions he/she had previously answered.	<i>No action required.</i>
'End Test/Submit' – Finish Same Day Student begins testing, but accidentally presses the 'End Test/Submit' options instead of the 'Pause' button. Student needs to complete testing – the same day .	The DTC may unlock the student's test. The DTC may not give the STC permission (in the DRC INSIGHT Portal) to unlock the test.	<i>No action required.</i>
'End Test/Submit' – Finish Different Day Student begins testing, but accidentally presses the 'End Test/Submit' options 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) via e mail. The DTC must include the date that the student plans to complete testing. Upon approval from the SCDE, the DTC may unlock the student's test on the morning of the date the student is scheduled to complete testing. The DTC must notify the STC/TA that the student may not go back to any questions he/she had previously answered.	The SCDE will determine whether or not the student can continue testing.

EOCEP Actions for Online Testing Scenarios—Continued

Scenario	DTC Action	SCDE Action
Missing Accommodations Student begins testing and answers one or more questions. The student or TA then realizes that the student does not have an appropriate accommodation—oral administration or signed administration—and the student stops testing. The student needs to be assigned the necessary accommodation and complete testing. The student should remain in the testing room if possible.	The DTC must notify the SCDE (Kirsten Hural) and DRC Customer Service via email.	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 DRC Customer Service. See page 12, Actions for Violations Involving Accommodations During Online Testing. The SCDE will work with DRC Customer Service to issue a new test ticket, if needed.
Student Logs In With Incorrect English Test Ticket Student logs in and begins testing with the Reading test ticket when the Writing test is being administered (or vice versa).	The DTC must notify the SCDE (Kirsten Hural) and DRC Customer Service via email.	The SCDE will determine whether the student(s) can continue testing the section they have started, or if they should pause/exit and login to test the other English section.

With the functionality to turn on TTS for one section of an English 2 test, it is even more important that a student's oral administration accommodation marked in the DRC INSIGHT Portal is accurate **BEFORE** a student begins testing. The scenarios below outline what may happen when a student tests one section of an English 2 test with an incorrect oral accommodation. If the opposite scenario occurs (i.e., Reading instead of Writing), the same (opposite) action applies.

Scenario 1	Action
The student completed testing English 2 – Writing with the oral administration accommodation marked as: English 2 – Writing Only (EOCEP) It should have been marked as: Oral Administration – Entire Test The student still needs to complete English 2 – Reading	Notify the SCDE (Kirsten Hural) via phone call or email with the details, including the form number assigned to the student. Both sections of the test may need to be regenerated in order to assign the “Oral Accommodation – Entire Test” accommodation. The student may need to begin the entire test again.
Scenario 2	Action
The student completed testing English 2 – Writing with the oral administration accommodation marked as: Oral Administration – Entire Test It should have been marked as: English 2 – Writing Only (EOCEP) The student still needs to complete English 2 – Reading	The accommodation for the student record should be changed to “Oral Administration – Writing Only.” Then, the student can complete English 2 – Reading.
Scenario 3	Action
The student was assigned oral administration for English 2 – Writing Only. Should the audio play on English 2 – Reading as well?	No. The student should NOT hear any audio (TTS) for any component of the English 2 – Reading test.

Appendix C

Testing Students with Documented Disabilities

Table of Contents

General Information.....	C-2
Student Participation.....	C-2
IEP and 504 Accommodation Plan Requirements	C-2
Use of Monitors	C-2
Test Security Violations	C-2
Special Requests	C-3
Universal Design and Universal Supports.....	C-3
IEP/504 Standard Accommodations.....	C-3
IEP/504 Non-Standard Accommodations	C-3
Standard Accommodations	C-4
Description and Administration of Standard Accommodations	C-5
Transcribing Paper Test Responses into the Online System.....	C-5
Paper and Customized Materials	C-6
Presentation	C-8
Response Options.....	C-16
Scheduling.....	C-19
Setting	C-19
Supplemental Materials and Devices.....	C-19
Timing.....	C-20
Return Procedures	C-20
Identifying Student Materials.....	C-20
Coding Student Information	C-20
Packaging Paper Test Materials.....	C-21
Additional Information.....	C-21
Office of Assessment and Standards Special Circumstances Request Form for the Administration of the EOCEP	C-23
EOCEP Security Affidavit Form for Alternative Response Options.....	C-25

General Information

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 2004) and South Carolina State Board of Education Regulation 43-243 and one who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

Student Participation

All students, including those with a current Individualized Education Program (IEP) or 504 Accommodation Plan must participate in EOCEP Algebra 1, Biology 1, and English 2 assessments. The student's IEP/504 Plan team determines whether the student will participate in the assessment in the same manner as other students, with accommodations, or in the alternate assessment if the student meets alternate assessment eligibility criteria.

Students with an IEP/504 Plan who are enrolled in United States History and the Constitution (USHC) must participate in the USHC EOCEP. The student's IEP/504 team determines if the student will participate in the assessment in the same manner as other students with accommodations.

IEP and 504 Accommodation Plan Requirements

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

“Accommodations are adaptations to test format or administration (such as changes in the way the test is presented, the setting for the test, or the way in which the student responds) that maintain the same construct and produce results that are comparable to those obtained by students that do not use accommodations.” (Standards for Educational and Psychological Testing, by AERA, APA & NCME, 2014, 190)

Testing accommodations and/or supplemental materials and devices requested for testing 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 accommodations and supplemental materials and devices used for instruction and assessment must be documented in the IEP or 504 Accommodation Plan. **Changes in accommodations in the IEP or 504 Accommodation Plan immediately before testing may not reflect accommodations that are familiar to the student and may not be in the best interest of the student.**

Use of Monitors

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

Test Security Violations

According to 2 S.C. Code Ann. Regs. (2015), it is a test security violation to test a student without the accommodations or customized materials specified in the IEP or 504 Accommodation Plan (e.g., not providing an oral administration specified in the IEP) or with accommodations or customized materials not specified in the IEP or 504 Accommodation Plan. See pages 8–17 of this manual for procedures that must be followed to report these security violations.

Special Requests

The IEP team or 504 Accommodation Plan team may determine that a student requires an accommodation, 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-23 to request the use of a specific accommodation or supplemental material or device during testing. This form and accompanying IEP/504 Plan or ILAP documentation **must be routed to the DTC for signature**. The DTC should email, using password protection/encryption, the request form to Daniel Publicover at dfpublicover@ed.sc.gov, Attention: Daniel Publicover. **If approved, you will be given an IEP special request code to enter into the DRC INSIGHT Portal.** The code “1” is used to indicate a special request is an approved accommodation. If you have any further questions, contact Daniel Publicover at 803-734-8432.

Note: *Special requests are not required for a student who cannot write because of an injury (e.g., sprain, broken bone). See page 33 of this manual for more information pertaining to testing students with injuries. The Special Circumstances Request Form may also be accessed online here: https://scde.formstack.com/forms/oas_special_circumstances_request.*

Universal Design and Universal Supports

Students may utilize any universal support as a daily instructional accommodation. All universal supports that are used in daily instruction, by a student who has a documented disability, should be considered a documented allowable accommodation on a state assessment (see pages 30–32 of this manual). Failing to provide a student with a disability a universal support that is documented in their IEP/504/ILAP plan may result in a test security violation.

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. When used appropriately, accommodations are designed to reduce or eliminate the effects of a disability. The use of accommodations enables students to participate in an assessment in a way that allows knowledge and skills to be assessed equitably. Standard accommodations provide access to the assessment; they do not reduce learning expectations. Refer to page C-4 for examples of standard accommodations on EOCEP.

IEP/504 Non-Standard Accommodations

A non-standard accommodation is a change in the testing environment, procedures, or presentation that may **alter the construct that a test measures or change the meaning of the test scores. Students using non-standard accommodations are considered non-participants for accountability purposes.**

See the South Carolina Department of Education website for specific details on accommodations at <http://ed.sc.gov/tests/assessment-information/testing-swd/>.

Standard Accommodations

The following lists the types of standard accommodations available for **ALL** EOCEP tests.

- **Presentation**
 - Oral Administration*
 - Paper Test Administration*
 - Signed Administration
 - Read Aloud to Self*
 - Braille – UEB with Nemeth (Algebra 1 and Biology 1)
 - Large-Print Test Booklet
 - Online Large-Print Test
 - Braille – UEB (English 2 and USHC)
- **Response Options**
 - Braille Responses*
 - Dictation of Response*
 - Non-Verbal Indication of Answer Choices*
 - Respond in Test Booklet or on Separate Pages (paper test only)*
- **Scheduling**
 - Afternoon Administration*
 - Multiple Test Days*
 - Multiple Test Sessions per Day*
- **Setting**
 - Individual Administration
 - Preferential Seating
 - Small Group*
- **Supplemental Materials (provided by district)**
 - Adaptive or Special Furniture
 - Braillewriter, Braille Note-Taking Device, Typewriter, or Word Processor
 - Special Adaptive/Assistive Devices
 - Television Monitor/Enlarged Monitor/Screen
- **Timing**
 - Extended Breaks*

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

Description and Administration of Standard Accommodations

For all administrations and test modes (online or paper), 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,” you may say, “Point to your answer and I will mark your answer.”)

Transcribing Paper Test Responses into the Online System

For all students who test with paper, the Test Administrator (TA) and a monitor must transcribe the student’s responses into the DRC INSIGHT online system. **Answer documents are not available.** Students should record their responses directly in their test booklet. Follow the steps below for transcribing paper test responses. The TA and monitor (and third adult/scribe, if applicable) must sign the *Security Affidavit Form for Alternative Response Options* and return the form to the STC.

IMPORTANT! Only a ticket for the **Paper Test Transcription** may be used to transcribe a student’s paper test responses into the DRC INSIGHT online system. **Using the incorrect test ticket will result in a test security violation.**

1. **BEFORE** transcribing the student’s responses, verify that the appropriate accommodations are marked for the student record(s) in the Portal. Refer to the table below.

Type	Accommodation Name	Purpose
Online	Paper Test Transcription*	This accommodation MUST be marked for all students who are testing with paper to ensure their online form matches the paper test form.
Paper	Large-Print	If a student tested with a large-print test booklet, this accommodation should be marked for reporting purposes. The writing papers within the Large-Print test booklet are also enlarged. If desired, a student may use regular notebook paper to write the TDW essay. Note that the essay is limited to 5,000 characters.
Paper	Oral/Signed Administration Script	If a student tested with a paper test booklet and received an oral or signed administration using a paper script, this accommodation should be marked for reporting purposes.
Paper	Braille	If a student tested with a braille test booklet, this accommodation should be marked for reporting purposes.

*** Using a test ticket without this accommodation marked will result in a test security violation.**

2. Once the appropriate accommodations have been marked, print the testing roster and student test ticket. Confirm that the student record(s) have been assigned a Form number ending with a “P” and that “PTT” (for Paper Test Transcription) is listed as an Online Accommodation. See the examples below.

Training							Test Ticket		
Tutorial	OTT	Form	Student Name	PS#	Username	Password	Online Accom	Out	In
<input type="checkbox"/>	<input type="checkbox"/>	450P	Sample, Student				PTT		

EOCEP Fall/Winter 2022-2023
Student Test Ticket

Test Session: EPM Review

Teacher Name: One, Teacher

SIS Code: 411400CW-9999

Student Name: Sample Student

PS#:

Username:

Password:

Online Accom: PTT

3. Use the Username and Password found on the test ticket for the appropriate student, login into the online test and record the student’s responses. Two individuals must complete this task. Make sure all student responses are carefully checked for accuracy.

Note: Some students can use a computer to take the test online but must write their response to the English 2 TDW essay on paper. For these students a TA and monitor must follow the procedures above to transcribe the student’s essay response into the online form. **In this situation, it is NOT necessary to mark the “Paper Test Transcription” online accommodation for this student record.**

Paper and Customized Materials

Note: Paper customized materials may only be ordered for students who have an IEP or 504 Plan and are not able to test on a computer due to their disability as determined in a IEP or 504-Plan Team meeting.

Customized test booklets are ordered via the DRC INSIGHT portal. Additional customized materials can be ordered from the contractor by the DTC. No overage will be sent.

Answer documents are not provided for any paper or customized materials. Students who use a paper test will respond in the test booklet. A TA and Monitor must transcribe the student’s responses into DRC’s online system using the procedures outlined on page C-5.

The table below presents the types of customized materials used for EOCEP paper testing. All accommodations shown in the table are available in the online testing system except for the Braille test booklet.

Paper and Customized Materials for EOCEP

Test Materials	For the student who:	The TA will:
Paper Test Booklet	needs the paper version of the test	transfer the student's responses to the online system for scoring.
Large-Print Test Booklet*	has difficulty reading text in a standard-size font	transfer the student's responses to the online system for scoring.
Oral/Signed Administration Script (OAS/SAS)*	needs an oral/signed administration to be read or signed by the TA and is using a paper test booklet, Large-Print, or braille test booklet.	transfer the student's responses to the online system for scoring.
Braille Test Booklet	reads classroom materials in braille	transfer the student's responses to the online system for scoring.

*These accommodations are also available in the online system.

- Large-Print Test Booklets and Online Large-Print Test**

The Large-Print test booklet is an enlarged version of the test booklet and is designed for students who have difficulty reading text in a standard-size font. The Large-Print version is created by digitally enlarging the regular print test booklet. The finished size is a 13" × 18" spiral-bound booklet with text in 19-point sans serif type. Student responses may be marked in the Large-Print booklet, but must be transferred to the online system by the TA with a trained monitor present. For English 2 Writing, 3 lined writing pages for responding to the TDW item are included in the Large-Print test booklet. **The writing papers within the Large-Print test booklet are also enlarged. If desired, a student may use regular notebook paper to write the TDW essay. Note that the essay is limited to 5,000 characters.**

The Large-Print accommodation is available online. The online 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. An online test-taker would receive the same scaling as paper materials using a 23-inch monitor versus a 15-inch monitor.

The Large-Print Test Booklet and an Online Large-Print Test are not identical and they can be entirely different forms. For testers who use the paper Large-Print test booklet, student responses must be transcribed into the online system, and **the student's record in the Portal must have the accommodations, Paper Test Transcription and Paper – Large-Print marked. See the example screenshot below.**

Student Detail	Accommodations	Demographics	Testing Codes	Test Sessions	
Accommodations					
Type	Accommodation	Algebra	Biology	USHC	English 2
Paper	Braille Test Booklet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paper	Large-Print Test Booklet	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Paper	Oral/Signed Administration Script	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Use of the online DESMOS calculator tools with a paper test booklet.**

Some students whose IEPs or 504 Plans require a paper test administration for Algebra 1 or Biology 1 may be accustomed to using the online DESMOS calculator for classwork. These students may be allowed to access the DESMOS calculator tools that are embedded into the online test form by following the procedures below. This accommodation will no longer require a Special Circumstances request.

1. An individual administration is required.
2. The student will need to have access to an approved computer-based testing device (e.g., desktop, laptop, tablet, etc.) in addition to the print test form.
3. The TA must use a test ticket to login to the Print Transcription form, which matches the print test booklet.
4. The student **may only** use the DESMOS calculator tools that are embedded into the online Print Transcription form administered by the DRC INSIGHT test engine. The student **may not** use the online DESMOS calculator that is used in the classroom. If a student also has a dictation of response accommodation, refer to the procedures on page C-16.
5. The student should EXIT (not SUBMIT) the test.
6. As with all EOCEP paper test administrations, the TA and a monitor will need to enter the student's responses into the online test. If the responses are entered on another day, the test will need to be unlocked. The DTC may request approval to unlock the test in this situation.

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:

- A Paper Test Administration is available only for students who are unable to test on a computer due to a disability.
- Oral/Signed Administration (in both online and paper modes) is available for the student who needs an oral or signed administration of the test (directions, questions, and most answer choices).
- A student may read the test questions aloud to himself or herself. This accommodation requires an individual administration of the test. If possible, individual administrations should have both a TA and a monitor present. If this is not practical, individual administrations should be located where the TA and the student may be observed by others (e.g. through a window or in a computer lab).

Oral Administration with Online Text-to-Speech (TTS)

Text-to-Speech (TTS) is available for students testing online who require an oral administration. The words, numbers, test directions, questions, answer choices and other information displayed on the screen are read aloud by a computer-simulated voice. TTS includes follow-along and starting point functions, which increase the user's ability interact with the accommodation. Headphones should be provided by the school. **Note:** Online testing on a device connected to a COS Service Device provides a more consistent testing experience, especially when testing with VSL or TTS accommodations. Contact your technology personnel to determine if this configuration is used in your school.

The oral administration of online test items may not be reviewed by teachers and/or test administrators.



Procedures for Online Testing with Text-to-Speech (TTS)

Students may test individually, in a small-group lab situation, or in the general setting, as determined by the IEP/504 Plan/ILAP. If students are testing in a small-group situation or the general setting, each student must have his or her own testing device and a set of headphones. All other requirements are built-in functions of the online software.

- Ensure that students who require TTS have practiced using this accommodation in the Online Tools Training (OTT). In particular, students should practice the starting points function in the OTT.
- TTS offers numerous starting points because it is designed to read all text in the item, including numbers. Instruct students to click on the starting points icon when they begin an item. Students then initiate the audio by clicking on the small blue dot next to the section of text to be read.



The equation shows

- Distribute headphones to students who require online oral administration.
- Read the script and directions up to the point at which the TA instructs students testing with TTS administration to put on headphones. The online system begins reading instructions to students immediately following log-in. From this point on, the TTS will read the test aloud.
- Monitor students so that you know when they reach the screen with the three shaded 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 audio and highlighted words will automatically play when the item appears. TTS can be stopped, paused, or replayed as many times as necessary.
- During testing, periodically check with students to make sure the TTS is working.
- 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.

If you have a student with an IEP or 504 Plan who requires oral administration for only one section of the English 2 test, please review the following information carefully.

IMPORTANT! DRC INSIGHT has been configured to turn on the online oral administration (TTS) for just one section of the English 2 test. To avoid a test security violation, districts and schools will need to ensure that students are coded for and receive oral administration for the correct section of English 2.

Appendix C Testing Students with Documented Disabilities

The chart below illustrates how the English 2 Online Oral Accommodation will show on the test ticket:

Form Name (3 digit Form Number ending in zero)	PS Oral Value	Accommodation	*Test Ticket Display on Both Test Tickets
_ _0	OA12	Oral Administration – Entire Test	Oral
_ _0	OA1	Oral Administration – Writing Only	Oral-W
_ _0	OA2	Oral Administration – Reading Only	Oral-R

*Note: The accommodation that the student is assigned will show on both the Writing and the Reading test tickets. For example, if a student is coded for an oral administration for Reading only (Oral-R), the accommodation will show on both the Writing test ticket and the Reading test ticket. However, the student will only receive the online oral administration (TTS) for the test directions and the Reading section of the test. See the sample English 2 test tickets below.

EOCEP English 2 - Writing Test Ticket:

EOCEP Spring 2022
Student Test Ticket
English 2 - Writing

Test Session: EPM Review
Teacher Name: One, Teacher
SIS Code: 302400CW-0099
Student Name: Sample, Student
PS#:
Username:
Password:
Online Accom: Oral-R

EOCEP English 2 - Reading Test Ticket:

EOCEP Spring 2022
Student Test Ticket
English 2 - Reading

Test Session: EPM Review
Teacher Name: One, Teacher
SIS Code: 302400CW-0099
Student Name: Sample, Student
PS#:
Username:
Password:
Online Accom: Oral-R

IMPORTANT! The appropriate online accommodation (Oral Administration – Entire Test, Oral Administration – Writing Only, or Oral Administration – Reading Only) must be marked for the student record in the Portal **before** printing the test ticket and starting the test. Refer to the graphic below.

Student Detail Accommodations Demographics Testing Codes Test Sessions					
Accommodations					
Type	Accommodation	Algebra	Biology	USHC	English 2
Online	Oral Administration - Entire Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	Oral Administration - Writing Only				<input type="checkbox"/>
Online	Oral Administration - Reading Only				<input type="checkbox"/>
Online	Paper Test Transcription	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	Sign Language Video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For students who test online using a larger monitor (i.e., Large-Print) who also require an oral administration accommodation, please ensure the appropriate “Online Oral Administration” and the “Paper Large-Print” accommodations are marked in the Portal. The “Paper Large-Print” accommodation is used for reporting purposes. Refer to the graphic below.

Student Detail Accommodations Demographics Testing Codes Test Sessions					
Accommodations					
Type	Accommodation	Algebra	Biology	USHC	English 2
Paper	Braille Test Booklet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paper	Large-Print Test Booklet	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Paper	Oral/Signed Administration Script	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



With the functionality to turn on TTS for one section of an English 2 test, it is even more important that a student's oral administration accommodation marked in the DRC INSIGHT Portal is accurate **BEFORE** a student begins testing. The following scenarios outline what may happen when a student tests one section of an English 2 test with an incorrect oral administration accommodation. If the opposite scenario occurs (i.e., Reading instead of Writing), the same (opposite) action applies.


Scenario 1	Action
The student completed testing English 2 – Writing with the oral administration accommodation marked as: English 2 – Writing Only It should have been marked as: Oral Administration – Entire Test The student still needs to complete English 2 – Reading	Notify the SCDE (Kirsten Hural) via phone call or email with the details, including the form number assigned to the student. Both sections of the test may need to be regenerated in order to assign the “Oral Accommodation – Entire Test” accommodation. <i>The student may need to begin the entire test again.</i>
Scenario 2	Action
The student completed testing English 2 – Writing with the oral administration accommodation marked as: Oral Administration – Entire Test It should have been marked as: English 2 – Writing Only The student still needs to complete Session 2/Reading	The accommodation for the student record should be changed to “Oral Administration – Writing Only.” Then, the student can complete English 2 – Reading.
Scenario 3	Action
The student was assigned oral administration for English 2 – Writing Only. Should the audio play on English – Reading as well?	No. The student should NOT hear any audio (TTS) for any component of the English 2 – Reading test.
Scenario 4	Action
A student completed the English 2 – Writing test without an oral administration accommodation marked. The student needs oral administration as an accommodation for English 2 – Reading Only. The oral accommodation for English 2 – Reading is marked in the Portal, but the test ticket does not show the correct accommodation when printed.	In this case, the oral administration accommodation was marked after the student tested English 2 – Writing, which is why the accommodation is not displaying on the test ticket. Notify the SCDE (Kirsten Hural) via phone call or email with the details, including the form number assigned to the student. Both sections of the test may need to be regenerated. <i>The student may need to begin the entire test again.</i>




Procedures for Online Testing with Video Sign Language (VSL)

Video Sign Language (VSL) is available for online testers who require a signed administration of the test. Signed administration video files are loaded into the online system along with the sign language test form so that students may test via DRC INSIGHT. The signed administration video is available in American Sign Language. **Note:** Online testing on a device connected to a COS Service Device provides a more consistent testing experience, especially when testing with VSL or TTS accommodations. Contact your technology personnel to determine if this configuration is used in your school.

- Begin the administration by signing the administration directions for online testing in the *TAM*.
- 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 “Sign Language” button  and then click on the small blue dot  at the beginning of the text on the first page of the directions to launch the video player. Students will need to advance the directions screens by clicking the “Next” button. On each screen, the student will need to select the Sign Language button and small dot to begin the video.

 **Select ALL of the situations**

- Once students have reached the end of the directions, tell them they will need to press the sign language button  and the small dot at the beginning of each item to launch the sign language video. Then instruct students to click the green “Begin the Test” button to start their test.
- Students will work at their own pace and may replay passages and/or questions as needed.
- 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.
- For some items, students may be directed to raise a hand if they need help reading words presented in the graphics (e.g., tables, pictures, charts) or in the answer choices. Individual words may be signed to a student, if requested.
- While some conversation between the student(s) and TA is expected, **discussion concerning any test item content is not permitted**. Do not converse with the student(s) on any test questions.



Procedures for Oral Administration with an Oral/Signed Administration Script (OAS/SAS)

There is one paper script that is used for both oral and signed administrations. The **Oral/Signed Administration Script (OAS/SAS)** provides the directions to TAs regarding the appropriate way to read or sign the test questions, passages, and answer choices to the student(s) by the TA. The DTC must order oral/signed scripts through the test contractor according to the number of TAs who need them.

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

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

Oral administration of Algebra 1, Biology 1, English 2 - Writing, English 2 - Reading, and U.S. History and the Constitution is a standard accommodation. To prepare for the oral administration of the paper test, the TA may review the *Oral/Signed 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.

- If this is an individual administration, it is preferable if both a TA and a monitor can be present. If this is not practical, the school should attempt to administer the test in a location where the TA and the student can be observed by others (e.g., through a window or in a computer lab).
- Begin the administration by reading aloud the administration directions starting from page 81 of the *TAM*. The TA will be directed when to begin with the script.
- Read the script exactly as it is written. Be particularly aware of the grammatical make-up and structure of the items. No changes 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.
- The TA is allowed to read only what is printed in the oral/signed script. Read the answer choices as directed in the oral/signed 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. As indicated in the script, individual words may be read aloud if requested by the student.
- 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.
- 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.



Procedures for Signed Administration Using an Oral/Signed Administration Script (OAS/SAS)

To prepare for a signed administration, the TA and/or sign language interpreter may review the *Oral/Signed Administration Script* during a 48-hour period within the week before the test administration. *(For example, if testing begins on Monday, reviews may take place during any two-day period between the previous Monday and the Monday on which testing takes place.)* All reviews **must** take place at the school with **no students present** and be coordinated through the STC with adherence to test security procedures. The purpose of this review is for the sign-language interpreter to translate the script, preserving the integrity of the test items, into signs that will be understood by the student. The school is expected to allow time and support for the interpreter to adequately study, translate, and prepare the test for signed administration.

ONLY the paper script may be reviewed in advance. **Online test items and signed administration videos MAY NOT be reviewed.**

- If this is an individual administration, it is preferable if both a TA and a monitor can be present. If this is not practical, the school should attempt to administer the test in a location where the TA and the student can be observed by others (e.g., through a window or in a computer lab).
- Begin the administration by signing the administration directions starting from page 81 of the TAM. The TA will be directed when to begin with the script.
- Translate the script faithfully, preserving the integrity of the test items. The school is expected to allow time and support for the TA to adequately study, translate, and prepare the test for signed administration.
- Sign the test items as clearly as possible. Do not give your own emphasis to any word, phrase, or concept. Present each answer choice in the same manner so as not to cue or miscue the student.
- Specific behaviors of the eyes, eyebrows, and mouth are an integral part of ASL grammar. Please be aware that any over-emphasis during the interpretation may be misleading or distracting to the students. Be particularly aware of the grammatical make-up and structure of test items, and endeavor to achieve equivalence in meaning and goal in ASL.
- Pause between questions or statements, and answer choices to give the student time to reflect on the items.
- Follow the student's direction as to how quickly or how slowly to sign. Pause at the student's request. You may also re-sign passages, items, and answer choices at the student's request.
- Give the student sufficient time to respond. If the student pauses for a considerable amount of time before responding, ask the student if they want you to re-sign the item.
- Students may request to skip an item and return to it later.
- At the end of the day's testing session, re-sign any questions, as requested by the student.

The following standard accommodations are to be used for reporting purposes. These accommodation doesn't control the DRC INSIGHT system.

Response Options

The student may require an alternative method of responding to a test question. All response options described in this section require the TA and the monitor to sign the *Security Affidavit Form for Alternative Response Options* (page C-25) and to return the form to the STC. The STC must submit this form to the DTC. Alternative response options require the TA to enter the student's responses into the online system. A monitor is required to ensure the TA is entering the correct responses and to prevent test security violations (see details in **Transcribing Paper Test Responses into the Online System** on page C-5). Response options may include the following:

- **Nonverbal Indication of Responses**—Students may indicate their selected responses nonverbally to the TA (e.g., by pointing or by using a personal communication device). These may include responses to selected response items and most technology-enhanced items on EOCEP tests.

Procedures for Nonverbal Indication of Responses

This procedure requires an individual administration. A monitor must be present during the administration or a video recording must be made of the entire administration. The equipment used for the video recording must be school- or district-owned. (No personal video recording devices (e.g., cell phone, tablet, laptop) can be used for the administration.)

1. The student will indicate answers nonverbally by pointing to an answer choice in the test booklet or on the testing device screen (or by other means such as index cards) or by using a personal communication device. The TA will mark the student's answer on the testing device screen.
 2. The video recording (if applicable) must be saved to a USB device or a DVD, labeled as indicated on page C-20, and returned with the secure test materials.
 3. The TA and monitor must sign the Security Affidavit Form for Alternative Response Options and return the form to the STC. If applicable, the TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.
- **Dictation of Responses**—Students may dictate their answers for selected response, technology-enhanced, and text-dependent writing (TDW) items to a scribe or through the use of a personal communication device that does not include spell-check, grammar-check, or word prediction programs. This accommodation requires an individual administration.

Procedures for Dictation of Selected or Technology-Enhanced Responses

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

1. The student dictates responses to the scribe. The scribe marks the student's responses in the online test.
2. The student may watch as the scribe marks the response.
3. The audio recording (if applicable) must be saved to a DVD/CD or USB device, labeled as indicated on page C-20, and returned with the secure test materials.
4. The TA and monitor must sign the Security Affidavit Form for Alternative Response Options and return the form to the STC. The STC must submit these forms to the DTC. If applicable, the TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.

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

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

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

No assistance should be given to the student. Scribes may provide guidance under certain circumstances like, "Do you want to make an outline?", "Start dictating when you are ready," and/or "Are you finished?" TAs must **not** prompt students for writing content like, "What details from the passage do you want to include?" and/or "How do you want to conclude your response?"

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

Procedures for Dictation of TDW Items

1. The student may make planning notes or an outline on separate paper using devices such as a pencil, typewriter, Braillewriter, word processor, an electronic Braille note-taking device, a personal communication device, or dictate the planning notes or outline into a tape recorder or to a scribe/monitor. If the student uses a word processor, he/she must use a text editor that does not have spelling- and grammar-checking capabilities (such as text edit or Notepad.exe, not Word).
2. The TA begins audio recording when the student is ready to begin dictating a first draft of the TDW response; the recording continues until the final response is completed. The scribe will write the first draft on separate pages. **Only the final response should be typed into the online test.** The scribe writes the response in all lowercase letters, using correct spelling. No punctuation, capitalization, or paragraphing is included within the response. There are two options for revising punctuation, capitalization, or paragraphing:
 - The student may observe the scribe writing the response and make revisions as the dictation proceeds.
 - The student may make all revisions after dictating the response.
3. When the student has completed dictating the first draft, the TA or scribe reads the draft to the student. The student must indicate instructions on punctuation, capitalization, and paragraphing if he/she did not do so while dictating the draft.
4. When the student has completed all of the revisions to the first draft, the TA or scribe reads the revised draft to the student. The student may indicate any additional edits as needed. The TA or scribe verbally repeats the student's corrections to allow the student to make revisions.
5. When all corrections are made to the satisfaction of the student, this is considered the final response and the TA ends the audio recording.
6. The TA transfers the student's final response into the online test. The student may proofread the final response.

7. The TA saves the audio recording to a DVD/CD or USB device and labels it with the student's demographic information: district name, school name, student name, student state ID, birth date, gender, subject, and test booklet security number. The labeled device must be returned with the secure test materials.
 8. The TA and monitor (and third adult/scribe, if applicable) must sign the *Security Affidavit Form for Alternative Response Options* and return the form to the STC. The TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.
- **Braille Response Options**—Students may use a Braillewriter, slate and stylus, or electronic braille note-taking device to answer test items. A TA must transfer the student's responses (including the TDW response if the student tests English 2) to the online system. 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. (The equipment used for the audio recording must be school- or district-owned.)

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.
 2. All responses (including the English 2 TDW response) marked in the Braille test booklet or written in braille on separate sheets of paper must be transcribed and transferred by the TA into the online system.
 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.
 4. The student's brailled responses must be identified and returned with the braille binder to the contractor in the secure test materials return.
- **IMPORTANT! 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 to the online system, and the student's record must have the transcription accommodation checked. A monitor must be present to verify that the student's responses were recorded accurately.

Procedures for Responding in the Test Booklet

1. The TA must transfer those responses into the online system following the procedures provided on page C-5.
2. Two individuals must complete this task.
3. Make sure all student responses are carefully checked for accuracy and that all appropriate student demographic information is completed.
4. The test booklet should be returned to the contractor.

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 based on IEP or 504-Plan 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 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.
- Students testing over multiple days must complete the TDW essay within one day.
- 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. Please refer to pages B-5–B-6 for more information about unlocking tests. Students should “Pause” and then “Exit” their test each day until all sections of the test are completed. Once completed, they should then “Submit” their test.

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 small group size as determined in the IEP for routine classroom assessments but should be no more than twelve in one small group.

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.**

The “Supplemental Materials or Devices” option should be marked correctly in the DRC INSIGHT Portal Student Management Accommodations page (see the graphic below). Be sure that this accommodations code has been completed for the appropriate students.

- Braillewriter, braille note-taking device, typewriter, or word processor
- Special adaptive/assistive devices (e.g., adaptive keyboard, calculator; this does not include speech-to-text software)

Student Detail		Accommodations	Demographics	Testing Codes	Test Sessions
Accommodations					
Type	Accommodation	Algebra	Biology	USHC	
Standard	Setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Timing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Scheduling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Response Options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Supplemental Materials or Devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Note: If a student uses a computer-based calculator, the TA must disable any application not allowed by the calculator use policy described on pages 26–28 of this manual.

Note: For materials and devices not related to those listed, please see page C-23 of this appendix for the Special Circumstances Request Form.

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

Timing

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

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.
- such that the duration of the extended break is consistent with the length of time used during routine classroom assessments, as documented in the IEP.

Note: Students may not return to previously completed questions after a break.

Return Procedures

Identifying Student Materials

The information shown below must be written on all CDs, DVDs, or USB devices used to record testing sessions, as well as any additional pages containing student responses. The documents must be returned with the secure test materials.

- District Name
- School Name
- Teacher Name
- Student Name
- Student ID
- Test Booklet Security Number (for paper testers only)

Sample

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

Coding Student Information

IMPORTANT! Confirm that all applicable fields are marked appropriately in the DRC INSIGHT Portal before starting the test. 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 graphic.)

Student Detail		Accommodations	Demographics	Testing Codes	Test Sessions
Accommodations					
Type	Accommodation	Algebra	Biology	USHC	English 2
Paper	Braille Test Booklet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paper	Large-Print Test Booklet	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Paper	Oral/Signed Administration Script	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: The standard accommodations are to be marked for reporting purposes. These accommodations do not control the DRC INSIGHT system. The contractor will not edit or verify any fields in the DRC INSIGHT Portal. If information is omitted or coded incorrectly, **rescoring will be done at the expense of the school district.**

Packaging Paper Test Materials

- TAs should return all test materials to the STC and sign in secure materials on the *Security Checklist*.
- Return all test booklets and customized materials (i.e., oral/signed script, customized test booklets).

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. Please be sure this form is completely signed by both the STC and DTC, and is submitted to the SCDE by the DTC only.
- **Security Affidavit Form for Alternative Response Options**—This page may be reproduced as needed. Please be sure this form is signed correctly by both the STC and the DTC, and is submitted to the SCDE by the DTC only.

Office of Assessment and Standards Special Circumstances Request Form for the Administration of the EOCEP

Student Name: _____ Student State ID#: _____

District: _____ PowerSchool #: _____

School: _____ Test Date: _____

Is student testing: ____ online or ____ paper test

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

For more information on how to submit this request, please contact the Accommodations Specialist, Daniel Publicover, **at least four weeks prior to testing** (dfpublicover@ed.sc.gov, 803-734-8432).

EOCEP Security Affidavit Form for Alternative Response Options

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

Student Name: _____ Student State ID#: _____

District: _____

School: _____

Subject: _____ Grade: _____

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

Test Administrator—Signature

Position

Test Administrator—Print Name

Date

Monitor/Scribe/Other—Signature

Position

Monitor/Scribe/Other—Print Name

Date

STCs—Return this form to the DTC upon completion.

Appendix D

Administration of the EOCEP to Multilingual Learners (MLs)

Following guidance provided by the Office of Federal and State Accountability, terminology in **Appendix D**, and in related areas of the EOCEP program, is being updated. Students previously referred to as English Learners (ELs) are now referred to as multilingual learners or MLs.

Definition

South Carolina defines a Multilingual Learner (ML) as a student who has a primary language other than English and is not initially proficient in listening, speaking, reading, writing, or comprehension in English as determined by an English language proficiency assessment instrument.

EOCEP Format

South Carolina state law (SC Code Sections 1-1-69; 1-1-697; and 1-1-698) mandates that all statewide assessments are administered in English. Foreign language translations of test items and response options are not allowed; however, translations of the test directions are permitted.

Preparation Before Administering the EOCEP

MLs may receive special test preparation instruction prior to the administration of the EOCEP. This instruction may cover test format, directions, test booklet use, test-taking strategies, and online testing tools and navigation. Students should use the Tutorial and Online Tools Training (OTT) **prior to** the testing window. If the student's ILAP indicates that the student should have the directions reworded and/or translated into the student's native language, this should be done when using the Tutorial and OTT as well.

SCDE English Proficiency Codes for the Multilingual Learner Program (MLP) 2024–2025

Proficiency Level (PL)	English Language Proficiency (ELP) Assessment Score Criteria	ELP Annual Assessment Required
1 – Entering and PL Progression .0–.9	Student scored 1.0–1.9 (Entering) on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K–12).	Y
2 – Emerging and PL Progression .0–.9	Student scored 2.0–2.9 (Emerging) on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K–12).	Y
3 – Developing and PL Progression .0–.9	Student scored 3.0–3.9 (Developing) on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K–12).	Y
4 – Expanding and PL Progression .0–.3	Student scored 4.0–4.3 (Expanding) on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K–12).	Y
4.4–6.0 – Expanding/Bridging/Reaching	Most students scoring 4.4–6.0 will have met the English proficiency criteria (see M1 – 1st Year Monitor). However, there are a <u>few exceptions</u> where a student may score a 4.4–6.0 and remain in the Multilingual Learner Program (MLP). Please see the <u>example scenarios</u> where this coding may be applicable.	Y
AL1 – Entering	Student scored 1 (Entering) on WIDA Alternate ACCESS.	Y
AL2 – Emerging	Student scored 2 (Emerging) on WIDA Alternate ACCESS.	Y

Proficiency Coding	Post-Reclassification/Proficiency Monitoring & Additional Coding	ELP Annual Assessment Required
M1 – 1st Year Monitor	Student scored an Overall score of ≥ 4.4 on WIDA ACCESS.	N
M1 – 1st Year Monitor	Student scored 3 (Developing), 4 (Expanding), or 5 (Bridging) on WIDA Alternate ACCESS.	N
M1 – 1st Year Monitor	Student scored Oral Language score of ≥ 4.4 on the K Screener in first-semester kindergarten.	N
M2 – 2nd Year Monitor	This is the 2 nd year of monitoring.	N
M3 – 3rd Year Monitor	This is the 3 rd year of monitoring.	N
M4 – 4th Year Monitor	This is the 4 th year of monitoring.	N
8 – English Speaker – Former ML	The student successfully completed four years of monitoring after meeting reclassification/proficiency criteria as defined by the state.	N
8 – English Speaker – Never ML	Student scored Oral Language score of ≥ 4.4 on WIDA Screener for Kindergarten (administered during the first semester of kindergarten only). This coding is only applied after the student has successfully completed four years of monitoring and was never brought into the MLP.	N
8 – English Speaker – Never ML	Student scored an Overall score of ≥ 4.4 on WIDA Screener (second semester K–12) or WIDA MODEL.	N
9 – Native Speaker	The student is a native English speaker with an initial Home Language Survey (HLS), in which English was the only language noted. Special circumstances may arise with students who transfer from out-of-state. (review records closely).	N

Proficiency Coding	Post-Reclassification/Proficiency Monitoring & Additional Coding	ELP Annual Assessment Required
10 – 3K ML Status Pending	Enrolling 3K students with a language other than English listed on the HLS. The student does not participate in identification screening until the end of their 4K year or the beginning of kindergarten but may or may not receive provisional Pre-K MLP support depending on district program guidelines.	N
11 – 4K ML Status Pending	Enrolling 4K students with a language other than English listed on the HLS. The student does not participate in identification screening until the end of their 4K year or the beginning of kindergarten but may or may not receive provisional Pre-K MLP support depending on district program guidelines.	N
AW – Awaiting *A temporary proficiency level coding status.	The student has not yet participated in ELP identification screening, or the ELP assessment window ended/the student missed one or more domains of the ELP assessment, in which case a Composite score must be obtained through the WIDA Screener or WIDA MODEL. The PL should then be updated to reflect that score.	ELP Assessment status is determined after ELP's initial assessment is completed.
AW – Awaiting *A temporary proficiency level coding status.	English proficiency level 11 changes to AW at the end of each school year to indicate that identification screening must occur when a district initializes PowerSchool data.	ELP Assessment status is determined after ELP's initial assessment is completed.
SSI – Supplemental Support Identification	“SSI – Supplemental Support Identification” is an added option in the “Proficiency Levels (PL)” field on the SC Student Information page in PowerSchool. This option should be selected for children who are attending private school, homeschool, adult education, Department of Defense (DOD), or are too young to be enrolled in a SC public school.	N

Note: MLs should never be given an English Proficiency field value of 9-Native Speaker.

For questions, contact: Kirsten Hural (khural@ed.sc.gov), Program Manager, Office of Assessment and Standards at 803-734-5981.

ML Accommodations

Accommodations should be used only as appropriate for individual students and should not be applied to all MLs indiscriminately. Appropriate accommodations should be based on the English proficiency 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 Individualized Language Acquisition Plan (ILAP) and kept with the student's ML folder. If accommodations are used with the EOCEP, complete the appropriate ML accommodation codes on the DRC INSIGHT Portal Student Management page.

The following accommodations may be used on the EOCEP tests:

- **Bilingual Dictionary** – MLs may use a word-to-word bilingual dictionary during all EOCEP tests. The word-to-word dictionary used during testing should be one used by the student for instruction and assessment throughout the school year. However, the dictionary **must not** include any examples, pictures, or definitions. During test administration, MLs may consult only a conventional, published book. Printouts of word-to-word lists, whether teacher-made or retrieved from the Internet, are not permitted.
- **Reword and/or Translate Directions** – The administration directions in the *TAM* may be **reworded or translated** into the student's native language to enable the student to understand the task(s). **No other parts of the test directions may be reworded or translated.** These directions may be reworded or translated in any format (orally or in writing). This rewording and/or translation of directions found in the *TAM* cannot go beyond the scope and meaning of the written directions. Administration directions that have been reworded or translated may be repeated in English or the native language as needed.

It is recommended that rewording or translation of directions be planned or completed prior to the testing session. It may be beneficial for TAs to reword or translate the directions for use with the Online Tools Training, prior to the test administration, to familiarize the student with the rewording/translation. A translator (e.g., translation service) who is not a trained Test Administrator should not be used during a testing session as this may constitute a test security violation.

Translated directions will be provided for each of the following languages:

- Spanish (Latin America)
- Russian
- Vietnamese
- Chinese (Simplified)
- Portuguese (Brazil)
- Arabic
- Gujarati
- Ukrainian
- Telugu
- Tamil

The translated versions of the *TAM* administration directions, for online and paper/pencil testing, will be posted to the DRC INSIGHT Portal. These directions will be produced in a two-column format: the English version of the directions will appear in the left-hand column, and the translation of the “Say” text will appear in the right-hand column.

Districts should employ a translation service if they do not have anyone available in the district who speaks the student's native language. It is advised that translation services be engaged prior to test day so that the student can practice with the OTT using translated directions.

- **Oral administration of EOCEP Algebra 1, Biology 1, and U.S. History and the Constitution (USHC)** – MLs may receive oral administration of the EOCEP Algebra 1, Biology 1, and USHC tests. Oral administrations of these tests are accommodations because these tests assess knowledge of content standards, not reading ability. The “Oral Administration - Entire Test” and “ML Oral Administration” accommodations should be marked for the student record(s) in the Portal.
- **Oral Administration of the English 2 only** – MLs may receive an oral administration on the English 2 - Writing section only. Students may not receive an oral administration on the English 2 - Reading section. Oral administrations of these tests are accommodations because these tests assess knowledge of the writing content standards, not reading ability. The “Oral Administration - Writing Only” and “ML Oral Administration” accommodations should be marked for the student record(s) in the Portal.

If the student's IEP/504 Plan or Individualized Language Acquisition Plan (ILAP) requires a paper test, use the oral/signed administration script for the writing section only; the TAs should not read from a paper script for the reading section.

- **Paper Test Administration** – The requirement for a paper test should be specified in the student's ILAP if the student's computer skills do not match their grade-level peers and a paper administration will give a more accurate representation of the student's knowledge. The Reading and Writing sections of English 2 must be administered in the same mode.
- **Scheduling** – MLs 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,
 - small group administration in a separate location,
 - individual administration in a separate location.

MLs may participate in individual or small group administrations by the ML 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 extended breaks in the testing room without contact with other students.

Customized Materials for MLs with Disabilities

MLs with **documented disabilities** may qualify for additional accommodations and/or customized test materials related to the student's specific disability. Accommodations related to the individual's disability must be specified before the student takes the required assessment, and must be documented on the student's **IEP or 504 plan**. The same customized materials for students with disabilities are available for MLs with documented disabilities. Refer to **Appendix C – Testing Students with Documented Disabilities**.

Appendix E

Monitor's Section

EOCEP Monitors for Testing

The use of monitors is recommended to facilitate the administration of the tests and to ensure that test security is maintained. In addition to meeting the specific requirements and responsibilities below, monitors must read pages 5–39 of the *EOCEP TAM*.

Monitor Requirements

- 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, 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 recording their responses in the correct sections of the test booklets or in the online testing system. It is permissible to alert students that their answers are being recorded in the wrong sections. **However, it is not permissible to stop and read test items or students' responses in students' test booklets 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., pencils, test booklets, paper, test tickets) as directed by the TA.
- Ensure that students receive the correct test booklets or test tickets, depending on test mode.
- During testing, ensure that students
 - receive additional sharpened pencils when needed,
 - follow directions,
 - mark their responses in the appropriate area of the test booklet 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.

Appendix E Monitor's Section

- 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.)



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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.

Appendix E Monitor's Section

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

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

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

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

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

Signature

Date

Print Name

District and School

Index

A

Accommodations	11–12, 21–22, 33, 47, C-3–C-20
Online Testing	52–54, B-5–B-6
Additional Materials	19, C-6
Administration Directions	37, 48, 49
Online Testing	49, 53, 57–65
Paper Testing	79–93
Agreement to Maintain Test Security and Confidentiality Forms	17, 43, 46, A-3–A-6, E-3–E-4

B

Braille.....	35, C-4–C-6, C-18–C-19
Braille Response Options	80, 81, 82, 84, 85, 87, 88, 89, 90, 92, C-4, C-18
Braille Test Administrator (TA) Notes.....	35
Breaks During Testing	25, 32, C-4, C-20
Online Testing	B-3
Paper Testing	82, 85, 89, 91, 93

C

Calculators	26–29, C-8, C-19
Cheating	14–15, 38, 48, 54
Classroom Participation	29, 52
Online Testing	52
Contingency Plans for Technology Challenges.....	32
Course Code	B-1–B-3
Customized Materials Table	C-7

D

Demographic.....	35
Online Testing	46
Dictation of Responses	C-4, C-16, C-17
Dictionaries and Thesauruses	36
Disruptions	32, 54
Do Not Disturb Sign	29, A-9–A-10
DTC Requirements	43

E

Electronic Devices.....	25, 26–28, 46, 53, C-16, C-18
Expelled Students	21

Index

F

Fire Drills.....	33, 54
Foreign Exchange Students	22

H

Highlighters	31
Home-Based/Homebound Students.....	21, 22
Home School Students	21

I

IEP/504 Plans	11, 21, 22, 24, C-2–C-4, C-3–C-4, C-19, C-21, C-23, D-5
IEP Invalidation.....	11, C-20
IEP Special Request Code	C-3, C-20
Illness	22, 33, 49, 53, 54
Individual/Small-Group Administration	C-2, C-9, C-19
Injury, Student	33, 52, C-3
Inventory Test Materials	72

L

Large Print	35, C-4–C-7
-------------------	-------------

M

Make-up Testing.....	2, 49, 54
Materials, Return	48, 50, C-20–C-21
Materials Supplied by Schools.....	41–42
Missing Materials	19
Monitor Requirements/Responsibilities	E-1–E-2

N

Non-Standard Accommodations	C-3
-----------------------------------	-----

O

Online Security	18, 52–54
Online Testing	
Inactivity	B-3
Loss of Connectivity	B-3–B-4
Online Testing Materials	C-9
Pause Functionality	33, B-3
SCDE Policies	21–39
Unlocking Student Tests	B-4–B-5
Oral/Signed Administration	C-7, C-13–C-15, D-5
Online Testing	52–54, B-5, C-9–C-10
Paper Testing	79–92
Out-of-State Students	24

P

Paper Testing	
Materials	71
Overview	70
Testing Procedures	72–78
Parent Notification	24–25
Power Failure	33, 39, B-4
Precoded Information	D-2–D-3
Private or Non-Public School Students	22
Procedures for Investigating Cell Phone Violations	15–17
Proctoring	37–39

R

Reporting Test Security Violations	6–8, 8–15, C-2
Residential Treatment Facilities	23
Responding in Test Booklet	C-4, C-18

S

Scratch Paper.....	31, 41, 47, 48, 49, 53, 55, 67
Seating Charts.....	37, 47–49, 52
Secure Destruction of Materials	49
Secure Materials.....	17–18, 35
Security Checklists.....	19, C-21
Security Violations	7–8, 8–13, 34, 35, C-2
Sign Language	36
Online Testing	C-13
Special Circumstances Request Form.....	C-3, C-21, C-23
STC Requirements/Responsibilities.....	45
Student and Parent Resources Webpage	25
Student Cheating	14–15, 48, 54
Student Participation.....	21, C-2
Students with Disabilities	11, 21–23, 43, 46, D-5
Supplemental Materials/Devices.....	47, 49, C-2–C-4, C-19, E-1
Suspended Students.....	21

T

TA Requirements	51
Test Duration	25
Testing Dates and Windows	2, 24
Testing Environment	7, 29, 37, 52, C-3
Testing Using Tablet Devices.....	18, 52, 57–58
Test Monitoring Application.....	57, 61–63
Test Security Laws and Regulations	5–14, C-2
Test Security Violation	8–11, C-2
Test Security Violation Application	10
Test Sessions/Student Test Tickets.....	35, 38, 47, 48, 49, 53, 55, C-19, E-1
Text-to-Speech.....	C-8, C-9, D-5
Transcribing Paper Test Responses.....	C-5, C-7–C-8, C-18

U

Unlocking Test Tickets	49, B-4
------------------------------	---------

V

Virtual School Students.....	22
------------------------------	----

EOCEP Forms

Form	Retained by	Retention Timeframe
<i>Agreement to Maintain Test Security and Confidentiality</i>	DTC	5 years
<i>Student Make-up Roster</i>	STC	until test results are received
Special Circumstances Request Form	STC	1 year
Security Checklists (electronic)	DTC – electronic copy STC – electronic copy	DTC – 1 year STC – 1 year



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