

SC READY 
South Carolina College- and
Career-Ready Assessments



Administration Directions Manual

for Online and Paper/Pencil Testing

Spring 2018

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Online Administration Directions for All Subjects—SC READY/SCPASS

General Information

Begin with the instructions found on this page for each of the following online tests:

- ELA Session 1
- ELA Session 2
- Mathematics
- Science
- Social Studies

Materials Needed: online testing roster, student test tickets, and seating chart for all subjects and grades; passage booklets (for ELA only); other allowable materials being used (e.g., scratch paper for all grades and subjects, pencils, highlighters, school- or student-owned calculators for mathematics grades 6–8 and science grades 6 and 8). For **Large-Print**, the TA Notes are needed, as well as any materials specified in the Large-Print TA Notes.

Separate test tickets are provided for each of the following test sessions: ELA Session 1, ELA Session 2, Mathematics, Science, and Social Studies. For Grades 6–8 Mathematics, separate test tickets are also provided for the Calculator and No-Calculator sections: as directed in this manual, the test tickets for the Calculator section are distributed first and then collected after students begin testing; the test ticket for the No-Calculator section is distributed to each student only after he/she finishes the Calculator section.

ELA passage booklets are to be distributed for both sessions of the ELA test, as directed in this manual. The booklets contain the TDA passage for ELA Session 1, as well as all of the reading passages for ELA Session 2. The last passage in Session 2 will differ depending on the online form number that is assigned to the student. The form number is printed on the student’s test ticket; students will need to refer to this number when directed to do so. For students who have a large-print accommodation, a Large-Print ELA test booklet will be provided in lieu of a passage booklet. Please note that students with a large-print accommodation must be using an online form number of 01D.



Note: If a student requires testing accommodations as specified in an IEP, 504 Plan, or ESOL Accommodation Plan, make sure the appropriate accommodations are printed on the student’s test ticket **before** the student begins testing. Contact the STC immediately if there are any concerns about the student’s online testing accommodations.

Directions: This section of the manual provides specific directions and a script to be read to students for each online test. **Read aloud what is printed within the shaded “SAY” boxes.** Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions for students, if needed.

Be sure students understand the directions, how to mark their answers, and the use of the tools as explained in the Tutorial and Online Tools Training (OTTs). Students should have been provided with opportunities to complete the Tutorial and OTTs prior to testing. Be careful not to inadvertently give hints or clues that indicate an answer.



Online Administration Directions for All Subjects—SC READY/SCPASS

General Information for Using Tablet Devices

If you are administering the test using an iPad with Guided Access:



Starting Guided Access

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

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

You may choose to have students complete this step.



Exiting Guided Access Mode

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

If you are administering the test using a Chromebook:

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



Online Administration Directions for All Subjects—SC READY/SCPASS

At each student's computer, click on the “DRC INSIGHT Online Assessments” icon on the computer's desktop or device to load the welcome page prior to the start of the test session.

SAY:

For SC READY: **Today you will be taking the South Carolina College- and Career-Ready Assessments or SC READY** [say test subject—either ELA Session 1, ELA Session 2, or Mathematics] **test.**

For SCPASS: **Today you will be taking the South Carolina Palmetto Assessment of State Standards or SCPASS** [say test subject—either Science or Social Studies] **test.**

It is important that you do your best in answering the test 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 not approved for this test, smart phones, cell phones, mp-3 players, e-readers, or any other electronic imaging or photographic devices.

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.

If electronic devices have not already been collected from students,

SAY:

I will now collect any electronic devices.

(PAUSE)

Make sure all electronic devices are/have been collected from all students, unless the student's IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an online oral administration). Use of devices or customized materials should have been communicated by the STC prior to administration. If you have questions, please contact your STC.

SAY:

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)



Online Administration Directions for All Subjects—SC READY/SCPASS

SAY:

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

Do not share your username and password with anyone else. I will collect the test tickets after you begin testing.

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

Note: For grades 6–8 mathematics, distribute the Calculator section test tickets only. Do NOT distribute the test ticket for the No-Calculator section to a student until that student has completed the Calculator section of the test.

SAY:

At the top of your screen you should see “Welcome to the South Carolina Online Assessments.” On the bottom half of the screen are two options for the SC READY and SCPASS tests. Select the option that says “Test Sign In.”



Assist students as needed.



Online Administration Directions for All Subjects—SC READY/SCPASS

SAY:

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



Test ticket information is unique to each student. Separate test tickets are provided for each of the following test sessions: ELA Session 1, ELA Session 2, Mathematics, Science, and Social Studies. For Grades 6–8 Mathematics, separate test tickets are also provided for the Calculator and No-Calculator sections: the test ticket for the No-Calculator section must not be distributed to a student until he/she completes the Calculator section of the test.

Assist students as needed; TAs may have to help students type in this information. Usernames and passwords are not case sensitive.

If students are not able 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 burden on your school’s network.

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

Students testing with the **Human Voice Audio (HVA)** oral administration should be instructed to put on their headphones at this time. The human voice will begin reading information starting with the following screen. The HVA accommodation is available for all grades and subjects with the exception of ELA grade 3. **For grades 4–8 ELA**, be sure that the HVA and headphones are used only for the ELA test session(s) indicated in the student’s IEP or 504 Plan. Note that ESOL/EL students who are in grades 4–8 are allowed to use the HVA oral administration for ELA Session 1 only. However, the student must use the same online test form (i.e., form number **01D**) for both sessions of the ELA test. Refer to Appendix C and Appendix D of the *Test Administration Manual* for more information.



Online Administration Directions for All Subjects—SC READY/SCPASS

SAY:

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

Welcome Sample Student!

Before you begin testing, please confirm your profile information is correct:

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

Your PowerSchool Number is: 000000000000
 Accommodation(s):

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

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

Continue

Options **Exit**

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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 eDIRECT before continuing with testing.

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 the test link below for [say test session name—either ELA Session 1, ELA Session 2, Mathematics (grades 3–5), Calculator (grades 6–8), Science, or Social Studies] to start the test.

The following tests have been scheduled for Sample Student!

Once instructed, click on the test link below to start the test.
 If no additional tests are available, please select **Exit** to close the application.

- [ELA Session 1](#)

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

The **Video Sign Language (VSL)** administration will begin at this point for students testing with the online ASL signed administration accommodation. The VSL accommodation is available for all grades and subjects with the exception of ELA grade 3. Students using the VSL accommodation for grades 4–8 ELA must use the same online test form (i.e., form number 01D) for both sessions of ELA.



Online Administration Directions for All Subjects—SC READY/SCPASS

Then, administer the online test using the appropriate directions. See the following chart.

ELA Session 1	Page 9 of this manual
ELA Session 2	Page 15 of this manual
Mathematics Grades 3–5	Page 21 of this manual
Mathematics Grades 6–8	Page 25 of this manual
Science and Social Studies	Page 29 of this manual




Online Administration Directions for All Subjects—SC READY/SCPASS




Online Administration Directions for ELA Session 1

SAY:

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.

Answering Questions

Read each question carefully and then answer the question.

For each question with four answer choices, choose the best answer by selecting the answer bubble using the Pointer  tool. Some test questions may have more than four answer choices and will ask you to select two or more answers. Be sure to read the instructions for each question very carefully.

(PAUSE)

SAY:

Now, select the Next button.

(PAUSE)

FOR ALL GRADES EXCEPT GRADE 8:

SAY:

The next section of the test directions describes two-part questions. There are no two-part questions on today's ELA test session, so we will skip those directions today.

(PAUSE)



Online Administration Directions for ELA Session 1

FOR GRADE 8 ONLY:

SAY:


In addition, some questions may have two parts: Part A and Part B. You will be asked to select one answer in each part.

For the two-part questions:

- Read Part A of the question and choose the best answer.
- You may look back at the passage to help you answer Part A.
- Select your answer to Part A.
- Then, read Part B of the question and choose the evidence to support your answer to Part A.
- You may look back at the passage to help you answer Part B of the question.
- Select your answer to Part B.

(PAUSE)

SAY:

Select the Flag  button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

(PAUSE)

SAY:

Now, select the Next button.

(PAUSE)

SAY:

Now follow along while I read the Text-Dependent Analysis (TDA) Directions.

The last question in ELA Session 1 will be a text-dependent analysis (or TDA) question. The TDA question will ask you to analyze the passage and use evidence from the passage to support your response.

For the TDA response:

- Be sure to read the passage and TDA question carefully.
- Use the Writer's Checklist to help you plan, write, and proofread your response.
- You should look back at the passage to help you type your response.

(PAUSE)



Online Administration Directions for ELA Session 1

SAY:

Now, select the Next button.

(PAUSE)


SAY:

The passage may be more than one page in length. Be sure to read all of the pages.

To move to the next page of passage text, click anywhere on the right side of the page. To move to the previous page of text, click anywhere on the left side of the page. Use the page numbers at the bottom to help keep track of the pages within the passage.

You may also read the passage in a paper booklet. When you reach the TDA question, raise your hand and I will give you a copy of the passage booklet.

If you use scratch paper to plan your response or write a rough draft, be sure to type your final response in the space provided.

You will find the Writer's Checklist and the TDA Scoring Guidelines by using the References  tool. You may refer to the checklist and scoring guidelines at any time while responding to the TDA question.

(PAUSE)

SAY:

Now, select the Next button.






(PAUSE)



Online Administration Directions for ELA Session 1

SAY:

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

- The test is not timed, but you must finish this test session today.
- Only one question at a time will appear on the screen.
- If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you.
- Select the Help  button to find more information.

(PAUSE)

SAY:

You may not use a dictionary or thesaurus during ELA Session 1.

(PAUSE)

SAY:

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

You may use the scratch paper to make notes for any of the questions, as well as to plan your response or write a rough draft for the TDA question. Be sure to type your final TDA response in the space provided.

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.

Also remember to raise your hand when you reach the TDA question so that I can give you a copy of the passage booklet. When you receive your booklet, print your name (or make sure your name is printed) on the front cover. You may write in your passage booklet. I will collect the booklet at the end of the test session.

PAUSE to distribute the scratch paper.



Online Administration Directions for ELA Session 1

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.

(PAUSE)

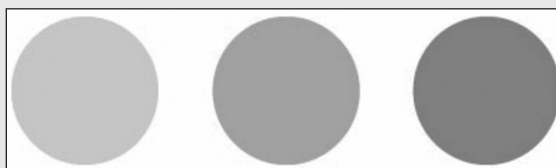
SAY:

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.



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 have finished the test (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.

Make sure that students begin working on the test.

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

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. You may also help students find and read the Writer's Checklist or TDA Scoring Guidelines, if requested. Do NOT read or discuss the TDA passage or any test questions or answer choices. Monitor students to make sure they are navigating through the test and entering their answers in the online testing system.

(TA instructions continue on the next page)



Online Administration Directions for ELA Session 1

NEW!

Distribute additional scratch paper, as needed, and distribute a passage booklet to each student as he/she reaches the TDA question. When you hand the passage booklet to the student, quietly remind the student to print his/her name on the front cover. If the student has already completed ELA Session 2, make sure he/she receives the booklet with his/her name printed on it. Explain that the TDA passage is the first passage in the booklet. Instruct the student to refer to the TDA passage only and not to look at any of the passages for ELA Session 2. When students use their passage booklets, make sure they are looking at the TDA passage only and are NOT reading any of the Session 2 passages. To assist with monitoring, “Session 1” sidebars are printed in the top half of the TDA passage pages, and “Session 2” sidebars appear in the bottom half of the reading passage pages.

If the student is using the Large-Print ELA test booklet, direct the student to the appropriate page(s) at the end of Session 1 (i.e., for grade 3, pages 22–23; grade 4, pages 23–24; grade 5, pages 22–23; grade 6, pages 27–28; grade 7, pages 25–26; grade 8, pages 27–29).

Make sure that all students type their final response for the TDA question in the response box. Students using Large-Print ELA test booklets may also use the large-print TDA response pages that are provided with the test booklets to write a draft of their response; however, they must type their final response in the response box.

Note for grades 4–8: If students are testing with the **HVA** oral administration, check with them periodically to make sure the audio is working properly.

Once all students begin testing, be sure to collect their test tickets. As each student finishes the test, collect all supplemental and any other test materials, including all scratch paper and passage booklets.


Allow 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.

Be sure to return all test materials—including the online testing roster, test tickets, scratch paper containing student writing, and seating chart—to the School Test Coordinator immediately after testing.




Online Administration Directions for ELA Session 2

SAY:

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.

Answering Questions

Read each question carefully and then answer the question.

For each question with four answer choices, choose the best answer by selecting the answer bubble using the Pointer  tool. Some test questions may have more than four answer choices and will ask you to select two or more answers. Be sure to read the instructions for each question very carefully.

(PAUSE)

SAY:

Now, select the Next button.

(PAUSE)



Online Administration Directions for ELA Session 2

SAY:

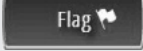
In addition, some questions may have two parts: Part A and Part B. You will be asked to select one answer in each part.

For the two-part questions:

- Read Part A of the question and choose the best answer.
- You may look back at the passage to help you answer Part A.
- Select your answer to Part A.
- Then, read Part B of the question and choose the evidence to support your answer to Part A.
- You may look back at the passage to help you answer Part B of the question.
- Select your answer to Part B.

(PAUSE)

SAY:

Select the Flag  button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

(PAUSE)

SAY:

Now, select the Next button.

(PAUSE)








Online Administration Directions for ELA Session 2

SAY:

All of the questions are associated with passages. The passages may be more than one page in length. To move to the next page of passage text, click anywhere on the right side of the page. To move to the previous page of text, click anywhere on the left side of the page. Use the page numbers at the bottom to help keep track of the pages within the passage.

You may also read the passages in a paper booklet. I will distribute the passage booklets shortly.

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

- The test is not timed, but you must finish this test session today.
- Only one question at a time will appear on the screen.
- If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you.
- Select the Help  button to find more information.

(PAUSE)

SAY:

You may not use a dictionary or thesaurus during ELA Session 2.

(PAUSE)

SAY:

I will now give you a passage booklet and a sheet of scratch paper. Write your name at the top of the paper, and make sure your name is printed on the front cover of the booklet. You may write in your passage booklet.

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 and passage booklets at the end of this test session.

PAUSE to distribute the passage booklets and scratch paper. Make sure that each student receives the correct passage booklet. Do NOT give a student a booklet with another student's name on the front. If the student has not already completed ELA Session 1, direct the student to print his/her name on the front cover of the passage booklet. A Large-Print ELA test booklet should be distributed to any student with a large-print accommodation.



Online Administration Directions for ELA Session 2

SAY:

Look at the Table of Contents on the inside front cover of your passage booklet. You will see that the ELA Session 2 reading passages begin on page 7. The last passage in Session 2 is different depending on which test form number you have been assigned.

Look at the form number at the bottom of your test ticket. Then find that number and circle it in the Table of Contents. Also circle the page number that goes with that form number. When you get to the last passage in Session 2, refer to the Table of Contents to find the location of that passage in your booklet.

PAUSE to assist students in locating the form number on their test tickets and marking the correct number in the Table of Contents. For student using Large-Print test booklets, assist them in finding the beginning of the Session 2 passages (for grade 3, page 28; for grade 4, page 30; for grade 5, page 28; for grade 6, page 34; for grade 7, page 32; for grade 8, page 34); also make sure that form 01D appears on the test ticket.

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.

(PAUSE)

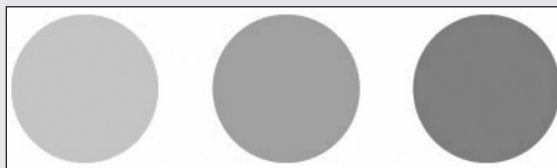
SAY:

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.



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 have finished the test (e.g., that you will allow them to read quietly at their seats or to leave the room if provisions have been made).



Online Administration Directions for ELA Session 2

SAY:

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

Make sure that students begin working on the test.

The TA should create a seating chart showing the testing locations of all students in the classroom. Label each location with the student’s first initial and last name (see the *Test Administration Manual*).

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

Distribute additional scratch paper, as needed. As students use their ELA passage booklets, make sure they are looking at Session 2 reading passages only. To assist with monitoring, “Session 1” and “Session 2” sidebars appear in the top and bottom halves of the pages in the passage booklets. Help students, as needed, in locating the appropriate page number for the last passage in Session 2.

Note for grades 4–8: If students are testing with the **HVA** oral administration, check with them periodically to make sure the audio is working properly.

Once all students begin testing, be sure to collect their test tickets. Please make sure each student has correctly identified the form number in the passage booklet Table of Contents before collecting his/her test ticket. As each student finishes the test, collect all supplemental and any other test materials, including all passage booklets and scratch paper.

Allow 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.

Be sure to return all test materials—including the online testing roster, test tickets, passage booklets, scratch paper containing student writing, and seating chart—to the School Test Coordinator immediately after testing.




Online Administration Directions for ELA Session 2



Online Administration Directions for Mathematics Grades 3–5

SAY:

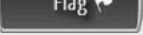
Follow along as I read the directions aloud. To look at these directions again while you are taking the test, select the Help  button and choose the Test Directions tab.

(PAUSE)

FOR GRADES 3 AND 4 ONLY:

SAY:

For all of the questions, you will choose your answer from a set of four answer choices.

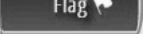
Select the Flag  button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

(PAUSE)

FOR GRADE 5 ONLY:

SAY:

For most of the test questions, you will choose your answer from a set of four answer choices. Some test questions, however, will have more than four answer choices and will ask you to select ALL answer choices that correctly answer the question. Be sure to consider whether or not each answer choice is correct.

Select the Flag  button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

(PAUSE)

SAY:

Now, select the Next button.






(PAUSE)



Online Administration Directions for Mathematics Grades 3–5

SAY:

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

- The test is not timed, but you must finish this test today.
- Only one question at a time will appear on the screen.
- If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you.
- Select the Help  button to find more information.

(PAUSE)

SAY:

You may not use a calculator during this test.

(PAUSE)

SAY:

I will now give you a sheet of scratch paper. Write your name at the top of the 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.

PAUSE to distribute the scratch paper.

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.

(PAUSE)

SAY:

Now, select the Next button.

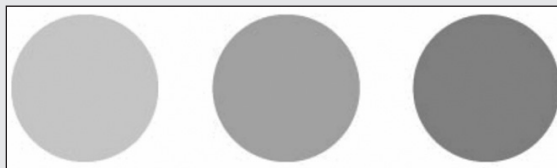
(PAUSE)



Online Administration Directions for Mathematics Grades 3–5

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.



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 have finished the test (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*.

Make sure that students begin working on the test.

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

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

NOTE: If students are testing with the **HVA** oral administration, check with them periodically to make sure the audio is working properly.

Once all students begin testing, be sure to collect their test tickets. As each student finishes the test, collect all supplemental and any other test materials, including all scratch paper.

Allow 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.

Be sure to return all test materials—including the online testing roster, test tickets, scratch paper containing student writing, and seating chart—to the School Test Coordinator immediately after testing.




Online Administration Directions for Mathematics Grades 3-5



Online Administration Directions for Mathematics Grades 6–8

SAY:

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.

This mathematics test session has two parts: a “calculator” section, followed by a “no-calculator” section. You will complete both sections today.


You are now logged in to take the calculator section of the test. You may use a calculator or the calculator tool during this section only. After you complete the calculator section, you will submit your answers for that section. Then, you will log back in to the no-calculator section using a different test ticket. You may not use a calculator or the calculator tool during the no-calculator section.

(PAUSE)

SAY:

For most of the test questions, you will choose your answer from a set of four answer choices. Some test questions, however, will have more than four answer choices and will ask you to select ALL answer choices that correctly answer the question. Be sure to consider whether or not each answer choice is correct.

There will also be short answer and technology-enhanced (TE) questions that involve different ways of responding. For short answer and TE questions, you will need to follow the specific directions for those questions. Be sure to read the instructions for each question carefully.

Select the Flag  button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

(PAUSE)

SAY:

Now, select the Next button.







(PAUSE)



Online Administration Directions for Mathematics Grades 6–8

SAY:

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

- The test is not timed, but you must finish both the calculator and no-calculator sections today.
- Only one question at a time will appear on the screen.
- If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you. In addition to these tools, the Calculator  (for grades 6, 7, and 8) and the Graphing Tool (for grades 7 and 8) will be available to assist you during the calculator section of the test.
- Select the Help  button to find more information.

PAUSE. Students may also use school- or student-owned calculators that adhere to the requirements of the calculator use policy in the *Test Administration Manual*. If such calculators will be used, they may be distributed at this time. Make sure that the operating system has been checked and the memory of each calculator (school- or student-owned) has been cleared (reset) in accordance with the calculator use policy in the *Test Administration Manual*.

SAY:

I will now give you a sheet of scratch paper. Write your name at the top of the 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.

PAUSE to distribute the scratch paper.

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.

(PAUSE)

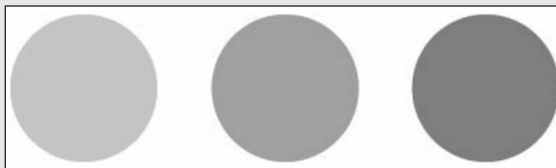


Online Administration Directions for Mathematics Grades 6–8

SAY: 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.



Raise your hand if you have any questions before you begin this section of the test.

PAUSE to answer any questions students may have. Explain what students should do after they have finished the test (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.

After you have completed the calculator section and submitted your responses, raise your hand so that I can help you continue with the no calculator section.

Make sure that students begin working on the calculator section of the test.

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

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

NOTE: If students are testing with the **HVA** oral administration, check with them periodically to make sure the audio is working properly.

Once all students begin testing, be sure to collect their test tickets for the calculator section.

As each student finishes the calculator section, collect any hand-held calculator. Then provide the student with the appropriate test ticket to log in to the no-calculator section. Assist students with logging in and navigating through the beginning screens, as needed. Once the student logs in to the no-calculator section and begins working, collect the student's test ticket.





Online Administration Directions for Mathematics Grades 6–8

As each student finishes the no-calculator section, collect all supplemental and any other test materials, including all scratch paper.


Allow students who have finished both sections of the test 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.

Be sure to return all test materials—including the online testing roster, test tickets, scratch paper containing student writing, and seating chart—to the School Test Coordinator immediately after testing.




Online Administration Directions for Science and Social Studies


SAY:

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.

Answering Questions

Read each question carefully and then answer the question.

For each question with four answer choices, choose the best answer by selecting the answer bubble using the Pointer  tool. Some test questions may have more than four answer choices and will ask you to choose more than one answer. For each technology-enhanced question, you will need to follow the specific directions for that question. Be sure to read the instructions for each question very carefully.

Select the Flag  button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

(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.

- The test is not timed, but you must finish this test today.
- Only one question at a time will appear on the screen.
- If you need to go away from your computer, select the Pause button. Select the Resume button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you during any of the tests.


(PAUSE)



Online Administration Directions for Science and Social Studies

FOR SCIENCE GRADES 6 AND 8 ONLY:

SAY:


In addition to these tools, Science grades 6 and 8 will have the Calculator  to assist you during the test.

PAUSE. Students may also use school- or student-owned calculators that adhere to the requirements of the calculator use policy in the *Test Administration Manual*. If such calculators will be used, they may be distributed at this time. Make sure that the operating system has been checked and the memory of each calculator (school- or student-owned) has been cleared (reset) in accordance with the calculator use policy in the *Test Administration Manual*.

NOTE: Every question on the grades 6 and 8 science tests can be answered without the use of a calculator. However, using a calculator on some questions may be helpful to students.

(PAUSE)

SAY:

Select the Help  button to find more information.

(PAUSE)

SAY:

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

Distribute scratch paper, as needed.

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.

(PAUSE)

SAY:

Now, select the Next button.

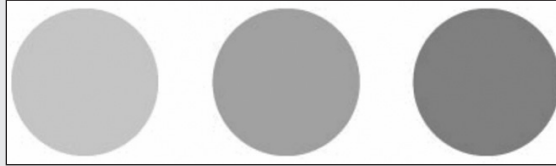
(PAUSE)



Online Administration Directions for Science and Social Studies

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.



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 have finished the test (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.

Make sure that students begin working on the test.

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

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

NOTE: If students are testing with the **HVA** oral administration, check with them periodically to make sure the audio is working properly.

Once all students begin testing, be sure to collect their test tickets. As each student finishes the test, collect all supplemental and any other test materials, including all scratch paper.

Allow 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.

Be sure to return all test materials—including the online testing roster, test tickets, scratch paper containing student writing, and seating chart—to the School Test Coordinator immediately after testing.



Online Administration Directions for Science and Social Studies



Paper/Pencil Administration Directions for Answer Document Coding—SC READY/SCPASS

NOTE: These directions are written with the assumption that tests will be taken in the following subject-specific order: ELA Session 1, ELA Session 2, Mathematics, Science, and then Social Studies. Subjects tested outside of this order may require a different starting point. As a general rule, you should begin with the directions on this page below the dark line if the student name, birth date, and gender have not yet been coded on a student’s answer document.

For ELA Session 1 – Begin with the directions on this page below the dark line.

For ELA Session 2 – Begin with the directions on page 47. Use the “Administration Directions for Answer Document Coding” only for students who missed the ELA Session 1 test.

For Mathematics Grade 3 – Begin with the directions on this page below the dark line.

For Mathematics Grades 4–5 – Begin with the directions on page 53. Use the “Administration Directions for Answer Document Coding” only for students who missed ELA Session 1 **and** ELA Session 2.

For Mathematics Grades 6–8 – Begin with the directions on page 61. Use the “Administration Directions for Answer Document Coding” only for students who missed ELA Session 1 **and** ELA Session 2.

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

For all subjects and grades, TAs should complete any applicable demographic coding that is not completed by students. (See the *Test Administration Manual* for details.)

NOTE: These directions are written for use with regular print test booklets. They may also be used with other test booklet versions (e.g., large-print, loose-leaf, braille). Remember to adjust the directions as needed for students using customized test materials and/or response option accommodations.

If customized administration materials (Oral Administration Script or audio CD-ROM or Signed Administration Script for Sign Language) are being used, begin the test administration with the directions in this manual, then proceed to the appropriate administration materials when instructed to do so. These customized administration materials are available for all grades and subjects with the exception of ELA grade 3.

Materials Needed: No. 2 pencils and answer documents.

Read aloud what is printed within the shaded “SAY” boxes. Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions as needed.

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



Paper/Pencil Administration Directions for Answer Document Coding – SC READY/SCPASS

SAY:

For SC READY: **Today you will be taking one of the tests called the South Carolina College- and Career-Ready Assessment or SC READY.**

For SCPASS: **Today you will be taking one of the tests called the South Carolina Palmetto Assessment of State Standards or SCPASS.**

(PAUSE)

SAY:

I will give each of you an answer document. Do not open it or mark on it until I tell you to do so. Be careful not to fold or bend your answer document.

Distribute the appropriate SC READY or SCPASS answer documents to students. Note there are two answer documents for SC READY grade 3 – one for ELA and one for mathematics. Make sure each student receives the answer document with his or her name pre-printed on the answer document or new student precode label, or hand-written on an override label. Do NOT give a student an answer document with another student's name on the front.

SAY:

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

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



Paper/Pencil Administration Directions for Answer Document Coding—SC READY/SCPASS

P/P—ALL

Coding of Student Name Field:

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

SAY:

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

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

SAY:

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

(PAUSE)

SAY:

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

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

(PAUSE)

SAY:

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

PAUSE to provide help as needed.



Paper/Pencil Administration Directions for Answer Document Coding—SC READY/SCPASS

Coding of Birth Date and Gender Fields:

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

SAY:

Now open your answer document to page 2.

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

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

SAY:

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

(PAUSE)

SAY:

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

(PAUSE)

SAY:

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

PAUSE to provide help as needed.

SAY:

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

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

Then tell students to close their answer documents.



Paper/Pencil Administration Directions for Answer Document Coding—SC READY/SCPASS

For all students:

SAY:

If you have a question, raise your hand now.

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

ELA Session 1	Page 39 of this manual
ELA Session 2	Page 47 of this manual
Mathematics Grades 3–5	Page 53 of this manual
Mathematics Grades 6–8	Page 61 of this manual
Science	Page 71 of this manual
Social Studies	Page 77 of this manual



Paper/Pencil Administration Directions for Answer Document Coding—SC READY/SCPASS

P/P—ALL



Paper/Pencil Administration Directions for ELA Session 1

Materials Needed: No. 2 pencils, answer documents, test booklets, scratch paper, other allowable supplemental or optional materials if being used (cover sheets, highlighters, etc.), and seating chart. For **Braille** or **Large-Print**, the appropriate TA Notes are needed, as well as Braille paper or large-print TDA response pages.

Read aloud what is printed within the shaded “SAY” boxes. Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions as needed.

Students should already have their pencils and answer documents. You should have read aloud the “Administration Directions for Answer Document Coding” beginning on page 33. Now begin reading aloud the “SAY” boxes below.

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

SAY:

The SC READY English Language Arts, or ELA, test is a two-day test. You will take Session 1 of the ELA test today.

It is important that you do your best in answering the test 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, or any other electronic or photographic devices.

You may not use any device to copy, save, send electronically, or post to the Internet, any test content.

(PAUSE)

If electronic devices have not already been collected from students,

SAY:

I will now collect any electronic devices.

(PAUSE)

Make sure all electronic devices are/have been collected from all students, unless the student’s IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM). Use of devices or customized materials should have been communicated by the STC prior to administration. If you have questions, please contact your STC.



Paper/Pencil Administration Directions for ELA Session 1

SAY:

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 passages, 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)

SAY:

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

Distribute test booklets to students.

SAY:

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

PAUSE while students write their names on their test booklets.

SAY:

Open your answer document to page 4, titled “ELA Session 1.”

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

SAY:

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

(PAUSE)

FOR LARGE-PRINT, LOOSE-LEAF, OR BRAILLE ONLY:

If any student is using a Large-Print, Loose-Leaf, or Braille test booklet, darken the bubble for the “Test Booklet Version” (i.e., LP, LL, or BR). Make sure that the test booklet version is correctly coded, if applicable.

SAY:

Find the box labeled “TA Initials.”

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



Paper/Pencil Administration Directions for ELA Session 1

SAY:

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

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

SAY:

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

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

SAY:

ELA Session 1 will include different types of questions. Turn to page 2 of your test booklet. Follow along while I read the Test Directions.

PAUSE while students turn to page 2 of their test booklets.

SAY:

For most of the test questions, you will choose your answer from a set of four answer choices. Some test questions, however, may have more than four answer choices and, if so, will ask you to choose two or more answers. Be sure to read the question carefully so that you will know how many answers to choose.

(PAUSE)

FOR GRADES 5, 6, AND 7 ONLY:

SAY:

The next section of the test directions describes two-part questions. There are no two-part questions on today’s ELA test session, so we will skip those directions today.

(PAUSE)



Paper/Pencil Administration Directions for ELA Session 1

FOR GRADE 8 ONLY:

SAY:

In addition, some questions may have two parts: Part A and Part B. You will be asked to select one answer in each part.

For the two-part questions:

- Read **Part A** of the question and choose the best answer.
- You may look back at the passage to help you answer Part A.
- Select your answer to Part A.
- Then, read **Part B** of the question and choose the evidence to support your answer to Part A.
- You may look back at the passage to help you answer Part B of the question.
- Select your answer to Part B.

(PAUSE)

SAY:

Next we will review the marking instructions.

PAUSE. Remember to adjust wording, as appropriate, for students using customized test booklets and/or response option accommodations. For **Large-Print or Braille**, refer to the TA Notes.

SAY:

- **Darken the bubbles that match the letters of your answers.**
- **Fill in the bubbles completely.**
- **If you want to change an answer, make sure you do a good job of erasing the first answer you marked.**

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

PAUSE while students look at the diagram.

SAY:

Look at page 4 of your answer document. You must mark all of your bubbled answers for ELA Session 1 on this page.

(PAUSE)



Paper/Pencil Administration Directions for ELA Session 1

SAY:

Now look at page 3 of your test booklet.

Follow along while I read the text-dependent analysis (TDA) directions.

(PAUSE)

SAY:

The last question in ELA Session 1 will be a text-dependent analysis (or TDA) question. The TDA question will ask you to analyze the passage(s) and use evidence from the passage(s) to write your essay.

For the TDA essay:

- Be sure to read the passage(s) and TDA question carefully.
- Use the Writer’s Checklist to help you plan, write, and proofread your essay.
- You should 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 pages 6 and 7 in your answer document.

You will find the Writer’s Checklist and the TDA Scoring Guidelines after the TDA question in your test booklet. You may refer to the checklist and scoring guidelines at any time while responding to the TDA question.

(PAUSE)

SAY:

You will write your final response in your answer document. Close your test booklet and turn to pages 6 and 7 in your answer document.

PAUSE while students close their test booklets and turn to the appropriate pages of the answer document.

SAY:

These lined pages are marked “ELA Session 1 – TDA Final Response” at the top. Do NOT write outside the box on either page. Your final response must be written on these two pages and cannot go beyond these pages.

(PAUSE)

SAY:

You may make notes or marks in your test booklet, but you must mark or write all of your answers in your answer document.

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



Paper/Pencil Administration Directions for ELA Session 1

SAY:

Raise your hand if you have any questions about the test directions or where to mark or write your answers.

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

SAY:

This test is not timed, but you must finish ELA Session 1 today.

Please try to do your best work.

Do not help anyone or show anyone your answers.

(PAUSE)

SAY:

You may not use a dictionary or thesaurus during ELA Session 1.

(PAUSE)

SAY:

I will now give you a sheet of scratch paper. Write your name at the top of the 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 Large-Print or Braille: Distribute large-print TDA response pages or Braille paper and identify the pages/paper by student name.

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

SAY:

Now turn back to page 4 of your answer document and find the box labeled “Start Time.”

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



Paper/Pencil Administration Directions for ELA Session 1

SAY:

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

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

Note for Oral or Signed Administrations for grades 4–8: If you are using an *Oral Administration Script*, Audio CD-ROM, or *Signed Administration Script*, please begin reading the script or playing the CD-ROM now.

SAY:

When you get to the end of ELA Session 1, you will see a large stop sign. You may go back and check your answers for any of the ELA Session 1 questions. Do NOT go on to ELA Session 2.

Then close your test booklet and darken the “Stop Time” bubbles on page 4 of your answer document. Place your answer document face up on top of your test booklet, raise your hand, and wait for your test materials to be collected.

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

SAY:

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

PAUSE to answer questions.

SAY:

Open your test booklet to page 4. You may now begin ELA Session 1. Remember to mark or write ALL of your answers in your answer document.

Make sure that students turn to page 4 of their test booklets and begin working.

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

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do NOT read or discuss the TDA passage or any test questions or answer choices. Monitor students to make sure they are marking their answers on page 4 of their answer documents and recording their final response for the TDA question on pages 6 and 7 of their answer documents.

Make sure students are working on ELA Session 1 only and are NOT moving on to ELA Session 2 in their test booklets. To assist with monitoring, “Session 1” sidebars are printed in the top half of the ELA Session 1 pages, and “Session 2” sidebars in the bottom half of the ELA Session 2 pages.



Paper/Pencil Administration Directions for ELA Session 1

Before collecting each student’s test materials, quietly ask:

SAY:

Did you write your final response for the TDA question on pages 6 and 7 of your answer document?

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

As each student finishes, collect the student’s test materials, including any scratch paper and cover sheet, and all large-print TDA response pages or Braille paper. Make sure all large-print pages and Braille paper are clearly labeled and identified by student name as described in Appendix C of the *TAM*. If responses were not marked in the answer document by the student, all responses must be transcribed into the student’s answer document, except brailled TDA responses that are returned to the contractor for transcribing. Refer to Appendix C for more information.

Make sure that the student coded the “Stop Time” and “TA Initials” on page 4 of the answer document. If the student used a large-print, loose-leaf, or braille version of the test booklet, make sure that this is coded on page 4 as well. Also ensure that the **test administrator’s name** is written in the ELA Session 1 section of the answer document (page 3 for grade 3; page 2 for grades 4–8).

Allow 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.

Be sure to return all test materials—including scratch paper and cover sheets containing student writing, as well as the seating chart—to the School Test Coordinator immediately after testing.



Paper/Pencil Administration Directions for ELA Session 2

Materials Needed: No. 2 pencils, answer documents, test booklets, allowable supplemental or optional materials if being used (scratch paper, cover sheets, highlighters, etc.), and seating chart. For **Braille** or **Large-Print**, the appropriate TA Notes are needed, as well as any materials specified in the TA Notes.

Read aloud what is printed within the shaded “SAY” boxes. Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions as needed.

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

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

SAY:

Today you will be working on Session 2 of the SC READY ELA test.

It is important that you do your best in answering the test questions.

(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, smart phones, cell phones, mp-3 players, e-readers, or any other electronic or photographic devices.

You may not use any device to copy, save, send electronically, or post to the Internet, any test content.

(PAUSE)

If electronic devices have not already been collected from students,

SAY:

I will now collect any electronic devices.

(PAUSE)

Make sure all electronic devices are/have been collected from all students, unless the student’s IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM). Use of devices or customized materials should have been communicated by the STC prior to administration. If you have questions, please contact your STC.



Paper/Pencil Administration Directions for ELA Session 2

SAY:

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 passages, 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)

SAY:

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

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

SAY:

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

PAUSE while students check their names. Make sure that each student has the correct answer document and test booklet. *If any student was absent for the Session 1 ELA test, make sure the necessary coding is completed following the "Administration Directions for Answer Document Coding" beginning on page 33.*

SAY:

Open your answer document to page 8, titled "ELA Session 2."

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

SAY:

Find the box labeled "TA Initials."

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

SAY:

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

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



Paper/Pencil Administration Directions for ELA Session 2

SAY:

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

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

SAY:

ELA Session 2 will include different types of questions. Turn to page 2 of your test booklet. Follow along while I read the Test Directions.

PAUSE while students turn to page 2 of their test booklets.

SAY:

For most of the test questions, you will choose your answer from a set of four answer choices. Some test questions, however, may have more than four answer choices and, if so, will ask you to choose two or more answers. Be sure to read the question carefully so that you will know how many answers to choose.

(PAUSE)

FOR GRADES 5, 6, 7, AND 8 ONLY:

SAY:

In addition, some questions may have two parts: Part A and Part B. You will be asked to select one answer in each part.

For the two-part questions:

- Read Part A of the question and choose the best answer.
- You may look back at the passage to help you answer Part A.
- Record your answer to Part A in your answer document.
- Then, read Part B of the question and choose the evidence to support your answer to Part A.
- You may look back at the passage to help you answer Part B of the question.
- Record your answer to Part B in your answer document.

(PAUSE)

SAY:

Next we will review the marking instructions.

PAUSE. Remember to adjust wording, as appropriate, for students using customized test booklets and/or response option accommodations. For **Large-Print or Braille**, refer to the TA Notes.



Paper/Pencil Administration Directions for ELA Session 2

SAY:

- Darken the bubbles that match the letters of your answers.
- Fill in the bubbles completely.
- If you want to change an answer, make sure you do a good job of erasing the first answer you marked.

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

PAUSE while students look at the diagram.

SAY:

Now close your test booklet and look at page 8 of your answer document.

PAUSE while students close their test booklets. Make sure their answer documents are opened to the appropriate page.

SAY:

You must mark your answers to all of the ELA Session 2 questions on this page.

(PAUSE)

SAY:

You may write in your test booklet, but you must mark all of your answers in your answer document.

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

SAY:

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

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

SAY:

This test is not timed, but you must finish ELA Session 2 today.

Please try to do your best work.

Do not help anyone or show anyone your answers.

(PAUSE)



Paper/Pencil Administration Directions for ELA Session 2

SAY:

You may not use a dictionary or thesaurus during ELA Session 2.

PAUSE. *The use of scratch paper and cover sheets is optional. If students will be using scratch paper and/or cover sheets, distribute the paper now and explain its use. Tell students to write their name at the top of any scratch paper. Caution students not to write on any cover sheets and not to crumple, bend, or fold their scratch paper or cover sheets when they are finished. Explain that you will collect the paper at the end of the test session.*

SAY:

Now find the box labeled “Start Time” on page 8 of your answer document.

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

SAY:

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

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

Note for Oral or Signed Administrations for grades 4–8: If you are using an *Oral Administration Script*, Audio CD-ROM, or *Signed Administration Script*, please begin reading the script or playing the CD-ROM now.

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 ELA Session 2 questions. Do NOT go back to ELA Session 1.

After you check your ELA Session 2 answers, close your test booklet and darken the “Stop Time” bubbles on page 8 of your answer document. Place your answer document face up on top of your test booklet, raise your hand, and wait for your test materials to be collected.

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

SAY:

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

PAUSE to answer questions.



Paper/Pencil Administration Directions for ELA Session 2

SAY:

Open your test booklet to page ____ [read appropriate page number from chart below]. You may now begin working on ELA Session 2. Remember to mark **ALL** of your answers in your answer document.

Grade	Page
3	28
4	30
5	28
6	34
7	32
8	34

Make sure that students turn to the appropriate page of their test booklets and begin working. (For **Braille**, assist students with finding the beginning of Session 2 in their Braille test booklets. Refer to the TA Notes for the appropriate page number.)

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

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do **NOT** read or discuss any test questions or answer choices. Monitor students to make sure they are marking their answers on page 8 of their answer documents. Make sure they are working on ELA Session 2 only and are **NOT** going back to ELA Session 1 in their test booklets. To assist with monitoring, "Session 1" and "Session 2" sidebars are printed in the top and bottom halves of the test booklet pages, respectively.

As each student finishes, collect the student's test materials, including any scratch paper, cover sheet, and all Braille paper. Make sure all Braille paper is clearly labeled and identified by student name as described in Appendix C of the *TAM*. If responses were not marked in the answer document by the student, all responses must be transcribed into the student's answer document.

Make sure that the student coded the "Stop Time" and "TA Initials" on page 8 of the answer document. Also ensure that the **test administrator's name** is written in the **ELA Session 2** section on page 3 of the answer document.

Allow 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.

Be sure to return all test materials—including the scratch paper and cover sheets containing student writing, as well as the seating chart—to the School Test Coordinator immediately after testing.



Paper/Pencil Administration Directions for Mathematics Grades 3–5

Materials Needed: No. 2 pencils, answer documents, test booklets, scratch paper, allowable supplemental or optional materials if being used (cover sheets, highlighters, etc.), and seating chart
For **Braille** or **Large-Print**, the appropriate TA Notes are needed, as well as any materials specified in the TA Notes.

Read aloud what is printed within the shaded “SAY” boxes. Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions as needed.

For grade 3: Students should already have their pencils and answer documents. You should have read aloud the “Administration Directions for Answer Document Coding” beginning on page 33. Now begin reading aloud the “SAY” boxes below.

Grades 4 and 5: Distribute sharpened No. 2 pencils to students. Then begin reading aloud the “SAY” boxes below.

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

SAY:

Today you will be working on the SC READY Mathematics test.

It is important that you do your best in answering the test questions.

(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, smart phones, cell phones, mp-3 players, e-readers, or any other electronic or photographic devices.

You may not use any device to copy, save, send electronically, or post to the Internet, any test content.

(PAUSE)

If electronic devices have not already been collected from students,

SAY:

I will now collect any electronic devices.

(PAUSE)



Paper/Pencil Administration Directions for Mathematics Grades 3–5

Make sure all electronic devices are/have been collected from all students, unless the student’s IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM). Use of devices or customized materials should have been communicated by the STC prior to administration. If you have questions, please contact your STC.

SAY:

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)

FOR GRADE 3 ONLY:

SAY:

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

Distribute test booklets to students.

FOR GRADES 4 AND 5 ONLY:

SAY:

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

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

SAY:

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

PAUSE while students check their names. Make sure that each student has the correct answer document. *If any student was absent for the ELA Session 1 or Session 2 tests, make sure the necessary coding is completed following the “Directions for Answer Document Coding” beginning on page 33.*



Paper/Pencil Administration Directions for Mathematics Grades 3–5

SAY:

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

PAUSE while students write their names on their test booklets.

SAY:

Open your answer document to [page 3 for grade 3; page 10 for grades 4 and 5], titled “Mathematics.”

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

SAY:

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

(PAUSE)

FOR LARGE-PRINT, LOOSE-LEAF, OR BRAILLE ONLY:

If any student is using a Large-Print, Loose-Leaf, or Braille test booklet, darken the bubble for the “Test Booklet Version” (i.e., LP, LL, or BR). Make sure that the test booklet version is correctly coded, if applicable.

SAY:

Find the box labeled “TA Initials.”

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

SAY:

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

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

SAY:

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

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

SAY:

Today’s test session will include different types of questions. Turn to page 3 of your test booklet. Follow along while I read the Test Directions.

PAUSE while students turn to page 3 of their test booklets.



Paper/Pencil Administration Directions for Mathematics Grades 3–5

FOR GRADES 3 AND 4 ONLY:

SAY:

For all of the questions, you will choose your answer from a set of four answer choices.

(PAUSE)

FOR GRADE 5 ONLY:

SAY:

For most of the test questions, you will choose your answer from a set of four answer choices. Some test questions, however, will have more than four answer choices and will ask you to select **ALL** answer choices that correctly answer the question. Be sure to consider whether or not each answer choice is correct.

(PAUSE)

SAY:

Next we will review the marking instructions.

PAUSE. Remember to adjust wording, as appropriate, for students using customized test booklets and/or response option accommodations. For **Large-Print or Braille**, refer to the TA Notes.

SAY:

- Darken the bubbles that match the letters of your answers.
- Fill in the bubbles completely.
- If you want to change an answer, make sure you do a good job of erasing the first answer you marked.

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

PAUSE while students look at the diagram.

SAY:

Now close your test booklet and look at [page 3 for grade 3; page 10 for grades 4 and 5] of your answer document.

PAUSE while students close their test booklets. Make sure their answer documents are opened to the appropriate page.

SAY:

You must mark your answers to the Mathematics questions on this page.

(PAUSE) (For **Braille or Large-Print**, resume reading the text in the following “SAY” boxes.)



Paper/Pencil Administration Directions for Mathematics Grades 3–5

SAY:

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

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

SAY:

This test is not timed, but you must finish it today.

Please try to do your best work.

Do not help anyone or show anyone your answers.

(PAUSE)

SAY:

You may not use a calculator during this test.

(PAUSE)

SAY:

There is space in your test booklet for you to write notes or do any scratch work, but you may use scratch paper if you need extra room to work on the problems.

(PAUSE)

SAY:

I will now give you a sheet of scratch paper. 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.

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

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

SAY:

Find the box labeled “Start Time” on [page 3 for grade 3; page 10 for grades 4 and 5] of your answer document.

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



Paper/Pencil Administration Directions for Mathematics Grades 3–5

SAY:

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

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

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

SAY:

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

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

SAY:

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

PAUSE to answer questions.

SAY:

Open your test booklet to page 4. You may now begin the test. Remember to mark ALL of your answers in your answer document.

Make sure that students turn to page 4 of their test booklets and begin working.

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

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do NOT read or discuss any test questions or answer choices. Monitor students to make sure they are marking their answers on page 3 for grade 3 or page 10 for grades 4 and 5 of their answer documents.

As each student finishes, collect the student’s test materials, including any scratch paper, cover sheet, and all Braille paper. Make sure all Braille paper is clearly labeled and identified by student name as described in Appendix C of the *TAM*. If responses were not marked in the answer document by the student, all responses must be transcribed into the student’s answer document. Refer to Appendix C for more information.



Paper/Pencil Administration Directions for Mathematics Grades 3–5

Make sure that the student coded the “Stop Time” and “TA Initials” on the answer document (page 3 for grade 3; page 10 for grades 4 and 5). If the student used a large-print, loose-leaf, or braille version of the test, make sure that this is coded as well. Also ensure that the **test administrator’s name** is written in the **mathematics** section of the answer document (page 2 for grade 3; page 3 for grades 4 and 5).

Allow 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.

Be sure to return all test materials—including the scratch paper and cover sheets containing student writing, as well as the seating chart—to the School Test Coordinator immediately after testing.



Paper/Pencil Administration Directions for Mathematics Grades 3–5



Paper/Pencil Administration Directions for Mathematics Grades 6–8

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

For **Braille** or **Large-Print**, the appropriate TA Notes are needed, as well as any materials specified in the TA Notes.

Read aloud what is printed within the shaded “SAY” boxes. Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions as needed.

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

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

SAY:

Today you will be working on the SC READY Mathematics test.

It is important that you do your best in answering the test questions.

(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, smart phones, cell phones, mp-3 players, e-readers, or any other electronic or photographic devices.

You may not use any device to copy, save, send electronically, or post to the Internet, any test content.

(PAUSE)

If electronic devices have not already been collected from students,

SAY:

I will now collect any electronic devices.

(PAUSE)



Paper/Pencil Administration Directions for Mathematics Grades 6–8

Make sure all electronic devices are/have been collected from all students, unless the student’s IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM). Use of devices or customized materials should have been communicated by the STC prior to administration. If you have questions, please contact your STC.

SAY:

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)

SAY:

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

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

SAY:

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

PAUSE while students check their names. Make sure that each student has the correct answer document. *If any student was absent for the ELA Session 1 or Session 2 tests, make sure the necessary coding is completed following the “Directions for Answer Document Coding” beginning on page 33.*

SAY:

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

PAUSE while students write their names on their test booklets.

SAY:

Open your answer document to page 10, titled “Mathematics.”

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



Paper/Pencil Administration Directions for Mathematics Grades 6–8

SAY:

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

(PAUSE)

FOR LARGE-PRINT, LOOSE-LEAF, OR BRAILLE ONLY:

If any student is using a Large-Print, Loose-Leaf, or Braille test booklet, darken the bubble for the “Test Booklet Version” (i.e., LP, LL, or BR). Make sure that the test booklet version is correctly coded, if applicable.

SAY:

Find the box labeled “TA Initials.”

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

SAY:

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

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

SAY:

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

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

SAY:

Today’s test will include different types of questions. Turn to page 2 of your test booklet. Follow along while I read the Test Directions.

PAUSE while students turn to page 2 of their test booklets.

SAY:

This mathematics test has two sections: a “calculator” section, followed by a “no-calculator” section. You may use a calculator during the calculator section only. You may not use a calculator during the no-calculator section. After the final question in the calculator section, you will be asked to make sure that you have answered all of the questions and checked your work in that section. Be sure to check all of your work in the calculator section then, because you will not be allowed to return to the calculator section of the test after you begin the no-calculator section.

(PAUSE)



Paper/Pencil Administration Directions for Mathematics Grades 6–8

SAY:

For most of the test questions, you will choose your answer from a set of four answer choices. Some test questions, however, will have more than four answer choices and will ask you to select **ALL** answer choices that correctly answer the question. Be sure to consider whether or not each answer choice is correct.

(PAUSE)

SAY:

Next we will review the marking instructions.

PAUSE. Remember to adjust wording, as appropriate, for students using customized test booklets and/or response option accommodations. For **Large-Print or Braille**, refer to the TA Notes.

SAY:

- **Darken the bubbles that match the letters of your answers.**
- **Fill in the bubbles completely.**
- **If you want to change an answer, make sure you do a good job of erasing the first answer you marked.**

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

PAUSE while students look at the diagram.



Paper/Pencil Administration Directions for Mathematics Grades 6–8

FOR GRADES 6 AND 7 ONLY:

SAY:

Now look at page 3 of your test booklet.

(PAUSE)

SAY:

For some test questions, you will have to record your response in a grid.

For the gridded-response questions:

1. Work the problem and find an answer.
2. In the answer document, write your answer in the boxes at the top of the answer grid.
 - Write only one digit or symbol in each box.
 - You may not need all the boxes to enter your answer, but do **NOT** leave a blank box in the middle of your answer.
3. Under each box in which you wrote a digit or symbol, fill in the bubble that matches that digit or symbol.
 - Fill in one and **ONLY** one bubble for each box with a digit or symbol. Do **NOT** fill in a bubble under a blank box.
 - Fill in the bubble by making a solid mark that completely fills the circle.
 - If you need to enter a fraction, you must use the decimal form.
4. The diagrams below show two examples of correctly completed answer grids.
 - To answer negative 3, fill in the answer grid as shown on the left.
 - To answer three-fourths in decimal form, fill in the answer grid as shown on the right.

(PAUSE)

SAY:

Now close your test booklet and look at page 10 of your answer document.

PAUSE while students close their test booklets. Make sure their answer documents are opened to the appropriate pages.



Paper/Pencil Administration Directions for Mathematics Grades 6–8

SAY:

You must mark your answers to the Mathematics questions beginning on this page.

You will mark your answers to the questions in the calculator section on pages 10 and 11; you will mark your answers to the questions in the no-calculator section on [page 12 for grade 6; page 11 for grades 7 and 8] of your answer document.

Be sure to stop when you get to the end of the calculator section. Make sure you have answered all of the questions and checked your work in that section. Then raise your hand for further instructions.

When you have finished the calculator section and raised your hand, I will collect your calculator. Do NOT continue to the no-calculator section until I have collected your calculator.

(PAUSE) (For **Large-Print or Braille**, resume reading the text in the following “SAY” boxes.)

SAY:

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

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

SAY:

This test is not timed, but you must finish both the calculator and no-calculator sections today.

Please try to do your best work.

Do not help anyone or show anyone your answers.

(PAUSE)

SAY:

Remember, you may use a calculator during the calculator section of the test only.

PAUSE. Students may also use school- or student-owned calculators that adhere to the requirements of the calculator use policy in the *Test Administration Manual*. If such calculators will be used, they may be distributed at this time. Make sure that the operating system has been checked and the memory of each calculator (school- or student-owned) has been cleared (reset) in accordance with the calculator use policy in the *Test Administration Manual*.

SAY:

There is space in your test booklet for you to write notes or do any scratch work, but you may use scratch paper if you need extra room to work on the problems.

(PAUSE)



Paper/Pencil Administration Directions for Mathematics Grades 6–8

SAY:

I will now give you a sheet of scratch paper. 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.

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

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

SAY:

Find the box labeled “Start Time” on page 10 of your answer document.

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

SAY:

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

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

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

SAY:

After you finish the calculator section and I collect your calculator, you will begin working on the no-calculator section. When you get to the end of the no-calculator section, you may go back and check your answers in that section only. Do NOT go back to the calculator section.

After you check your answers in the no-calculator section, close your test booklet and darken the “Stop Time” bubbles on your answer document. Place your answer document face up on top of your test booklet, raise your hand, and wait for your test materials to be collected.

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



Paper/Pencil Administration Directions for Mathematics Grades 6–8

SAY:

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

PAUSE to answer questions.

SAY:

Open your test booklet to [page 4 for grades 6 and 7; page 3 for grade 8]. You may begin working on the calculator section now. Remember to mark **ALL** of your answers in your answer document and to raise your hand when you get to the end of the calculator section.

Make sure that students turn to page 4 (for grades 6 and 7) and page 3 (for grade 8) of their test booklets and begin working.

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

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do NOT read or discuss any test questions or answer choices. Monitor students to make sure they are marking their answers in the calculator section of their answer documents. Make sure they are working on the calculator section only and are NOT moving on to the no-calculator section while still having access to a calculator. To assist with monitoring, "Calculator" and "No Calculator" sidebars are printed in the top and bottom halves of the test booklet pages, respectively. There is also a page with a large stop sign at the end of each section.

As each student finishes the calculator section and raises his/her hand, quietly ask:

SAY:

Did you check all of your work in the calculator section?

If the student responds "No," allow the student to finish checking his/her work in the calculator section before collecting the student's calculator. If the student responds "Yes," collect the student's calculator and tell the student to begin working on the no-calculator section. Make sure that the student turns to the no-calculator section of the test booklet.

As each student finishes the no-calculator section, collect the student's test materials, including any scratch paper, cover sheet, and Braille paper. Make sure all Braille paper is clearly labeled and identified by student name as described in Appendix C of the TAM. If responses were not marked in the answer document by the student, all responses must be transcribed into the student's answer document. Refer to Appendix C for more information.

Make sure that the student coded the "Stop Time" and "TA Initials" on page 10 of the answer document. If the student used a large-print, loose-leaf, or braille version of the test, make sure that this is coded as well. Also ensure that the **test administrator's name** is written in the **mathematics** section on page 3 of the answer document.



Paper/Pencil Administration Directions for Mathematics Grades 6–8

Allow students who have finished both sections of the test 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.

Be sure to return all test materials—including the scratch paper and cover sheets containing student writing, as well as the seating chart—to the School Test Coordinator immediately after testing.



Paper/Pencil Administration Directions for Mathematics Grades 6–8



Paper/Pencil Administration Directions for Science

Materials Needed: No. 2 pencils, answer documents, test booklets, calculators (grades 6 and 8 only), allowable supplemental or optional materials if being used (scratch paper, cover sheets, highlighters, etc.), and seating chart

For **Braille** or **Large-Print**, the appropriate TA Notes are needed, as well as any materials specified in the TA Notes.

Read aloud what is printed within the shaded “SAY” boxes. Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions as needed.

Students should already have their pencils and answer documents. You should have read aloud the “Administration Directions for Answer Document Coding” beginning on page 33. Now begin reading aloud the “SAY” boxes below.

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

SAY:

Today you will be working on the SCPASS Science test.

It is important that you do your best in answering the test questions.

(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, smart phones, cell phones, mp-3 players, e-readers, or any other electronic or photographic devices.

You may not use any device to copy, save, send electronically, or post to the Internet, any test content.

(PAUSE)

If electronic devices have not already been collected from students,

SAY:

I will now collect any electronic devices.

(PAUSE)



Paper/Pencil Administration Directions for Science

Make sure all electronic devices are/have been collected from all students, unless the student's IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM). Use of devices or customized materials should have been communicated by the STC prior to administration. If you have questions, please contact your STC.

SAY:

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)

SAY:

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

Distribute test booklets to students.

SAY:

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

PAUSE while students write their names on their test booklets.

SAY:

Open your answer document to page 3.

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

SAY:

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

(PAUSE)

FOR LARGE-PRINT, LOOSE-LEAF, OR BRAILLE ONLY:

If any student is using a Large-Print, Loose-Leaf, or Braille test booklet, darken the bubble for the "Test Booklet Version" (i.e., LP, LL, or BR). Make sure that the test booklet version is correctly coded, if applicable.



Paper/Pencil Administration Directions for Science

SAY:

Find the box labeled “TA Initials.”

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

SAY:

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

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

SAY:

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

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

SAY:

Next we will review the marking instructions.

PAUSE. Remember to adjust wording, as appropriate, for students using customized test booklets and/or response option accommodations. For **Large-Print or Braille**, refer to the TA Notes.

SAY:

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

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

SAY:

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

(PAUSE)

SAY:

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

PAUSE while students look at the diagram.



Paper/Pencil Administration Directions for Science

SAY:

Look at page 3 of your answer document. You will mark your answers to the Science questions on this page.

(PAUSE)

SAY:

You may write in your test booklet, but you must mark all of your answers on your answer document.

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

SAY:

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

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

SAY:

This test is not timed, but you must finish it today.

Please try to do your best work.

Do not help anyone or show anyone your answers.

PAUSE. *The use of scratch paper and cover sheets is optional. If students will be using scratch paper and/or cover sheets, distribute the paper now and explain its use. Tell students to write their name at the top of any scratch paper. Caution students not to write on any cover sheets and not to crumple, bend, or fold their scratch paper or cover sheets when they are finished. Explain that you will collect the paper at the end of the test.*

FOR SCIENCE GRADE 4 ONLY:

SAY:

You may not use a calculator during this test.

(PAUSE)



Paper/Pencil Administration Directions for Science

FOR SCIENCE GRADES 6 AND 8 ONLY:

SAY: You may use a calculator if you need it during the test.

PAUSE. Students may also use school- or student-owned calculators that adhere to the requirements of the calculator use policy in the *Test Administration Manual*. If such calculators will be used, they may be distributed at this time. Make sure that the operating system has been checked and the memory of each calculator (school- or student-owned) has been cleared (reset) in accordance with the calculator use policy in the *Test Administration Manual*.

NOTE: Every question on the grades 6 and 8 science tests can be answered without the use of a calculator. However, using a calculator on some questions may be helpful to students.

(PAUSE)

SAY: Now find the box labeled “Start Time” on page 3 of your answer document.

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

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

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

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

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

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

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

PAUSE to answer questions.



Paper/Pencil Administration Directions for Science

SAY:

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

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

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do **NOT** read or discuss any test questions or answer choices. Monitor students to make sure they are marking their answers on page 3 of their answer documents.

As each student finishes, collect the student's test materials, including any scratch paper, cover sheet, as well as any Braille paper. Make sure all Braille paper is clearly labeled and identified by student name as described in Appendix C of the *TAM*. If responses were not marked in the answer document by the student, all responses must be transcribed into the student's answer document. Refer to Appendix C for more information.

Make sure that the student coded the "Stop Time" and "TA Initials" on page 3 of the answer document. If the student used a large-print, loose-leaf, or braille version of the test, make sure that this is coded as well. Also ensure that the **test administrator's name** is written in the **science** section on page 2 of the answer document.

Allow 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.

Be sure to return all test materials—including the scratch paper and cover sheets containing student writing, as well as the seating chart—to the School Test Coordinator immediately after testing.



Paper/Pencil Administration Directions for Social Studies

Materials Needed: No. 2 pencils, answer documents, test booklets, allowable supplemental or optional materials if being used (scratch paper, cover sheets, highlighters, etc.), and seating chart
For **Braille** or **Large-Print**, the appropriate TA Notes are needed, as well as any materials specified in the TA Notes.

Read aloud what is printed within the shaded “SAY” boxes. Do not read aloud what is printed outside the shaded boxes. All special directions are printed inside a dotted box to read aloud, if applicable. You may repeat directions as needed.

Students should already have their pencils and answer documents. You should have read aloud the “Administration Directions for Answer Document Coding” beginning on page 33. Now begin reading aloud the “SAY” boxes below.

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

SAY:

Today you will be working on the SCPASS Social Studies test.

It is important that you do your best in answering the test questions.

(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, smart phones, cell phones, mp-3 players, e-readers, or any other electronic imaging or photographic devices.

You may not use any device to copy, save, send electronically, or post to the Internet, any test content.

(PAUSE)

If electronic devices have not already been collected from students,

SAY:

I will now collect any electronic devices.

(PAUSE)



Paper/Pencil Administration Directions for Social Studies

Make sure all electronic devices are/have been collected from all students, unless the student's IEP or 504 Plan documents the use of such devices and/or the devices are required for a customized administration (e.g., headphones for an oral administration with an audio CD-ROM). Use of devices or customized materials should have been communicated by the STC prior to administration. If you have questions, please contact your STC.

SAY:

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)

SAY:

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

PAUSE. Distribute test booklets to students.

SAY:

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

PAUSE while students write their names on their test booklets.

SAY:

Open your answer document to page 3.

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

SAY:

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

(PAUSE)

FOR LARGE-PRINT, LOOSE-LEAF, OR BRAILLE ONLY:

If any student is using a Large-Print, Loose-Leaf, or Braille test booklet, darken the bubble for the "Test Booklet Version" (i.e., LP, LL, or BR). Make sure that the test booklet version is correctly coded, if applicable.



Paper/Pencil Administration Directions for Social Studies

SAY: Find the box labeled “TA Initials.”

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

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

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

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

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

SAY: Next we will review the marking instructions.

PAUSE. Remember to adjust wording, as appropriate, for students using customized test booklets and/or response option accommodations. For **Large-Print or Braille**, refer to the TA Notes.

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

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

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

(PAUSE)

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

PAUSE while students look at the diagram.



Paper/Pencil Administration Directions for Social Studies

SAY:

Note: Some of the test questions will have more than four answer choices and will ask you to choose two or more answers. Be sure to read the question carefully so that you will know how many answers to choose.

(PAUSE)

SAY:

Look at page 3 of your answer document. You will mark your answers to the Social Studies questions on this page.

(PAUSE)

SAY:

You may write in your test booklet, but you must mark all of your answers on your answer document.

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

SAY:

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

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

SAY:

This test is not timed, but you must finish it today.

Please try to do your best work.

Do not help anyone or show anyone your answers.

PAUSE. *The use of scratch paper and cover sheets is optional. If students will be using scratch paper and/or cover sheets, distribute the paper now and explain its use. Tell students to write their name at the top of any scratch paper. Caution students not to write on any cover sheets and not to crumple, bend, or fold their scratch paper or cover sheets when they are finished. Explain that you will collect the paper at the end of the test.*

SAY:

Find the box labeled “Start Time” on page 3 of your answer document.

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



Paper/Pencil Administration Directions for Social Studies

SAY:

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

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

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

SAY:

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

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

SAY:

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

PAUSE to answer questions.

SAY:

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

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

Circulate throughout the room during testing. Answer questions only about directions. You may repeat directions, if needed. Do NOT read or discuss any test questions or answer choices. Monitor students to make sure they are marking their answers on page 3 of their answer documents.

As each student finishes, collect the student’s test materials, including any scratch paper, cover sheet, as well as any Braille paper. Make sure all Braille paper is clearly labeled and identified by student name as described in Appendix C of the *TAM*. If responses were not marked in the answer document by the student, all responses must be transcribed into the student’s answer document. Refer to Appendix C for more information.

Make sure that the student coded the “Stop Time” and “TA Initials” on page 3 of the answer document. If the student used a large-print, loose-leaf, or braille version of the test, make sure that this is coded as well. Also ensure that the **test administrator’s name** is written in the **social studies** section on page 2 of the answer document.



Paper/Pencil Administration Directions for Social Studies

Allow 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.

Be sure to return all test materials—including the scratch paper and cover sheets containing student writing, as well as the seating chart—to the School Test Coordinator immediately after testing.



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