

**SC READY** 

South Carolina College- and  
Career-Ready Assessments

# **Test Administration Manual**

**for Online and Paper Testing**

**Spring 2023**



## Spring 2023 SC READY Testing Schedule

Date	Event
January 3–20	DRC INSIGHT Ordering Window
January 23	Print Precode File submission to SCDE
March 3	Precode Update File submission to SCDE
March 8	WebEx pretest training sessions for District Test Coordinators (DTCs)
March–April	Inform parents of testing schedule, testing policies, and procedures
March–April	Schedule and conduct training sessions for School Test Coordinators (STCs), test administrators (TAs), and monitors
March 30	Student and Test Management available (for online testing)
By March 30	Materials arrive in districts
March 30–June 1	Additional Materials window
Online Testing Window	Last twenty (20) days of school as determined by the district's instructional calendar.
Paper Testing Window	First 10 days of each district's twenty-day testing window as determined by the district's instructional calendar.
June 2	All scorable and nonscorable material must be shipped by <b>June 2</b> .
July 17	SC READY data files, ISRs, and rosters posted on the DRC INSIGHT Portal
August 1	Districts receive paper copies of ISRs and student labels

### Contact Information

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# Overview

## Introduction

### SC READY

The South Carolina College- and Career-Ready Assessments (SC READY) program is a statewide assessment in English Language Arts (ELA), mathematics, science and social studies administered to students in grades 3–8 as required by the Education Accountability Act (EAA). Beginning with the 2017–2018 school year, the EAA was amended such that students in grades four, six, and eight would be administered the science assessment and students in grades five and seven would be administered the social studies assessment. For 2022–23, Proviso 1.83 suspended grade eight science and grades five and seven social studies testing.

### Student Participation

Section 59-18-325 of the Education Accountability Act (EAA) mandates that all students are required to participate in SC READY (grades 3–8 for ELA and mathematics and grades 4 and 6 for science). These participation requirements do not include those students who qualify to participate in the S.C. Alternate Assessment for students with significant cognitive disabilities.

### Online Testing

Section 59-18-325 of the Education Accountability Act (EAA) requires **online** testing for grades 3–8 on SC READY. A paper test is available for students with disabilities who cannot take online assessments due to their disabilities as specified in their **IEP or 504 plans**, and for multilingual learners (MLs) if specified in their **Individualized Language Acquisition Plan (ILAP)**.

For the 2022–23 school year only, Proviso 1.66 allows districts or individual public charter schools to request a waiver from the State Board of Education (SBE) from the requirement that all assessments be administered online.

### Test Window

The EAA also requires SC READY assessments to be **administered during the last twenty days of each district’s instructional calendar**, unless the district requested and received a waiver for a longer testing window.

All districts (including those with a waiver to extend their testing window and/or to test on paper) must keep the following **key deadlines** in mind:

- **ALL paper testing on SC READY must be completed by the 10th day of the district’s twenty-day window.** A district that receives a waiver for **both** paper testing and to extend the testing window, may administer paper tests in the first ten days of their standard twenty-day window as well as in the additional days granted by waiver **prior to** that window.
- **ALL** answer documents containing students’ responses must be shipped overnight to the contractor within **three days** of the completion paper testing but shipped **no later than June 2** for arrival on June 5.

## Overview

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### Embargo and Release of SC READY Results

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

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

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

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

### SC READY Score Reports

The following types of score reports will be generated by the contractor following the completion of scoring for all grades: preliminary rosters, final student rosters, Summary Reports, Individual Student Reports (ISRs), and student labels.

All rosters will be provided on the DRC INSIGHT Portal via Interactive Reporting (the contractor's secure website). After the testing window ends and all tests have been scored, the final rosters will also be posted via Report Delivery for districts to download. In addition, paper copies of ISRs and student labels will be sent to districts.

More information about the score reports can be found in the *SC READY Score Report User's Guide*. The *User's Guide* includes sample score reports and explanations to assist in understanding the test results.

**Schools should release Individual Student Reports (ISRs) as soon as they are available; ISRs are not embargoed.**

### SC READY Contractor

The South Carolina Department of Education (SCDE) contracts with testing companies for development, administration, scoring, and reporting functions required to implement statewide assessment programs. The current contractor is Data Recognition Corporation (DRC). Contact information for the **DRC SC Project Team** is [scproject@datarecognitioncorp.com](mailto:scproject@datarecognitioncorp.com).

### DRC INSIGHT Portal

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

### DTC Weekly Update

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

# Education Legislation

## The Education Accountability Act

The Education Accountability Act (EAA), Title 59, Chapter 18 mandates a performance-based accountability system for public education. The parameters for the statewide assessment system are outlined in section 59-18-325; excerpts from this section are provided in the following paragraphs.

- (C) To maintain a comprehensive and cohesive assessment system that signals a student's preparedness for the next educational level and ultimately culminates in a clear indication of a student's preparedness for postsecondary success in a college or career and to satisfy federal and state accountability purposes, the State Department of Education shall procure and maintain a summative assessment system.
- (1) The summative assessment must be administered to all students in grades three through eight. The summative assessment must assess students in English/language arts and mathematics, including those students as required by the federal Individuals with Disabilities Education Act and by Title I of the Elementary and Secondary Education Act. For purposes of this subsection, "English/language arts" includes English, reading, and writing skills as required by existing state standards. The assessment must be a rigorous, achievement assessment that measures student mastery of the state standards, that provides timely reporting of results to educators, parents, and students, and that measures each student's progress toward college and career readiness. Therefore, the assessment or assessments must meet all of the following minimum requirements:
- (a) compares performance of students in South Carolina to other students' performance on comparable standards in other states with the ability to link the scales of the South Carolina assessment to the scales from other assessments measuring those comparable standards;
  - (b) be a vertically scaled, benchmarked, standards-based system of summative assessments;
  - (c) measures a student's preparedness for the next level of their educational matriculation and individual student performance against the state standards in English/language arts, reading, writing, mathematics, and student growth;
  - (d) documents student progress toward national college and career readiness benchmarks derived from empirical research and state standards;
  - (e) establishes at least four student achievement levels;
  - (f) includes various test questions including, but not limited to, multiple choice, constructed response, and selected response, that require students to demonstrate their understanding of the content;
  - (g) be administered to all students in a computer-based format except for students with disabilities as specified in the student's IEP or 504 plan, and unless the use of a computer by these students is prohibited due to the vendor's restrictions on computer-based test security, in which case the paper version must be made available; and
  - (h) assists school districts and schools in aligning assessment, curriculum, and instruction.

- (2) (a) Beginning in the 2017–2018 school year, each school district shall administer the statewide summative assessment, with the exception of alternate assessments, for grades three through eight during the last twenty days of school as determined by the district’s regular instructional calendar, not including make-up days. If an extension to the twenty-day time period is needed, the school district or charter school may submit a request for an extension to the State Board of Education before December first of the school year for which the waiver is requested. The request must clearly document the scope and rationale for the extension. The request also must be accompanied by an action plan showing how the district or charter school will be able to comply with the twenty-day time frame for the following school year.
  - (b) Statewide summative testing for each student may not exceed eight days each school year, with the exception of students with disabilities as specified in their IEPs or 504 plans.
  - (c) The State Board of Education shall promulgate regulations outlining the procedures to be used during the testing process to ensure test security, including procedures for make-up days, and to comply with federal and state assessment requirements where necessary.
  - (d) In the event of school closure due to extreme weather or other disruptions, or significant school or district technology disruptions that impede computer-based assessment administration, the school district or charter school may submit a request to the department to provide a paper-based administration to complete testing within the last twenty days of school. The request must clearly document the scope and cause of the disruption.
- (3) Beginning with the 2017–2018 School Year, the department shall procure and administer the standards-based assessments of mathematics and English/language arts to students in grades three through eight. The department also shall procure and administer the standards-based assessment in science to students in grades four, six, and eight, and the standards-based assessment in social studies to students in grades five and seven.

# Test Security

## Legal Requirements

S.C. Code Ann. § 59-1-445 (2004) addresses violations of mandatory test security regulations and procedures, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
  - (a) Give examinees access to test questions prior to testing;
  - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
  - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
  - (d) Make answer keys available to examinees;
  - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
  - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

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

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

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

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

## State Board Regulations

S.C. Code Ann. § 59-1-447 (2004) requires the State Board of Education to establish detailed mandatory test security procedures by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 2. S.C. Code Ann. Regs. 43-100 (2015), are reprinted below.

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
  - A. The statewide tests, as defined in State Board of Education Regulation 43-262, including field tests and pilot tests;
  - B. Examinations for admission to teacher education programs and teacher certification examinations;
  - C. Examinations for admission to programs such as the gifted and talented program;
  - D. High school equivalency tests.
- II. As used in this regulation, “local school board” means the governing board of a public school district, a public charter school, as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of materials for the entire period of time (before, during, or after testing) the materials are in the district and/or the schools within that district. The policy must address security for paper-based, computer-based, and customized assessments. This also applies to district-owned materials that are the same as those used in any state-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, secure paper-based materials must be stored under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent and the administration from each of the special schools and institutions that utilize tests administered by or through the State Board of Education must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the South Carolina Department of Education (SCDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.
- V. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SCDE.
- VI.
  - A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction.
  - B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the high school equivalency tests forfeits all opportunities to retake the test(s).

- VIII. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990, 2004). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- IX. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data and, as such, are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
- A. Failing to administer tests on the test dates specified by the SCDE.
  - B. Failing to maintain an appropriate testing environment, free from undue distractions.
  - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.
  - D. Providing examinees with access to test questions or specific test content prior to testing.
  - E. Providing examinees with access to answer keys prior to or during testing.
  - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the SCDE any test, test question, or specific test content.
  - G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the SCDE any portion of examinee responses to any item or any section of a secured test.
  - H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
  - I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.
  - J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
  - K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
  - L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
  - M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
  - N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
  - O. Failing to provide accommodations and/or customized materials as specified in the student's Individualized Education Program (IEP) or 504 plan. Providing accommodations and/or customized materials not included in the student's IEP or 504 plan.
  - P. Excluding examinees or exempting from assessment students who should be assessed.
  - Q. Failing to return test materials for all examinees.

## Test Security

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- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee’s real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- X. The SCDE has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XI. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division.
- XII. If a security breach occurs in a district or charter school, rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district or charter school by the SCDE at the discretion of the State Board of Education.
- XIII. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credential of an educator may be suspended or revoked based on evidence of violation of test security provisions.

# Reporting Test Security Violations

## Reporting Test Security Violations

All suspected test security violations as defined in S.C. Code Ann. § 59-1-445 (2004) or 2 S.C. Code Ann. Regs. 43-100 (2015) must be reported to the South Carolina Department of Education (SCDE).

The District Test Coordinator (DTC) and the School Test Coordinator (STC) are responsible for conducting a comprehensive investigation of each allegation. The DTC must prepare and submit to the SCDE all required documentation that serves as a summary of the information obtained from all persons interviewed who have knowledge of the incident.

Following an internal SCDE review of the submitted documentation, and considering the gravity of the alleged violation, the SCDE will take one of three actions:

1. the incident will not be reported to the South Carolina Law Enforcement Division (SLED);
2. the incident will be reported to SLED for information; or
3. the incident will be reported to SLED for investigation.

As appropriate, the DTC and/or the Superintendent will receive an e-mail or a letter indicating which of these actions is being pursued by the Office of Assessment and Standards.

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

## Required Documentation for a Test Security Violation

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

The TSV Application must include **all** of the requested information online, via the SCDE membership login page, including the identification of the person(s) who allegedly committed the violation and each person’s certification number. Indicate the section of the law that is violated, if applicable. See page 5 of this manual for the appropriate letters (a–f) to use for EAA test security violations.

Also indicate the State Board regulation(s) violated, using the exact wording of the violation(s) as stated in 2 S.C. Code Ann. Regs. 43-100 (2015) and provided on pages 7–8 of this manual. For example, if a teacher assisted a student on the test, the following should be inputted into the TSV Application for State Board Regulation Violation(s): “IX. H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing.”

The Description of Violation section of the TSV Application should provide a concise summary of the incident. The summary should include the basic elements of “who, what, where, when, and how” the violation occurred.

2. **Supporting Documentation** – This information would include all of the following items:
  - a. a signed and dated written statement from all adults involved in the incident,
  - b. if applicable, summaries of any interviews with students,
  - c. IEP, 504 Plan, or ILAP team meeting minutes with an indication of their recommendations, and

- d. a summary written by the DTC, highlighting all pertinent details and indicating actions, if appropriate, taken by the DTC, district office, or school.

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

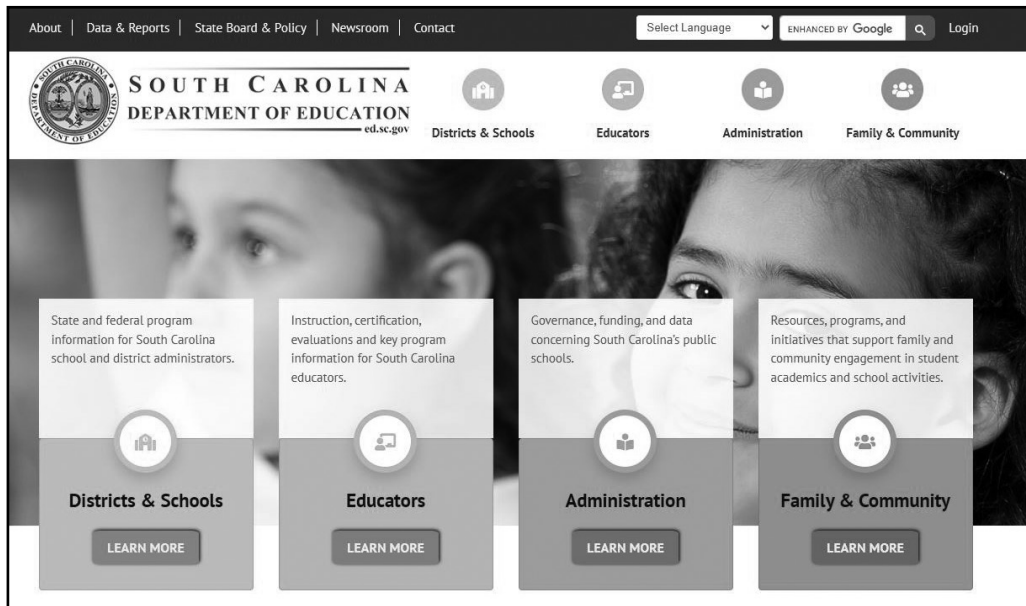
### How to Conduct an Investigation

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

- A. If a test security violation is observed within a school, the individual(s) observing the incident must notify the STC or the DTC as soon as possible. The STC must notify the DTC immediately regarding the violation. The DTC must notify Wendee Evering, the SC READY Program Manager in the Office of Assessment and Standards. The Program Manager will discuss the possible violation with the DTC. If a TSV has occurred, the Program Manager will instruct the DTC to collect and prepare the appropriate documents. DTCs must complete the TSV application located on the SCDE website and attach all documentation.
- B. The DTC and the STC are responsible for conducting a comprehensive investigation to reconstruct what occurred to cause the allegation. The investigation should capture information including the “who, what, where, when, and how” of the incident.
- C. The STC and/or the DTC should obtain a written statement of events (affidavit) from each adult involved in the situation, including the accused. Affidavits must be signed and dated in ink by the person making the statement.
- D. As appropriate, the STC and DTC may need to interview some or all of the persons involved in each incident. All interviews should be conducted individually to elicit the most reliable information. Open-ended questions should be used during the interview process to obtain the most compelling evidence. In the case of student interviews, the STC should write a summary of the information learned from each student. It is not necessary to have the students provide a written statement.
- E. The DTC must write a concise summary of events (2.d., below). The DTC should state in the summary any action taken by the school or the district as a result of the investigation including if the district referred the violation to the police or to the South Carolina Law Enforcement Division. **Each incident should be reported as a separate violation.**

## Test Security Violation Application

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



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

**SOUTH CAROLINA**  
DEPARTMENT OF EDUCATION  
ed.sc.gov

Application Web Portal

Username

Password

Forgot your password? [Reset it](#)

Don't have an account? [Create it](#)

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**Educators**

Click [here](#) to access your certification information through the educator portal.

## Reporting Test Security Violations

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



On the Test Security Violation page, select Add Violation (left side of the screen) and fill in all applicable fields. You must click the blue **Add** button to save your information in each section. The Test Security Violation form will be automatically directed to the Office of Assessment and Standards. **Each incident requires a separate test security violation form.**

The screenshot shows the "Test Security Violations" form. At the top, it says "Click, Add Violation." and "Member Center Logout". The user is logged in as "Imferguson". The form has a sidebar with "Home", "Test Security Violation Records", "Add Violation" (circled), "School Test Coordinators", and "Admin". The main form fields include:

- Violation Details**
  - Reported By: Lynn Ferguson
  - E-mail Address: Imferguson@ed.sc.gov
  - Phone Number: (803) 734-8534
- Form Fields**
  - District: --Please Select--
  - School: --Please Select--
  - School Year: --Please Select--
  - Test Program: --Please select--
  - Test Subject: --Please Select--
  - Assessment Grade Level: --Please Select--
  - Date of Incident: --Please Select--
  - Time of Incident: --Please Select--
- Incident Description**
  - The Description of the Incident must Include:
    - 1.What Happened ?
    - 2.Who was involved ?

## Procedures for Violations Involving Students with Disabilities

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

The State Board of Education Regulations 2 S.C. Code Ann. Regs. 43-100 (2015) state that **not providing accommodations** (to include customized test forms) as specified for students with IEPs or 504 Plans or **providing more accommodations** than specified are considered breaches of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as security violations that could result in criminal prosecution and/or disciplinary action to an educator’s professional certificate.

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

## Actions for Violations Involving Accommodations During Online Testing

If it is discovered that a student who tested online and did not receive an accommodation that is specified in the IEP/504 Plan or ILAP, the specific action to take **depends on the number of items the student has completed when the error or violation is discovered and whether or not the student has exited the testing room**. The following are possible scenarios and the actions to take.

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

### If Ten or Fewer Items Have Been Completed

- If **ten or fewer** test items have been completed, contact the SC READY Program Manager (Wendee Evinger, 803-734-8282, [waevinger@ed.sc.gov](mailto:waevinger@ed.sc.gov)) for approval to have DRC regenerate the Test Session with the appropriate accommodation(s).
- The SC READY Program Manager will determine if it is acceptable for DRC to regenerate the test section with the appropriate accommodation. In this case, the Program Manager will send an e-mail of approval to DRC and the student may resume testing either the same day or on a make-up day.
- **IMPORTANT!** If the test ticket is regenerated, a new ticket with a new login will need to be printed for the student to access the accommodated test form.
- **IMPORTANT!** If the test ticket is regenerated, all previous responses will be deleted and the student will need to begin the test again.

### If More Than Ten Test Items Have Been Completed

- If **more than ten** test items have been completed, but the student did not finish the test **or** the student **has completed and submitted** the test for scoring, the school/district must convene the IEP/504 Plan or ILAP team to review the test security violation and determine if the test results would be valid without the accommodation.
- If more than ten test items have been completed by a student without the required accommodation(s), the STC/DTC must complete a test security violation form.

## Reporting Test Security Violations

- If the test administration is determined to be **valid** and the student did **not** finish the test, contact the SC READY Program Manager for approval to have DRC regenerate the Test Session and have the student complete testing without the accommodation.
- If the test administration is determined to be **invalid**, the school/district must invalidate the score by checking the applicable IEP Invalidation box for that student under the Testing Codes tab within Student Management or darkening the IEP invalidation circle for the appropriate subject on the student's paper answer document.
- Test administrations in which students complete more than 10 questions without the appropriate accommodation are considered a test security violation. Use the Test Security Application to report this incident.

**NOTE!** To receive complete ELA score results, **a student must take the entire ELA test (Session 1 and Session 2) using the same mode (either all online or all paper).** That is, **students cannot take one session of ELA via paper and the other session online.**

## IEP, 504 Plan, or ILAP Team Meetings

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

**The school/district must convene the IEP/504 Plan or Individualized Language Acquisition Plan (ILAP) team to review the test security violation as soon as possible after the test administration.** During the meeting of the IEP/504 Plan or ILAP team, the team may consider only the testing accommodations as written in the IEP/504 Plan or ILAP and may not change the accommodations specified in the plans. The IEP/504 Plan or ILAP team must address the test security violation as follows:

The IEP/504 Plan or ILAP team may not consider the student's test score in these determinations.

- **If a student received a non-standard accommodation** that is not specified in the IEP/504 Plan or ILAP, the team must **invalidate** the test administration by darkening the IEP Invalidation bubble on the student's answer document for the appropriate test or by checking the IEP Invalidation box for that student under the Testing Codes tab in Student Management for online testing.
- **If a student received a standard accommodation** that is not specified in the IEP/504 Plan or ILAP, the team must determine if the unauthorized accommodation would cause the test score to be invalid.
- **If a student did not receive a standard or non-standard accommodation** that is specified in the IEP/504 Plan or ILAP, the team must determine whether the test score would be valid without the specified accommodation and/or non-standard accommodation.

If the IEP/504 Plan or ILAP team determines that:

- **the test administration is valid**, the test is to be scored. For paper tests, return the student's answer document for scoring. For an online test, do **not** check the IEP invalidation box for that student under the Testing Codes tab in Student Management. Remember to mark the appropriate accommodation code(s)—i.e., the code(s) for the accommodation(s) **actually used**—on the student's answer document or in Student Management for online testing.
- **the test administration is not valid**, the school/district must invalidate the score by darkening the IEP Invalidation bubble on the student's answer document (for the appropriate subject or session) or by checking the applicable IEP Invalidation box for that student under the Testing Codes tab within Student Management. Return answer documents to the contractor **in a scorable box.**

# General Test Security Policies and Procedures

## Student and School Responsibilities for Maintaining Test Security

**State laws apply to computer and paper test administrations.** The South Carolina state law and the SCDE regulations provided at the beginning of the *TAM* apply to computer as well as paper test administrations. Additional policies and procedures are required to address the range of technology issues that accompany computer testing. These policies and procedures establish that it is the responsibility of all school and district personnel who participate in the test administration, including the students, to protect the security of test materials at all times. In this context, test materials are not limited to paper test booklets, online tests and printed test tickets, but also include the hardware and software systems that are required to implement a computer-administered tests.

**Prohibited student behaviors.** Most schools use one-to-one electronic devices for student online test administration, which enables different types of access, use, or exposure of secure and copyrighted test materials. Examples of student behaviors that may jeopardize the security of paper and online test materials include the use of prohibited aids, arranging for someone to take the test in the test taker's place, communicating specific content of the test to other test taker in advance, recording audio or video of the test or the test administration, posting test content to any type of social media, taking pictures or screenshots, Snapchatting a test, Googling for the answer, copying responses from the test of someone who is seated nearby, texting someone during the test, whispers, signals, getting an advanced look at test questions, etc.

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

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

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

Students must be told of possible consequences of misconduct including, but not limited to, the invalidation of the test score, receiving a zero on the test, suspension or expulsion from school, an investigation by local police or the South Carolina State Law Enforcement Division (SLED) with possible criminal charges or other civil or legal sanction.

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

If cheating is confirmed for a paper tester, the STC may choose to bubble the “Do Not Score” bubble in the appropriate subject (or session for ELA) area section of the answer document before it is returned to the contractor. If cheating is confirmed for an online tester, the STC may contact the testing contractor and the Office of Assessment and Standards to invalidate the test.

If cheating is confirmed after the test was scored, and a valid score was reported, contact the Program Manager in the Office of Assessment and Standards. The STC should attach a note to the student’s score report indicating the violation and stating that specific scores may not be representative of the student’s achievement.

### SC READY Grades 6–8 Requirements for Calculator Use in 2022–23

The Desmos calculator is the recommended calculator for SC READY. The Desmos calculator is built into the online test engine. Using the Desmos calculator will reduce security risks and the burden on test administrators to clear memories on hand-held calculators before and after testing. Desmos can be accessed for free at [www.desmos.com](http://www.desmos.com) and used by students during daily instruction. The Desmos calculator includes a “slider.” Students should know that they will not have access to the “sliders” when taking SC READY.

#### Online Calculators

Grade 6 students will have access to both the Desmos basic and scientific calculators during the mathematics calculator section and the science test.

Grades 7 and 8 students will have access to both the Desmos scientific and graphing calculators during the mathematics calculator section.

#### Hand-held Calculators

Grade 6 students may use a four-function or scientific calculator during the mathematics calculator section or science test. For science, all calculations are easily computed with a basic four-function calculator.

Grades 7 and 8 students may use a scientific calculator or one of the graphing calculators listed below during the mathematics calculator section. A graphing calculator most closely matches the functionality of the online Desmos tool. Calculators must **not** have a Computer Algebra System (CAS). The STC or TA must follow the “Procedures for Using Hand-held Calculators” to prepare calculators for test day.

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

- Texas Instruments: TI-73, TI-83 series (all), TI-84 series (all), TI-73, TI-Nspire, TI-Nspire CX, TI-Nspire CX II, TI-Nspire with TI-84 touchpad (must have the TI-84 touchpad installed during testing)
- Casio: fx-9750GII, fx-9860GII (S), fx-CG10 PRIZM
- Students who are blind and/or have visual impairments may use the Orion TI-84 Plus Talking Graphing Calculator with the Accessibility Attachment or the Orion TI-30XS Talking Calculator, as determined by the student’s IEP or 504 plan. When using these talking calculators, students must use headphones or receive an individual administration.

## Procedures for Using Hand-held Calculators

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

### Checking the Operating System

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

- TI-73: 1.91
- TI-83: 1.19
- TI-83 Plus, TI-83 Plus Silver Edition: 1.19
- TI-84 Plus, TI-84 Plus Silver Edition: 2.55
- TI-84 Plus C Silver Edition: 4.2
- TI-84 Plus CE: 5.6.1
- TI-84 Plus CE Python: 5.6
- TI-Nspire using TI-84 Plus keypad: 2.55
- TI-Nspire CX: 4.5.5
- TI-Nspire CX II: 5.3.2
- Casio fx-9750GII: 2.09
- Casio fx-9860GII (S): 2.04
- Casio fx-CG10 PRIZM: 2.02
- NumWorks: 19.3

### Clearing the Calculator Memory, Data, Applications, and Programs

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

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

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

### Test Mode for NumWorks

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

### **Additional Steps for Student-Owned Calculators**

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

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

If you have any questions, please contact Daniel Cammisa at [dcammisa@ed.sc.gov](mailto:dcammisa@ed.sc.gov) or Wendee Evering at [waeving@ed.sc.gov](mailto:waeving@ed.sc.gov).

### **Policy on Use of Electronic Devices**

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

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

**The district and school must have procedures in place for the collection of these devices prior to the beginning of testing.** It is strongly suggested that Test Administrators remind students immediately upon entering the testing room that no electronics are allowed during testing and for them to be placed in the designated location. Before passing out testing documents, Test Administrators and Monitors should once again request that all electronics be placed in the designated location. Finally, while reading the directions from the TAMs, Test Administrators should, for the third time, ask for electronics to be placed in the designated location.

Test Administrators and Monitors should follow their test security training with regard to their electronics during testing. Failure to follow these procedures could result in a test security violation.

## Administration of an Incorrect Test or Accommodation

Only one form of each SC READY test may be administered to each student. To maintain security of the tests, **there is no opportunity for a student to take an additional test or a retest in the same administration if a mistake has been made.** This policy also applies to the misadministration of student accommodations. For example, if a student incorrectly receives or fails to receive an oral administration of the mathematics test, schools cannot give the student a retest to correct the error. See page 13 of this manual for guidance regarding misadministration of student accommodations that occur during online testing.

## Secure Materials

Secure test materials include:

- any test session ticket or testing roster printed through the Portal, or any other documentation containing student usernames and passwords for online testing. Secure materials, including student usernames and passwords, should not be transmitted by e-mail or nonsecure fax;
- all test booklets and answer documents;
- all customized materials including braille and large-print test booklets, oral/signed administration scripts, Braille Test Administrator’s Notes (TA Notes), Large-Print TA Notes, Large Print Supplements for Online Testers (science grades 4 and 6 only); and
- any papers or materials with student writing or responses (e.g., brailled or typed responses, scratch paper for tests).

## Test Item Security

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

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

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

## Storage Policies

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

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

## Access to Secure Materials

**Access to secure materials is restricted to testing sessions, make-up testing sessions, and supervised sessions** for completing or editing demographic codes on student answer documents. STCs should not sign out or distribute secure materials to TAs (including online test session tickets) until the day of the test. See page 33 and **Appendix C** (pages C-10–C-11) for rules regarding TA access to oral/signed administration materials before testing.

For **online testing**, rosters and test tickets may be printed up to two weeks before testing to prepare for distribution. **Test tickets should be checked to ensure that all applicable testing accommodations appear for students with disabilities and for students who are MLs.** Remember that test tickets are secure materials. After printing, they must be kept in locked storage until the day of testing. Secure materials, including student usernames and passwords, should not be transmitted by e-mail or nonsecure fax.

## Test Security Agreement Forms

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

The DTC/STC and TA test security agreement forms for SC READY are provided in **Appendix A**. The monitor form is in **Appendix E**. The forms in the appendices are perforated for easy removal and may be copied. The test security agreement forms can also be downloaded from the following link: <http://ed.sc.gov/tests/assessment-information/test-security/>. Districts may add their own test security agreements.

Test security forms must be signed and returned to the DTC after each person has participated in SC READY training. The STC must keep the signed copies of the test security forms in their possession until after the testing cycle is complete. Should a SCDE monitor visit their school this documentation will need to be seen. **The DTC is responsible for collecting and storing the forms for five years.**

## Online Technology Requirements

The use of traditional desktop and laptop computers is recommended for online testing; however, some tablet devices are also supported. The DRC INSIGHT Technology User Guide provides a detailed description of supported devices and operating systems. This document is located on the DRC INSIGHT Portal (<https://sc.drctdirect.com>).

Only supported devices and operating systems may be used for online testing. Any districts choosing to administer online tests on supported tablet devices will be responsible for ensuring test security and accountable for any atypical impact on student test scores.

## Security Guidelines for Online Testing

DTCs, STCs, TAs, and monitors are responsible for ensuring that all test materials and student responses for the online tests are handled in accordance with the security procedures outlined in this manual. **It is highly recommended that a partition and/or folder be placed around each computer screen or a privacy filter placed on each screen to eliminate any possibility of students looking at other computer screens. Workstations should be separated by enough space to restrict a student's ability to view adjacent workstations.**

**Online tests may not be viewed by anyone prior to the test session.** Only students being tested are allowed to look at the test at the time of testing. TAs and monitors must closely observe students to ensure that they look only at their computer and not another student's screen. TAs are expected to ensure that visible online tests are not left unattended.

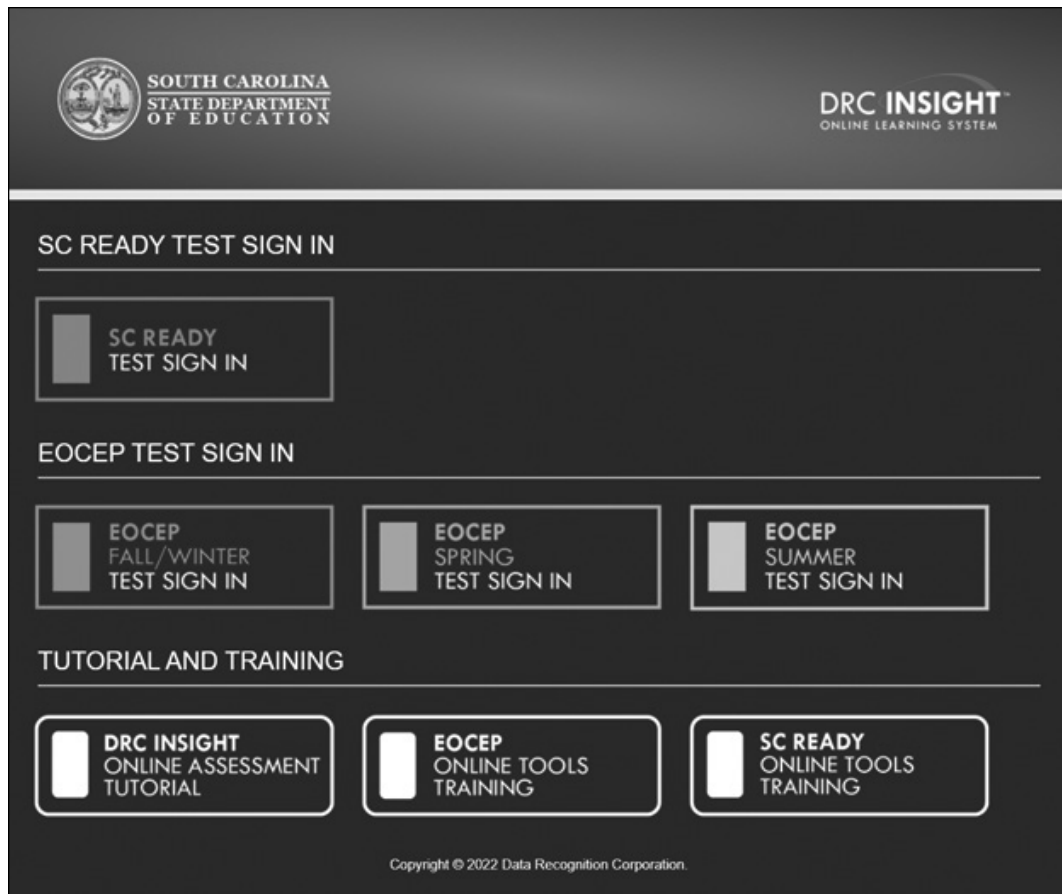
**Secure test materials cannot be reproduced.** It is prohibited to use secure test items, either verbatim or paraphrased, as instructional tools or for student practice. Students are not to disclose test content to teachers, monitors, or any other school personnel.

**Test tickets are secure and must not be distributed to students until immediately before logging into a test session.** Test tickets are included with the online testing roster. The testing roster should be used to account for test tickets before, during, and after testing. For grades 6–8 mathematics, there are separate test tickets for the calculator and no-calculator sections of the test. The test ticket for the no-calculator section **must not** be distributed to a student until he/she has completed the calculator section.

For those students testing online who require a large-print accommodation, secure *Large-Print Supplements* containing item descriptions for some graphics may be produced for some grades and subjects. These supplements should be treated as secure materials and signed out and in on the electronic security checklists.

## Preparing Students for Online Testing (OTT and Tutorial)

All students who will be testing any subjects online should review the Online Testing Video Tutorial and complete the Online Tools Training (OTT) **prior to** the first day of online testing. The Tutorial and OTT are publicly available at the following link: <https://wbte.drctdirect.com/SC/portals/sc>. The OTTs simulate online testing and allows students to become familiar with the online test environment, the suite of online testing tools, and the types of technology enhanced questions they will encounter on SC READY tests. They contain sample test questions to help students and Test Administrators become familiar with the tools and features available during online testing. The OTTs are also available on the DRC INSIGHT Online testing page.



## Security Checklists

The STC is responsible for inventory control within the school; schools and districts are responsible for missing materials and are required to use electronic security checklists to track the distribution and return of all secure paper test materials, as well as secure paper documents used by online testers (e.g., *Large-Print Supplements*).

- All secure paper test materials have been assigned security numbers; these numbers appear on the security checklist.
- The STC should utilize the online testing roster to sign out and in student test tickets.
- For each day of testing, the STC and TA **must** use the security checklist to sign out and sign in secure paper test materials and the online testing roster to sign out and sign in test tickets. Secure paper test materials for online testing may include LP Supplements for Online Testers.
- The STC should provide an explanation on the security checklist for any secure test materials that are not received or returned as required. Use the notes column for this explanation.
- Secure test materials must not be exchanged among TAs without checking the materials out with the STC and documenting the exchange on the security checklist.
- It is not necessary to enter student names on the security checklist for test materials that are not assigned to a specific student.
- The security checklists are available on the DRC INSIGHT Portal in electronic format only and will be available by March 30. They can be downloaded into an Excel spreadsheet. The following section provides more detailed information on how to download and use the electronic security checklists.

## Using Electronic Security Checklists

Electronic security checklists can be downloaded from the DRC INSIGHT Portal (<https://sc.drccdirect.com>) by completing these steps:

1. Select View Reports from the “Report Delivery” tab.
  2. Enter the appropriate search criteria, such as: SC READY Spring 2023; your school’s name and select Security Checklist from the Reports drop-down.
  3. Click “Show Reports.”
  4. When the security checklist has been located, select the save button under the Action column. Save the file as an Excel spreadsheet, using the school’s School Identification Number (SIDN), School Name, Program, and “Security Checklist” as the file name. For example, “9999999 Middleville Middle School SC READY Security Checklist.”
- The information on the spreadsheet may be sorted as needed.
  - The security checklists may be used electronically and returned in electronic format, or they may be printed and returned via hard copy.
  - Log additional materials received using the blank rows at the bottom of the spreadsheet. Information for make-up testing can also be logged using blank rows below additional materials.
  - A sample electronic security checklist is provided below.

Subject Code	Distribution		Document Type	Security Number	First Middle			PS #	State ID	Sign-Out (TA)	Sign-Out (STC)	Sign-In (TA)	Sign-In (STC)	Pkg'd for Return (STC)	Notes
	Grade	Unit			Last Name	Initial	Name								
All	8		Answer Documents	80124585											
All	8		Answer Documents	80124586											
All	8		Answer Documents	80124587											
Mathematics	8		Oral Administration Scripts Form A	83250845											
Mathematics	8		Oral Administration Scripts Form A	83250846											
Mathematics	8		Test Booklets Form A	83922791											
Mathematics	8		Test Booklets Form A	83922792											
Mathematics	8		Test Booklets Form A	83922793											

- Detailed instructions on how to use the security checklists can be found as a separate document on the DRC INSIGHT Portal.
- Security checklists, like seating charts, can be returned electronically via e-mail or SFTP site. For instructions on how the DTC can return the security checklists electronically, please see the document titled “SFTP Instructions for DTCs” posted on the DRC INSIGHT Portal.
- The STC and DTC must retain electronic copies of all security checklists for one year.

Test Security



# Test Administration Policies and Procedures

## Test Administration Policies

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

## Test Administration Manual (TAM)

The *TAM* provides policies and procedures for all test administration personnel to read and implement during the administration of the SC READY tests.

- The *TAM* is **not** a secure document.
- **TAMs should be distributed to STCs and TAs as soon as possible after receipt.**
- It is recommended that STCs, TAs, and monitors read the *TAM* prior to the pretest training session.
- TAs must read the administration directions for each test; these directions begin on page 69 of the *TAM*. Failing to follow all directions pertaining to the administration of a test as specified in the test administration manual is a test security violation.

## Test Administration Window

The EAA also requires SC READY assessment to be **administered during the last twenty days of each district's instructional calendar**, unless the district requested and received a waiver for a longer testing window.

All districts (including those with a waiver to extend their testing window and/or to test on paper) must keep the following **key deadlines** in mind:

- **ALL paper testing on SC READY must be completed by the 10th day of the district's twenty-day window.** A district that receives a waiver for **both** paper testing and to extend the testing window, may administer paper tests in the first ten days of their standard twenty-day window as well as in the additional days granted by waiver **prior to** that window.
- **ALL** answer documents containing students' responses must be shipped overnight to the contractor within **three days** of the completion paper testing but shipped **no later than June 2** for arrival on June 5.

## Read to Succeed Legislation and the Preliminary Rosters

The South Carolina "Read to Succeed" Legislation (SC Code of Laws 59-155-160 Mandatory Retention.) mandates that a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of third grade. For purposes of this legislation, reading proficiency in grade 3 is assessed based on the reading scale score which is part of the English Language Arts (ELA) assessment. Cut scores for this process are set each year.

Schools and districts will receive a Preliminary Roster which can be used to assist districts in identifying third-grade students that do not meet the required reading proficiency level and might need to be retained. These rosters are made available to districts on an accelerated schedule to support timely decision-making.

Preliminary Rosters will be posted within three business days of submission for the online tests. For paper tests, preliminary results will be posted within six business days of receipt of the answer documents by the contractor.

All grade 3 ELA tests must be administered during the first week of the test window to support this accelerated reporting schedule.

### Overview of SC READY

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

### Alignment of SC READY Items to Standards

SC READY Assessment items measure student performance on the South Carolina College- and Career-Ready Standards. SC READY English language arts (ELA) items are aligned with the 2015 South Carolina College- and Career-Ready Standards for English Language Arts; the mathematics items are aligned with the 2015 South Carolina College- and Career-Ready Standards for Mathematics. The science assessment items are aligned with the 2014 South Carolina College- and Career-Ready Standards for Science 2014.

The SC READY test items are aligned to the standards for each subject and grade level. Standards specify what schools are expected to teach and what students are expected to learn. Academic standards also include indicators that are statements of the specific cognitive processes and the content knowledge and skills that students must demonstrate to meet the grade-level standards. SC READY test items are written to assess the content knowledge and skills described in the academic standards and indicators.

### Online Testing

The EAA requires online testing for grades 3–8 on SC READY. A paper test is available for students with disabilities who cannot take online assessments due to their disabilities as specified in their IEP or 504 plans, and for multilingual learners (MLs) if specified in their Individualized Language Acquisition Plan (ILAP).

For the 2022–23 school year only, Proviso 1.66 allows districts or individual public charter schools to request a waiver from the State Board of Education (SBE) from the requirement that all assessments be administered online.

### SC READY Format

South Carolina state law ( SC Code Sections 1-1-696; 1-1-697; and, 1-1-698) mandates that all statewide assessments are administered in English. Foreign language translations of test items and response options are not allowed; however, translations of the test directions are permitted.

Each SC READY test is designed to be administered on a separate day (ELA Writing, ELA Reading, Mathematics, and Science.)

**ELA Format** The ELA test is composed of two sub tests – writing and reading – and is administered over two days, with one subtest administered per day. The ELA writing subtest includes a Text-Dependent Analysis (TDA) item where students read a passage and write an essay, using information from the passage to support their answer.

**Mathematics Format** In grades 6–8, the mathematics test has two sections. There is a “calculator” section, followed by a “no calculator” section. These sections must be given in that order, which is the order they are presented in test booklets and online. The entire mathematics test (including both sections) is designed to be administered in a single day.

**Science Format** The science test is designed to be administered in one day.

## SC READY Types of Items

ELA, mathematics, and science assessments include test questions with varying degrees of difficulty.

**ELA** The ELA test consists of selected response (SR), multi-select (MS) and evidence-based selected response (EBSR) items. With selected response items, students select one response from four possible answer options. With multi-select items, students are asked to choose two correct responses. The ELA test also includes a Text-Dependent Analysis (TDA) item. The TDA item consists of a passage with a writing task related to the passage. For grades 6–8 only, students may respond to technology enhanced (TE) items by providing their answers through drag and drop items or text highlighting.

**Mathematics** The mathematics test contains selected response items (grades 3–8), multi-select items (grades 5–8), and technology-enhanced items (grades 6–8). Technology-enhanced items include items such as drag and drop, hot spot, drop down list, keypad input, and constructed-response (type in a number).

**Science** The science tests consist of selected response, evidence-based selected response, and technology-enhanced item types, such as drag and drop, hot spot (click to select), drop down list, and constructed-response (type a numeric response).

## Test Times and Scheduling

The SC READY tests are not timed. **However, test sessions must begin and end on the same day** unless the student has an IEP, 504 Plan, or ILAP specifying administration of a single test over several days or there are extenuating circumstances (e.g., student illness or power outage). It is important to schedule testing sessions with an appropriate amount of time to allow students to finish. Do not begin test session late in the school day.

Shown below are estimated test durations for all SC READY tests. DTCs/STCs should use this information as a guideline for scheduling test sessions.

### Estimated Times for the SC READY Assessments

Grades	Assessment	Estimated Time
3–8	ELA Writing	1 hour, 40 minutes
3–8	ELA Reading	1 hour, 30 minutes
3–8	Mathematics	1 hour, 30 minutes
4 and 6	Science	1 hour

**Some students may take a much longer time to complete a test than other students.** Districts and/or schools should provide TAs with guidelines specifying acceptable activities to engage students while waiting for other students to finish a test. Students should not be allowed to engage with content related to the subject being tested. Examples of appropriate activities include reading a novel, magazine, or newspaper; completing word or number games; working crossword puzzles; or doing schoolwork unrelated to the tested subject. Students are not allowed to use electronic devices for these activities.

**The length of time the school can allow a student to continue working on a test is dependent upon the student, the testing situation, and the information available to the TA. As long as the student actively works on items** (e.g., entering responses on the paper answer document or into the online testing system, writing, and working out problems), the TA must allow the student to continue with the test. If a student has not completed the test by the time most others are finished and clearly is not attempting to finish, the school may use discretion to end the testing session.

**If necessary, and if space and staff are available, students who need to continue working on the test after others are finished may be moved to another location to complete testing.** District policy should dictate whether staying after school to complete tests is an acceptable option.

**If students have not completed testing by their lunch period, students may be permitted to have a “silent lunch” or have a monitor present for the lunch period.** Test security must be maintained throughout the lunch period.

**Silent breaks may be scheduled during testing, as needed.** Test booklets and answer documents must be closed, or online tests must be paused, during breaks. Snacks are permissible, if desired; however, care must be taken to ensure that test materials or online testing equipment are not damaged by food or drink.

### Multiple Tests Per Day

The SCDE does not recommend administering more than one subject or subtest per day, however, there are exceptions. Students who attend a full-time virtual school or program must test face-to-face in a facility arranged by the school. These students may be administered more than one test per day to minimize the number of trips parents must travel to a site that is not close to the student’s home. Another example includes a student that has been absent due to a lengthy illness and there is an insufficient number of days remaining in the test window to administer all tests, the school may administer two tests in a day provided that the student is well enough to handle three or more hours of testing. Additionally, the Program Manager for SC READY may also approve the administration of multiple tests per day for special circumstances such as a scheduled surgery or state or national awards ceremony, band competitions, etc. Contact the Program Manager to receive approval in writing for this particular exception.

### Parent Notification – Procedures for Schools/Districts

Preparing students and parents, **in advance**, for the SC READY is important.

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

- Provide parents the test schedule including the dates and times each subject will be administered. Test dates and times must be posted in a prominent place on the school’s website no less than 30 days before testing begins. STCs are also required to complete DRC’s worksheet listing testing dates and times.
- Stress to parents the importance of getting their children to school on time and the procedures that will be followed during testing if their children are late.
- Inform parents of any special conditions that will apply to the testing of their children.
- Indicate that doctors’ appointments and other out-of-school functions should not be scheduled during testing hours.

- Emphasize that students may not be in possession of any electronic device(s) during the test administration that can be used for communicating, recording, timing, creating images, or storing images with the exception of necessary medical devices. Indicate to parents that the devices will be collected by the teacher and returned after each test session is completed.
- Let parents and students know that resources regarding testing such as brochures, sample items, sample score reports, Score Report User’s Guide, translations, and alternate formats for these resources are available on the school web page and the SCDE Website. Provide parents with these links.

### Parent Resource Webpage

There is a Parent Resource webpage on the SCDE website at the following location: <https://ed.sc.gov/tests/assessment-information/student-and-parent-resources/>. The Office of Assessment and Standards will continue to update and provide additional documents and information for parents to this site.

The Parent Resource page includes ten translations of the Student and Parent Brochures, sample score reports and Score Report User’s Guides which may be helpful to parents. All resources on the SCDE website are in an accessible version compliant with Section 508 of the Rehabilitation Act of 1973, as amended.

Parents with disabilities and parents who may not speak or read English may request alternate formats of these documents or other accommodations by completing a Student and Parent Resources Alternate Request Form by contacting [ResourceRequests@ed.sc.gov](mailto:ResourceRequests@ed.sc.gov) or calling (803) 734-8289.

### Student Participation Guidelines – Procedures for Schools/Districts

**All public school students in grades three through eight must be tested with the SC READY, except those who qualify to participate in South Carolina Alternate Assessment (SC-Alt) for students with significant cognitive disabilities.**

This testing policy includes all students with IEPs or 504 Plans, suspended students, home school students who are registered through the district or local school board, homebound students, and homebased students. Also included are ML students, charter school students (including those in virtual charter schools), and students who are incarcerated. All public school students who are in attendance during the SC READY testing window, including make-up dates, must participate in the assessment.

#### Special Groups of Students

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

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

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

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

## Test Administration Policies and Procedures

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It is recommended, but not required, that a monitor accompany the TA if the parent chooses to have the student tested at home. Parents, guardians, or other relatives may not be present in the room with the student during testing.

Home school students will receive individual student results, but will **not** be included in the district or school data.

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

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

**Multilingual Learners (MLs)**—Students who are MLs are required to take the SC READY tests. See **Appendix D** for more information on the administration of the SC READY to ML students.

**Students with Disabilities Who Have Been Placed by Districts and Public Agencies in Private or Nonpublic Schools**—Students with disabilities who are placed by districts or other public agencies in private or nonpublic schools or state-operated programs must participate in statewide and districtwide assessments and must be tested by the home school district. The home school district is the district that carries the student on enrollment and receives state or federal funding for educating the student.

Students who are placed by other public agencies through the foster home/group home proviso, General Appropriations Act, 2003 S.C. Acts 91 Proviso 1.9, must be tested by the district in which the alternate residence (such as a foster home, group home, orphanage, or state-operated health care facility, including a facility for treatment of mental health or chemical dependence) is located.

**Non-Public School Students**—Non-public school students do **not** participate in SC READY testing. These include:

**Expelled Students**—Expelled students are no longer enrolled in public school and do not participate in state testing **unless the expelled student has an IEP**. When a student with an IEP has been expelled, a new IEP must be written that outlines services to be provided during the expulsion period and the manner in which the student will be tested.

**Non-District-Affiliated Home School Students**—Home school students who are registered through one of the professional home school organizations are home schooled outside the district's authority, are not enrolled in public school, and are not tested with SC READY. These students are considered private school students.

**Private School Students**—Students who attend private school are not enrolled in public school and are not tested with SC READY.

**NOTE!** There are occasionally extraordinary circumstances that may prevent a student from participating in planned/scheduled testing (e.g., a homebound student who, on the basis of a medical record from a physician, is physically and/or mentally unable to participate in assessment during the testing window, including make-up days).

## Residential Treatment Facilities

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

Proviso 1.38 describes policies and procedures regarding enrollment, funding, and educational services for students enrolled in Residential Treatment Facilities. For more information about RTFs, refer to Proviso 1.38. The proviso requires that students receive educational services from the school district in which the RTF is located. The facility school districts are required to provide all educational programs and services for students, both with and without disabilities, who are referred, authorized, or placed by the state in the RTF.

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

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

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

### **Procedures for Testing RTF Students**

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

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

Districts are responsible for obtaining all required test materials for the student to be tested and for the packaging, distribution, and receipt of all test materials in a safe and secure manner. The online test may be administered on a district-owned laptop computer that has both Central Office Services-Service Device and the DRC INSIGHT test engine installed. If the SC READY is administered at the RTF facility, the test materials may be delivered, in person, to the person who will be administering the test, or test materials may be mailed via FedEx as long as a signed receipt is obtained. If the district has chosen alternative #3, the student may be tested online at a district school.

## Testing Out-of-State Students

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

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

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

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

## Testing Environment – Procedures for Schools/Districts

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

- Tests should be administered in a familiar classroom or computer lab setting to reduce student test anxiety and simplify test security.
- Students should be tested in classrooms or computer labs that have good lighting and are well ventilated with a reasonable temperature.
- Adequate space between students is necessary to increase test security and to reduce distractions. For online testing, the placement of partitions and/or folders around computer screens or the use of privacy filters on screens is highly recommended.
- Classrooms and computer labs should be quiet and free from interruptions or distractions of any type. **Appendix A** includes a “Do Not Disturb” sign for use during testing; it may be removed from this manual and taped to the outside of the classroom or computer lab door.
- **NOTE! TAs and monitors must not work or communicate on a computer, tablet, phone, or similar device during a test administration. Any electronic devices must be silenced during testing. TAs and monitors should be actively proctoring students throughout the test session.**
- Classrooms, computer labs, and halls must be inspected prior to testing to ensure that all subject-related materials have been covered or removed from walls, bulletin boards, doors, desks, floors, ceilings, or windows. Word walls, maps, globes, charts, and subject-related mobiles must be taken down or covered during testing.
- **NOTE!** For all individual administrations, it is preferable to have both a TA and a monitor present. If this is not practical, the school should attempt to administer the test in a location where the TA and the student can be observed by others (e.g., through a window or in a computer lab).

## TA Preparation for Oral/Signed Administrations

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

To prepare for an oral or signed administration of a paper test, the TA may review the *Oral/Signed Administration Script* up to two days during the week prior to the administration of the subject-area test. Review sessions must be coordinated by the STC and held at the school with no students present. Review sessions must comply with all test security procedures. For additional information regarding these reviews, refer to pages C-10 through C-11.

## Seating Charts

TAs are required to create a seating chart for each testing session showing the testing locations of all students in the classroom. This is a requirement for both paper and online testing. To assist TAs with this task, a seating chart PowerPoint is provided on the DRC INSIGHT Portal (<https://sc.drccdirect.com>). The PowerPoint includes templates for several configurations, as well as instructions for creating a seating chart with a different configuration. Alternatively, TAs may create their own seating charts using another format. Each seating chart should contain the following identifying information: district, school, test date, subject (specifying which session for ELA), grade level, and TA name (first initial, last name). Each student's location within the classroom or computer lab should be labeled, using the student's first initial and last name. TAs can utilize the students' test form assignments on the Online Testing Roster for determining seating chart assignments for online test administrations. All seating charts will be returned to the contractor—via hard copy with nonscorable materials or electronically via e-mail or SFTP site. For instructions on how the DTC can return the seating charts via SFTP site, please see the document posted to the DRC INSIGHT Portal titled "SFTP Instructions for DTCs."

## General Requirements for Proctoring Tests

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

- Monitors are highly recommended to assist TAs with the proctoring of a test administration.
- TAs should make certain they have read all of this manual and are well prepared to administer the test.
- TAs should not deviate from the Test Administration Directions for conducting the test. It is essential that all TAs follow the established administration procedures to ensure fair and accurate test results.
- TAs may clarify or repeat test directions; TAs may not assist with actual test items.
- TAs and monitors should quietly move around the room, walking up and down the aisles to check that students are following the directions for marking or entering responses on their paper answer document or into the online testing system.
- TAs and monitors should be on the lookout for prohibited student behaviors, such as copying from other students, student talking, or student use of electronic devices. Any observations of apparent cheating, including student use of a cell phone, should be reported to their STC and DTC immediately. Do not wait until the test is over.

## Test Administration Policies and Procedures

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- TAs and monitors must not engage in any unnecessary conversation or make and receive telephone calls during the test unless the call is related to an emergency such as student illness or a technology issue with one or more computers or devices used for testing. TAs must not work on a computer, tablet, or similar device or engage in any other distracting activity such as talking or texting on a cell phone. Any electronic devices must be silenced during testing.
- During the testing session, the TA should create a seating chart indicating each student's first initial and last name and location within the classroom configuration (see page 33).
- Allow students who have finished 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.
- Unless they meet TA requirements and are trained as TAs, monitors may not be left in charge of a classroom in which students are testing or in which test materials are not in secure storage.
- Students are not allowed to use a dictionary or thesaurus on any of the SC READY tests. As indicated in **Appendix D**, ML students may use a word-to-word bilingual dictionary as an accommodation during any SC READY test.
- The following types of reference materials **should not be used** during any test administration: teacher-made word lists, spelling lists or books, wall lists, and other alternative types of reference books. Computerized dictionaries and thesauruses are not allowed during testing.

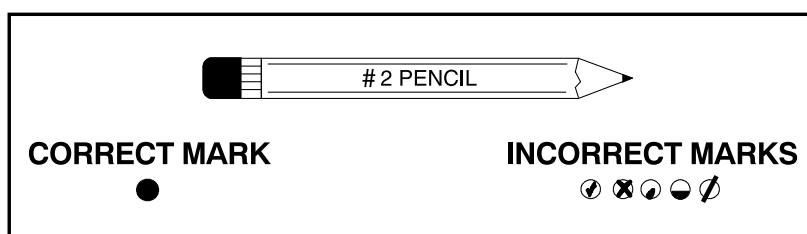
## Specific Requirements for Proctoring Online Testing

- TAs should set up the seating for online testing to provide maximum privacy for each student. The ability for other students to view classmates' screens will depend upon the size and type of monitor, the proximity of students to each other, and other variables such as whether students are seated together at long tables. TAs must carefully consider the classroom or computer lab environment and determine what additional measures, such as partitions and/or folders, privacy filters, spacing between students, etc., may be required to restrict the view of nearby test takers. **It is the responsibility of the STC and TA to ensure that partitions/folders, privacy filters, spacing, and other measures are implemented as needed.**
- Some school networks have software installed that allows the TA's computer to display what is on a student's monitor. While appropriate for an instructional setting, viewing the test or test items is a test security violation.
- Student access to and use of computers prior to the beginning of the test is discouraged and must be monitored to ensure that students do not activate software or other resources that could interfere with the security and integrity of the test.
- TAs should ensure that each student receives the correct test ticket. Test tickets must not be distributed to students until immediately before logging in to an actual test session. If the TA is proctoring students whom he/she does not know, then the TA should ask for some type of identification before releasing the ticket to the student.
- Student test tickets should be collected soon after students have logged in and begun testing. The TA must collect student test tickets and any other test materials before students leave the testing room. These materials and the online testing roster must be stored in a secure location.
- Once testing has begun, TAs and monitors are expected to be actively engaged in the monitoring of the entire class of students. Do not let an issue with one student distract the proctoring of the entire class.
- Have extra testing devices available if problems with technology software or hardware occurs. An IT person/resource should be available to assist TAs with such issues.

- For grades 6–8 mathematics, TAs and monitors should make sure they administer the **calculator** section of the online test before the **no-calculator** section. Do **not** distribute a student’s test ticket for the no-calculator section until the student has completed the calculator section. If the student was using a handheld calculator during the calculator section, be sure to collect the calculator before distributing the no-calculator-section test ticket.

## Specific Requirements for Proctoring Paper Testing

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



- If a problem is detected, such as a student drawing a single line through a bubble, it is permissible to alert the student.
- It is also permissible to give general reminders to the class. For example, the TA could say “remember to completely darken the bubble for your answer” or “make sure you erase completely.” When students are responding to the text-dependent analysis item during ELA Session 1, it is permissible for TAs to remind students to ensure they are writing their responses on the correct pages of the answer document.
- TAs and monitors should make sure students stop at the end of Session 1 of the ELA test. TAs may remind students not to proceed to Session 2 in the answer document. When Session 2 is administered the following day, TAs and monitors should make sure students do not go back to work on their Session 1 responses.
- For grades 6–8 mathematics, TAs and monitors should make sure students do not go back to work on the **calculator** section of the test after they have proceeded to the **no-calculator** section of the test.

## Universal Design and Universal Supports

SC READY adheres to the principles of universal design and universal supports.

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

**Universal Supports** are based on the premise that each child in school is a part of the population to be tested, and that testing results should not be affected by disability, gender, race, socioeconomic status, or English language ability. Universal supports are not intended to eliminate individualization, but they may reduce the need for certain accommodations and various alternative assessments by eliminating access

barriers associated with the tests themselves. Universal supports are available to all students taking state assessments in order to address their individual accessibility needs. These supports may be embedded in the online test or provided by test administrators during testing. Universal supports do not affect the construct being measured by the assessment. If something is considered a universal support, it does not automatically mean that every student **must** receive it, but that all students will have access to it.

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

### Universal Supports and Test Security Violations

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

#### Universal Supports

- **Audio Aids**—A tool that the students can use to amplify or diminish sound. Audio Aids include amplification devices, noise buffers, non-Bluetooth headphones, noise-canceling headphones (non-Bluetooth), or ear plugs.
  - Cochlear implants that are connected to Bluetooth are allowable and do not require a Special Circumstance request.
  - The student uses an amplification device typically used during instruction.
  - The student uses a noise buffer (e.g., headphones, earbuds, ear plugs) to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the assessment.
- **Colored Overlay**—A tool that the student can use that changes the contrast between the text and the background color.
  - Online test: students can select this tool from the Options menu.
  - Paper/Pencil test: students can use full-page or partial-page semi-transparent colored overlay (provided by the school) that is used during regular instruction.
- **Highlighter**—A tool that the student can use to mark specific text in the test booklet or on their scratch paper.
  - Online test: student can select highlighter tool.
  - Paper/Pencil test: student may use their preferred writing tool to mark specific text in test booklet only, not on the answer document.
- **Low-Vision Aids**—A tool that the student can use to guide his or her eyes while reading text on the screen or test booklet; a tool that the student can use to increase the size of the graphics and text.
  - Online test: students may select the magnifier tool or the line guide tool.
  - Paper/Pencil test: students may use a low-vision device [e.g., handheld magnifier, magnification device (must not require Internet access for use), blank-line ruler or blank tracking device, non-calibrated ruler].

- **Scratch Paper**—A tool that the student can use for notes, drafts, and diagrams.
  - The paper can be a blank sheet, grid paper, wide-ruled paper, braille paper, abacus, raised-line paper, bold-lined paper, raised-line grid paper, blank number line (absent of pre-printed numeric or algebraic notation), or colored paper.
  - Scratch paper with student writing is considered a secure test material. Test administrators must collect used scratch paper. Used scratch paper must be handled in accordance with state test security policy.
  - Scratch paper should be available to students upon request.
- **Ergonomic or Corrective Writing Tools**—A tool that the student can use to add in ease of writing or typing.
  - Tools used during regular instruction including pencil grips, large-diameter pencils, and non-traditionally shaped pencils.
  - The writing tool used on the paper-and-pencil answer document must be a number 2 pencil. The appearance, size, or shape of the pencil is irrelevant.
  - The student may use any writing tool on scratch paper; it does not have to be a number 2 pencil.
- **Silent Breaks**—A tool that refers to planned, short breaks during testing based on a student’s specific needs (e.g., fatigues easily, overly anxious, sensory needs).
  - Students may take breaks as needed.
  - Students must remain in the testing environment for silent breaks and engage in activities that will not disturb or distract other test takers.
  - There should be minimal interactions with other students.
- **Repeated Directions**—A tool that allows for TAs to reread, sign, cue, or communicate, through a transliterator or sign language interpreter, the directions from the *TAM* or script, as requested by the student.
  - Allow students to ask questions about directions and procedures; you may not answer questions about test items.
  - Each student should hear all of the administration directions for each test. Do not allow administration directions to be read over a public address system.

## Dictionaries and Thesauruses

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

## Materials Provided to the Schools for Online Testing

- Testing rosters and student test tickets (with login information) must be printed via the DRC INSIGHT Portal for all test sessions.
- Large Print Supplements for Online Testers are provided to students for some grades and subjects.

## Additional Student Resources for Online Testing

- For grade 6 science administration, a basic four-function calculator is provided in the online testing system. For the grades 6, 7, and 8 mathematics administration, a basic four-function and a scientific calculator is provided in the online testing system, along with a Graphing Tool for grades 7 and 8.
- For ELA, a Writer’s Checklist and Scoring Guidelines are provided in the online testing system for use with the TDA item.

## Materials Provided to the Schools for Paper Testing

- ELA Test Booklets—one for each student, plus overage
- Mathematics Test Booklets—one for each student, plus overage
- Science Test Booklets—one for each student in grades 4 and 6, plus overage
- Answer Documents—one for each student, except for grade 3, where an ELA answer document and math answer document are provided separately, plus overage
- “Do Not Score” Labels
- New Student Precode Labels and Override Labels
- Customized Test Materials—if ordered, for students with testing accommodations

## Materials Supplied by the Schools for Paper and Online Testing

- **Sharpened No. 2 pencils with erasers:** Only No. 2 pencils are dark enough to ensure accurate scoring. Students must NOT use pens or highlighters on any portion of the SC READY answer documents. Students may use their own No. 2 pencils.
- **Scratch paper:** Students may use scratch paper for **all** portions of the SC READY tests. It is permissible for students to use blank paper, lined paper, graph paper, or index cards as scratch paper. Any writing completed on scratch paper during online testing must be securely destroyed at the completion of testing; it should not be returned to the contractor.
- **Calculators—Mathematics Grades 6–8 only and Science Grade 6 only:** Students who take the test online may use their own calculators or calculators provided by the school during the calculator section of the grades 6, 7, and 8 mathematics and during the grade 6 science tests if they follow the Calculator Requirements section on pages 16–18 of this manual.
- **IEP Supplemental Materials:** Schools must provide any supplemental materials required by students with disabilities as specified in the student’s IEP as well as materials required by MLs as specified in their ILAP. It is a violation of test security legislation and State Board regulations to allow students to use supplemental materials not specified in their IEP/504 Plans or ILAP or **not** to provide materials that are specified in the student’s IEP/504 Plan or ILAP.
- **Cover sheets (optional):** Blank paper or index cards (lined or unlined) may be distributed to assist students in keeping their place in the test booklets or answer documents or to cover their responses.

- **Other Optional Materials:** Other optional materials that may be used by all students during the tests are color overlays, highlighters, and colored pencils (see page 36). If these materials are used during testing, they must be supplied by the schools.

## Guidelines for Situations That Happen During Testing

Schools must have policies and procedures in effect for classroom disturbances that interrupt testing. Such disruptions could include unruly students, students who sleep during the test, students who refuse to take the test, and students arriving late to school or leaving early because of appointments. **TAs must know what to do in each of these situations.**

### Fire Drills, Bomb Threats, Power Failure

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

The TA should also lock the door to the testing room to ensure that test security is not compromised.

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

### Death of Students, Teachers, or Administrators

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

## Technical Issues During Testing

### Loss of Internet Connectivity

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

If the connectivity issue cannot be resolved on the day of testing, refer to the chart beginning on page B-4 for information on how to proceed.

### Unlocking Student Tests

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

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

## Test Administration Policies and Procedures

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

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

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

### Procedure When Student Fails to Submit

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

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

Scenario	DTC Action	SCDE Action
<p><b>Student Does Not Finish (Student Illness or Power/Internet Outage)</b></p> <p>Student begins testing, but does not finish the same day due to student illness or power/Internet outage.</p> <p>Student needs to complete testing, but test ticket has been locked for security purposes.</p>	<p>The DTC may unlock the student’s test when the student is scheduled to complete testing. The DTC must notify the STC/TA that the student may not go back to any questions he/she had previously answered.</p>	<p><i>No action required.</i></p>
<p><b>‘Review/End’ – Finish Same Day</b></p> <p>Student begins testing, but accidentally presses the ‘Review/End’ button instead of the ‘Pause’ button. Student needs to complete testing—<b>the same day.</b></p>	<p>The DTC may unlock the student’s test. The DTC may not give the STC permission (in the DRC INSIGHT Portal) to unlock the test.</p>	<p><i>No action required.</i></p>
<p><b>‘Review/End’ – Finish Different Day</b></p> <p>Student begins testing, but accidentally presses the ‘Review/End’ button instead of the ‘Pause’ button. Student needs to complete testing—<b>on a day other than when the student started testing.</b></p>	<p>The DTC must notify the SC READY Program Manager (Wendee Evinger) and the SC Project Team via e-mail. The DTC must include the date that the student plans to complete testing.</p> <p>Upon approval from the SCDE, the DTC may unlock the student’s test.</p> <p>The DTC may not give the STC permission (in the DRC INSIGHT Portal) to unlock the test.</p>	<p>The SCDE will determine whether or not the student can continue testing. If testing can continue, the SCDE will also notify the DTC that the student should not go back to any questions he/she had previously answered.</p>

Scenario	DTC Action	SCDE Action
<p><b>Missing Accommodations</b> Student begins testing and answers one or more questions. The student or TA then realizes that the student does not have an appropriate accommodation. The student stops testing. If the student has completed 10 or fewer items, in most cases the student can complete testing once the test session is regenerated and the required accommodation has been added.</p>	<p>The DTC must notify the SC READY Program Manager (Wendee Evering) or Susan Creighton via e-mail.</p>	<p>The SCDE will determine whether the student can continue testing once given the appropriate accommodation. The SCDE will respond in writing to the DTC and the SC Project Team.</p>
<p><b>Missing Accommodations</b> Student begins testing and answers one or more questions. The student or TA then realizes that the student does not have an appropriate accommodation. The student stops testing. If the student has completed 11 or more items, in most cases the student should complete testing without the accommodation.</p>	<p>The DTC must notify the SC READY Program Manager (Wendee Evering) or Susan Creighton via e-mail.</p>	<p>The DTC and/or STC must initiate an IEP/504/ILAP meeting for the student to determine if the test results would be valid or invalid.</p>

SCDE Policies

**Appendix B** of this *TAM* provides additional guidance on technical issues that may occur during online testing. The appendix provides guidance on topics such as technical troubleshooting, pausing testing, and other information. DTCs, STCs, and TAs must review **Appendix B** before testing.

## Student Injury

Students who suffer injuries may be scheduled for make-up testing if the condition warrants this delay. If a student cannot enter responses on the paper answer document or into the online testing system because of an injury, such as a broken arm, testing may be delayed to a later date within the testing window, and/or **the student may be offered any of the options listed as a standard accommodation in Appendix C** of this manual.

These accommodations include changing the setting, timing, or scheduling or using one of the alternative response options. For example, some students find it easier to use a computer to type responses when they have a broken finger, broken wrist, or broken arm. Other alternatives include having the student indicate the answer choices non-verbally (pointing) or dictating responses to a qualified individual. In each case, the TA and STC should follow the guidelines set forth in **Appendix C** (see pages 61 and C-12–C-14); the accommodation(s) used should be documented in school records but **not coded** on the student’s answer document. If necessary, call the Office of Assessment and Standards to discuss possible alternative test dates.

## Student Illness

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

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

### Online Testing Procedures for Student Illness

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

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

This will exit the student from the test and allow him or her to log in at a later time the same day, using the same login information. If the student’s test is ended by clicking **Review/End Test**, or if the student needs to finish testing on another day, refer to page B-4 for more information. The student’s name should be added to the make-up roster.

### Paper Testing Procedures for Student Illness

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

## Student Transfers and New Students During Testing

If a student transfers schools or districts within the state after he or she has begun testing, the test ticket (if testing online) or answer document (if testing using paper) should follow the student.

All testing for a given subject **must be** completed with the same test mode (i.e., ELA Session 1 and ELA Session 2 must be completed via all online or all paper).

New students who enroll from another state during the district's SC READY testing window should be tested. DTCs should use their best judgment regarding which tests to administer first, as well as how many tests a new student can reasonably complete in the time available.

## Make-up Testing

The administration of one make-up test per day is recommended. However, students may take **two** make-up tests per day, if absolutely necessary.



# District Test Coordinator's Section

## DTC Requirements

- **NOTE!** DTCs **must** participate in the pretest workshop presented by the SCDE and the contractor. The workshop will be conducted via a WebEx session in March. Failure to attend the mandated pretest webinar will result in a letter to the District Superintendent.
- **It is the responsibility of the DTC to ensure that adequate training is given to all persons who will be administering or monitoring SC READY.** DTCs must have policies and procedures in place to ensure that STCs provide adequate training for all persons who are involved in test administration. The district and the DTC will be held accountable for the training given to these persons.
- DTCs **must** conduct training sessions for all STCs; Special Education Coordinators and English Language Acquisition–Title III Coordinators should be included in the training sessions so that they are aware of test security laws and regulations and the administration policies and procedures that apply to all students. DTCs may use the STC/TA Training Tool to assist in these trainings.
- DTCs and/or STCs **must** hold training sessions for all TAs and monitors who are employed or volunteer to assist with the administration. This includes retired teachers, additional TAs hired for testing, and substitute teachers. Training sessions should cover all information presented in the pretest workshops, with an emphasis on procedures for IEP, 504, and ML students. DTCs may provide TA training in conjunction with the training for the STCs.
- DTCs **must** provide *TAMs* to each school as soon as possible after they arrive in the district. This ensures that STCs, TAs, and monitors have the opportunity to become knowledgeable about all policies and procedures in these manuals prior to the testing window. Monitors will need to review pages 5–43 in the *TAM*.
- **NOTE!** DTCs **must** read and understand all pages of the *TAM*. DTCs are responsible for knowing and implementing all policies in the *TAM*.
- DTCs must read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form. This form is included in **Appendix A**. DTCs must collect and retain signed Agreement Forms from the STCs. DTCs should retain these documents for 5 years.
- DTCs **must** approve qualified STCs. STCs **must** be certified employees of the district and knowledgeable about all of the policies and procedures in this manual, especially the following topics: test security, coding of answer documents, the administration directions, policies and procedures for assessing students with disabilities and ML students, the testing schedule, and the receipt and return procedures.
- DTCs (working in conjunction with STCs) must ensure that parents are provided with the notifications and resources provided in the Parent Notification and Parent Resources section of the *TAM* (page 28).
- For online testing, DTCs must be familiar with the system requirements and installation information found in the *DRC INSIGHT Technology User Guide* and the *DRC INSIGHT Portal User Guide*.
- For online testing, DTCs must provide the applicable Portal permissions to the STCs and TAs. See the *DRC INSIGHT Portal User Guide* for more information regarding this.
- **Appendix B** of this *TAM* provides guidance on technical issues that may occur during online testing. DTCs, STCs, and TAs must review **Appendix B** before testing.



## School Test Coordinator's Section

### STC Requirements

- **STCs must be certified employees of the district.** It is the responsibility of the DTC to approve qualified STCs.
- It is the responsibility of the STC to read and understand all of the policies and procedures in the *TAM*.
- STCs **must** read and sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form after attending the training provided by the DTC. This form is included in **Appendix A** and may be copied. STCs should return signed forms to the DTC.
- **Appendix B** of this *TAM* provides guidance on technical issues that may occur during online testing. DTCs, STCs, and TAs must review **Appendix B** before testing.
- STCs or DTCs **must** hold comprehensive pretest training sessions for all TAs and monitors who are employed or volunteer to assist with SC READY administration. This includes retired teachers, additional TAs hired for testing, and substitute teachers. The STC/TA Training Tool may be used to assist in this training.
- It is **highly recommended** that STCs develop agendas and PowerPoint presentations for their pretest workshops. STCs should also produce and retain sign-in sheets for each workshop.
- STCs (working in conjunction with DTCs) must ensure that parents are provided with the notifications and resources provided in the Parent Notification and Parent Resources section of the *TAM* (page 28).

## Before Test Administration

### Step 1 – Prepare Parents and Students

- Notify parents and students of the SC READY testing schedule. All parents should be told in advance the dates and times each subject will be administered in their schools. **Ensure that the dates and times that each test will be administered are posted in a prominent place on the school's website at least four weeks prior to the opening of the SC READY testing window.**
- Schools should emphasize to parents the importance of getting their children to school on time. Ask parents to avoid making doctor appointments and scheduling other out-of-school functions during testing hours.
- Identify students who need customized administrations and make appropriate arrangements for accommodations as documented in the students' IEP, 504, or ML Plans.
- Inform parents and students of the calculator requirements for the grades 6, 7, and 8 mathematics and grade 6 science tests.
- Inform parents of students with disabilities of any special conditions that will apply to the testing of their children.
- Tell parents that during testing students may not be in possession of any electronic device that can be used for communicating, recording, timing, creating images, or storing images. These devices include, but are not limited to, cell phones, media players, electronic readers, smart watches, and headphones. Parents and students should be aware that these devices will be collected by the TA before testing begins. **Parents must also be told that during testing students are prohibited from using the testing device to create, store, or transmit by any means any documents or images.**
- Review the Parent Notification and Parent Resources section of the *TAM* (page 28) and ensure that parents are informed and supported accordingly.

### Step 2 – Train TAs and Monitors

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

- The Technology Coordinator, the DTC, and the STC should meet to review the district's plan for online test administrations. They must also jointly review and discuss the district's testing schedule and locations.
- A plan for efficient communication about online test administrations should be established before the scheduled testing days. District policies and procedures for online testing should include processes for STCs, TAs, and monitors to communicate with the Technology Coordinator and the DTC during the test administration window. Policies and procedures should be shared during the training of STCs, TAs, and monitors.
- **For online test administrations, refer to the *INSIGHT™ Technology User Guide* for information on system requirements, COS Service Device, installation, and supported hardware. This manual can be found on the DRC INSIGHT Portal under General Information – Documents.**

### Step 3 – Take Inventory of Paper Test Materials

- The STC is responsible for inventory control of test materials; schools and districts are responsible for missing materials.
- Retain all original shipping boxes for the return of test materials to the contractor. Also retain the plastic bags in which braille materials were received.
- Check the materials specified on the packing lists against materials received. Materials for each grade are printed in grade-specific colors.
- Compare ranges of security numbers on the range sheets, which are visible through the shrinkwrap, with those listed on the security checklists and packing lists.
- If there is a discrepancy in the number of materials received, record this information on the security checklist and inform the DTC.
- Check the quantities of materials received to ensure that there are sufficient materials for all students scheduled to take the tests via paper, particularly students with disabilities who may use a customized test booklet and/or supplemental materials.

**NOTE!** No school or district coverage is provided for customized test materials. Notify the DTC of any additional customized materials needed. The window for ordering additional secure materials is March 30 through June 1.

- Notify the DTC if any secure materials are damaged or missing or if the school needs additional materials. Work with the DTC to determine whether to use test materials with rips, folds, creases, poor print quality, or other types of irregularities.
- Record all missing materials on the security checklist and inform the DTC.

### Step 4 – Prepare Materials for Paper Testers

#### Secure Materials

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

## School Test Coordinator's Section

- Review of test administration directions in Oral/Signed Administration Scripts by TAs who will be responsible for oral/signed administrations is restricted to supervised sessions prior to the administration of the subject-area test. For signed administrations, it is the school's responsibility to allow unencumbered time for the sign language interpreter to plan the signed administration in advance. See pages C-11 through C-14 for details on the requirements for TA reviews of the directions in the Oral/Signed Administration Scripts.
- Secure test materials may **not** be signed out to TAs until the day of testing.
- Under no circumstances should students have access to any portion of the test materials until the day and time when statewide testing officially begins.

### Step 5 – Labeling Answer Documents for Paper Testers


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

There are separate ELA and math answer documents provided for grade 3. If using non-precoded documents, please make sure to handcode all appropriate demographic information on both documents as closely as possible.

#### ***Precoded or Preprinted Answer Documents***

- An answer document is considered “precoded” if the student demographic information is preprinted on the document or if a new student precode label has been applied to the document.
- The following is an example of the information that is preprinted on the answer documents.

Student: Alt, Susan T	GR: 07	DOB: 08/12/03
Gender: F		OR SIDN: 0101002
PS#: 374268312465		FA SIDN: 0101001
State ID: 3213213244		
Teacher: _____		
School: Middleville Middle		
District: Middleville		

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

#### ***Non-precoded or Non-preprinted Answer Documents***

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

## **Labels for Answer Documents**

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

**New Student Precode Labels** – New student precode labels are produced for each new student who appears on the March update precode file. Each sheet contains labels for up to ten answer documents. New student precode labels are pink-striped. For students in grade 3, two labels will be provided.

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

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

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

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

## **Fall Assignment**

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

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

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

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

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

Fall Assignment Lists containing school codes for each district will be posted to the DRC INSIGHT Portal.

## Step 6 – Coding Answer Documents for Paper Testers

### **Answer Document – Demographic Coding**

- SC READY answer documents contain student demographic fields on page 1 (front cover) and page 2, as well as subject-specific fields on subsequent pages.
- All of the fields above the solid line on page 2 of each answer document could have been submitted through precode. Information/fields submitted through precode do not need to be handcoded.
- Handcoding of the student's name on page 1 (the front cover) of a preprinted answer document is optional. However, it provides a secondary method for identifying an answer document as belonging to a particular student. Handcoding of the student's name is required on any answer document containing an override label or home school override label. The **student's legal name** should be coded. Do not use nicknames or middle names for the first name.
- If a student's information was submitted on the January precode file, but the student's preprinted answer document for a particular assessment is missing, apply an override label and follow the instructions for coding non-precoded answer documents.
- If a student changed his/her name after the precode file was submitted, apply an override label on top of the student's preprinted information. Then follow the instructions for coding non-precoded answer documents.
- If preprinted answer documents are transferred to another school within the same district, the score results will be reported with the original school unless the receiving school places their override labels on the answer documents.

### **Demographic Fields – Page 2**

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

- **Birth Date**—Handcode the month, day, and year the student was born.
- **Gender**—Bubble the student's gender.
- **Migrant (Migrant Status)**—If the box is left blank, the student will be identified as "No."
- **Hispanic or Latino**—Mark "Yes" if the student is of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture of origin—regardless of race.
- **Race**—Mark **all** races that apply by handcoding the appropriate bubble(s).
- **English Proficiency**—See **Appendix D** for a detailed explanation of each category.
- **PowerSchool Number**—Write and handcode the student's ID number in PowerSchool. If a student has a 5-digit student ID number, begin handcoding on the left of the grid, leaving leftover boxes blank.
- **Student State ID**—Write and handcode the student's 10-digit state ID number.
- **504 Plan**—If the box is left blank, the student will be identified as "No."
- **G (Gifted and Talented)**—If applicable, handcode the appropriate bubble. If the box is left blank, the student will be identified as "No."
- **Special Education**—If applicable, bubble one or more of the listed codes, as indicated by the student's IEP. (If needed, explanations are provided in the Precode Manual.)
- **Fall Assign Code**—If applicable, handcode the SIDN of the school to which the student is fall assigned.

## Subject-specific Demographic Fields

The SC READY answer document includes subject-specific sections of demographic fields. Within each subject-specific section, all **applicable** fields should be handcoded on both **precoded** and **non-precoded** answer documents. These fields could **not** have been submitted through precode.

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

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

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

**IEP Invalidation**—Bubble this field if the student's IEP or 504 team has determined that the student's test administration should be invalidated due to inappropriate use of testing accommodations. See page 13 of this manual for information on test security violations involving students with disabilities. (Any answer document with the IEP Invalidation field bubbled must be returned in a scorable box.)

**Do Not Score**—Darken this bubble if the student's responses for the particular subject (or session for ELA) should not be scored due to some reason other than an IEP invalidation. If responses for all subjects and sessions should **not** be scored, apply a "Do Not Score" label (see page 51).

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

**For Teacher Use Only Field**—Teachers/test administrators must complete the Test Booklet Version field on the answer document. Darken the bubble for LP or BR test booklet versions as applicable. This field must be completed in the ELA, mathematics, and science sections of the SC READY answer documents.

## Step 7 – Preparing for Online Test Administration

- Refer to the *DRC INSIGHT Portal User Guide* for detailed information on Student and Test Management.
- Work with the Technology Coordinator and DTC to ensure that the testing software is installed correctly on student workstations.
- Ensure that test security procedures for any one-to-one computing devices are in place and that TAs and monitors understand how to implement these procedures.
- The STC is responsible for reviewing the Tutorial and the Online Tools Training (OTT) prior to testing. The STC must also arrange for TA training sessions and ensure that students have an opportunity to use both the Tutorial and the OTT prior to online testing. More information about the Tutorial and OTT can be found in the *DRC INSIGHT Portal User Guide*.
- Access and review the information loaded in Test Management to ensure that all students are assigned to test sessions, as applicable.
- If any student needs to be assigned an online oral administration (TTS) or ASL Signed Administration (VSL) accommodation, ensure the appropriate accommodations are marked for that student in the Portal prior to the student testing. To minimize test security violations, confirm with teachers that student accommodations are correct immediately prior to the beginning of the test session.

**NOTE!** The student will automatically receive the correct form or accommodation if the accommodation is assigned in the Portal for that student prior to printing the test tickets. The March Update Precode file is used to populate this information in the Portal. If the student has already started the test without the appropriate accommodation, please refer to pages 13–14 of this *TAM* and contact your DTC. Page B-4 also has more information.

- Print student test tickets and online testing rosters from Test Management. Using colored paper may help with differentiating subjects or test sessions more easily.
- Ensure that each TA has a plan for creating a seating chart for each testing session and that measures have been taken to provide maximum privacy for each student in the testing room. Seating chart templates are available in a PowerPoint on the DRC INSIGHT Portal. Refer to the testing form assignment on the online testing roster to determine seating chart assignments.
- Make sure headphones are available for all students using the online oral administration (TTS) accommodation.
- STCs should ensure the subject-related materials displayed on walls, halls, desks, or windows are covered or removed prior to testing.

## During Test Administration

### Step 1 – Maintain Test Security and Distribute Materials

- For paper testers, schools must use the security checklist to track and monitor the distribution and receipt of printed test materials. The STC and the TA must sign out secure test materials for each day of testing. If you receive any additional materials from the DTC, be sure to record the type of documents and the security numbers of the secure materials received.
- For online testers, schools must use the online testing roster to track and monitor the distribution and receipt of student test tickets. **For each day of testing, the STC and TA must initial the appropriate columns signifying that student test tickets were received and returned.**
- Make sure TAs also receive all supplemental materials needed for the subject-area test, including pencils and scratch paper. Blank, lined, or graph paper may be provided.
- **Report any breach of test security to the DTC. Follow the guidelines for reporting test security violations in this manual on pages 9–14.**
- Monitor classrooms to check for adherence with the test security guidelines.
- Do not allow administration directions to be read over the public announcement system.

### Step 2 – Assist TAs During Testing

- If a student gets sick on printed test materials, identify the security numbers of the materials and report the incident to the DTC. Ensure that student responses are transferred into a new answer document as appropriate. Dispose of the test materials in a secure manner. Indicate the security numbers of the destroyed materials on the security checklist.
- If a student cannot write or type because of an injury (e.g., sprain, broken bone), you may delay testing for this student until make-up testing or allow the student to use any of the response options listed as standard accommodations in **Appendix C** of this manual.
- At the school's discretion, you may remove disruptive students from the group to complete testing elsewhere or test them in a make-up session.

- Schedule students who leave testing for any reason (e.g., illness or personal emergency) for make-up testing. Be sure to record the student's name on your list of students who need make-up testing and write the student's name on all printed test materials used by the student.
- If a student is suspected of cheating, take appropriate action to stop the behavior. Immediately notify the DTC. These cases will be handled at the school or district level, depending on district procedures.
- If the testing room or building must be evacuated during testing, test tickets and secure materials must be collected from students as they leave the testing room (provided doing so does not compromise your safety or that of the students). The TA should also lock the door to the testing room to ensure test security is not compromised.

### Step 3 – Supervise Materials Return

- For each day of testing, collect all printed test materials from TAs, including testing rosters, student test tickets, Large-Print Supplements, and seating charts. Collect any scratch paper.
- Make sure that TAs return and sign in all student test tickets on the online testing roster and all printed secure test materials on the security checklist.
- For paper testers, make sure the TA's initials are handcoded on the appropriate page and the TA's name is handwritten on the designated areas on the answer document.
- For paper testers, verify that all answer documents are preprinted or appropriately labeled and handcoded. Verify that the answer documents are not damaged. If an answer document is in any way damaged, authorized school personnel must transfer the student's demographic data and responses to a blank answer document and return the new answer document with the scorable materials. The transfer must be completed by two school personnel and be carefully checked for accuracy. Place a "Do Not Score" label on the damaged answer document across the barcoded area, and return it with the school's nonscorable materials.
- Make sure responses for students using response option accommodations have been transcribed into answer documents or in the online testing system as specified in **Appendix C**.

## Guidelines for Make-up Testing

### Step 1 – Identify and Schedule Students

- If a student is absent on the originally scheduled test date, a make-up date must be scheduled.
- Ensure that the TA signs in the student test tickets or printed secure materials for any students who became ill or were not present during the regular testing window.
- Use the *Student Make-up Rosters*, submitted by the TAs, to identify and schedule students for make-up testing. Ensure that all students who had to leave during testing for any reason (e.g., illness or personal emergency) are scheduled for make-up testing. The *Student Make-up Roster* is in **Appendix A** of this manual.
- Make-up tests for testing may be administered on any date throughout the testing window.
- The administration of one test per day is recommended. However, students may take **two** make-up tests in one day, if absolutely necessary and the student agrees to take two tests. If two tests are administered on the same day, the student **must complete both tests on the same day**.

## Step 2 – Administration Procedures

- TAs must have all materials needed to administer the make-up test for each particular subject or session, including any supplementary materials. Sign make-up materials out and in on the online testing roster for online testers and the security checklist for paper testers.
- For online testers, if a student needs to have a partially completed test unlocked, the DTC may need to receive SCDE permission to do so. Refer to the chart on page B-4 for more information.
- To administer the make-up tests, TAs must follow the appropriate test administration directions in the *TAM*. Read the administration directions aloud from the beginning, even if students have partially completed the test.
- Students must **not** work on parts of the test previously completed.
- Immediately after completing the make-up testing session, TAs must return the *Student Make-up Roster* and all test materials to the STC.

## After Test Administration for Online Testing

- Ensure that the TA has returned all test materials, including scratch paper, online testing rosters, and student test tickets.
- Securely destroy all testing rosters, student test tickets, and any scratch paper with student writing.
- Return seating charts in a nonscorable box.

## After Test Administration for Paper Testing

Districts and schools can return secure printed test materials as testing is complete. Answer documents for grade 3 ELA should be returned as soon as possible using the appropriate return shipping label.

### Step 1 – Collect Materials

- Ensure that the TA has returned all test materials, including seating charts and scratch paper with student writing. Paper that contains **no student writing** may be reused, stored, or discarded.
- Securely destroy scratch paper with student writing.
- Note: for any online testers that received a printed Large-Print Supplement, return them in a nonscorable box.

### Step 2 – Verify Labeling

- **Make sure that all answer documents have preprinted student information or an appropriate label.** Appropriate labels include a new student precode label or an override label.
- If answer documents are returned to the contractor without preprinted information or a label, they will **not** be scored. Rescores will be at the district's expense.
- Place a "Do Not Score" label on any **used answer documents** that should **not** be scored.
- Place a "Do Not Score" label on any **unused preprinted** (precoded) answer documents.
- Do not open unused shrinkwrapped materials.

### Step 3 – Verify Answer Document Coding

- Make sure that the form type has been coded in each subject-specific section of the answer document. Also, be sure that the accommodation codes have been completed for the appropriate students.
- Answer document coding of student demographic information must be completed in **supervised** sessions.

### Step 4 – Complete Answer Document Return Form (Electronic)

- The Answer Document Return Form indicates the number of answer documents being returned by the school and allows schools to send score reports to another school by specifying a fall assignment code (school number). This electronic form is available on the DRC INSIGHT Portal.
- Complete the electronic Answer Document Return Form for **each** grade level (or subject for grade 3) tested.

### Step 5 – Return Seating Charts and Security Checklists

- Return seating charts to the DTC via hard copy or electronically via e-mail, using the procedures on page 33 of this manual.
- Use the security checklist to indicate the materials that have been packaged for return. The STC and preferably one other person should initial or mark the appropriate column on the security checklist.
- Send the completed security checklist (in Excel format) to your DTC via e-mail attachment. If security checklists were printed and used in hard-copy format, clip them together and return them in your nonscorable school boxes. For more information on how to use electronic security checklists, see pages 22–23.

### Step 6 – Package Materials for Return

- **NOTE!** Package grade 3 ELA answer documents for return as soon as testing is complete. Verify that both Session 1 and Session 2 are complete before packaging for return.
- Know the date you need to return the test materials to your DTC. For ship-to-school sites, all scorable answer documents, including Grade 3 ELA, must be shipped overnight by June 2.
- Using the original shipping boxes, **separate and package test materials into scorable and nonscorable boxes.**

**Scorable Materials** – These materials include all answer documents for students who have completed testing and answer documents for students who tested with large-print materials. In addition, all braille materials should be placed into the plastic bag in which they were received and returned in a scorable box with a blue return label applied to it.

- **Place only completed, scorable answer documents into the scorable boxes.** Materials do not have to be boxed by grade with the exception of grade 3 ELA. Grade 3 ELA should be returned immediately after both Session 1 and Session 2 are complete.
- Check the test booklets to ensure that the scorable answer documents **have not** been placed inside any test booklets.
- Place all scorable test materials in plastic bags provided by DRC, seal the bags tightly, and place them in scorable boxes.
- If needed, place newspaper or other packing material on top of each box to keep materials immobile during transit. Securely seal the boxes.

## School Test Coordinator's Section

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- Affix a **yellow** preprinted return address label marked “Scorable” on the side of each box that contains answer documents that should be scored, including grade 3 ELA answer documents. Refer to the Return Packaging Instructions Checklist on pages 59–60.
- If your school is a ship-to site, place a white **Next Day Air** UPS return service label on the top of each scorable box being returned.
- Keep all test materials secure until they are returned to the DTC.
- **For ship-to sites only** – If you do not have a daily scheduled UPS pickup, call UPS at 1-866-857-1501. Tell UPS that you would like to schedule a pickup and that you have return service labels. Give the service representative the tracking number of each UPS return service label. This will let UPS know that DRC will be paying all return charges. Also, tell the representative what day and time your packages will be ready for pickup.

The UPS pick-up deadline for all scorable answer documents, including Grade 3 ELA answer documents, is **Friday, June 2**.

**Please note:** There is a tear-off portion of the UPS-RS label. You can retain the bottom portion of the label for your records as it will contain the tracking number for the package.

**Nonscorable Secure Materials** – These materials include all used test booklets, unused answer documents, and customized materials. Clip together and include any hard copies of security checklists and seating charts.

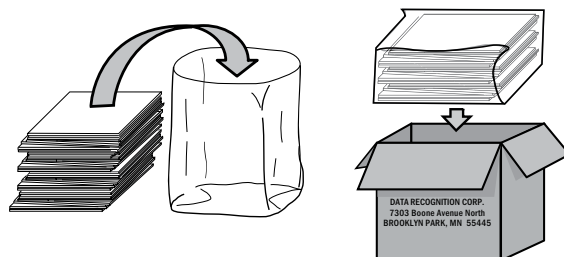
- **Place only nonscorable secure materials in the nonscorable boxes.** Materials do not have to be boxed by grade.
- If needed, place newspaper or other packing material on top of each box to keep materials immobile during transit. Securely seal the boxes.
- Affix a **white** preprinted return address label marked “Nonscorable” on the side of each box. If your school is a ship-to site, place a white Ground UPS return service label on the top of each nonscorable box being returned.
- Keep all test materials secure until they are returned to the DTC.
- **For ship-to sites only** – The UPS pick-up deadline for all remaining material is **Friday, June 2 for DRC to receive by Wednesday, June 7**.

**Please note:** There is a tear-off portion of the UPS-RS label. You can retain the bottom portion of the label for your records as it will contain the tracking number for the package.

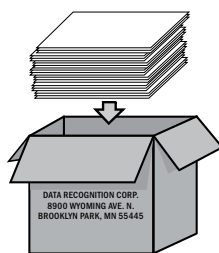
**Do not return TAMs**, unused labels, or make-up rosters. Retain several copies of the manuals after testing for reference purposes. Other materials may be discarded at the end of the assessment(s).

## Return Packaging Instructions Checklist

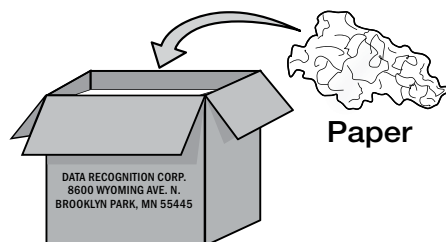
- Place all SCORABLE test materials in plastic return bags provided by DRC, seal the bags tightly, and place them in the SCORABLE boxes.



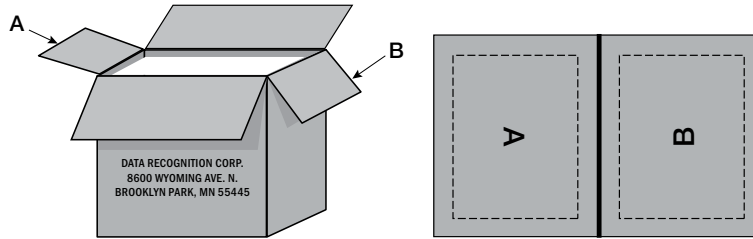
- Place all NONSCORABLE test materials in the NONSCORABLE boxes. (Plastic bags are not needed for NONSCORABLE materials.)



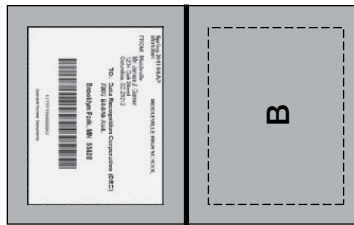
- Fill any empty space in the boxes with crumpled paper or bubble wrap ensuring that testing material does not shift during transit. Make sure you fill voids to the top of the box.



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



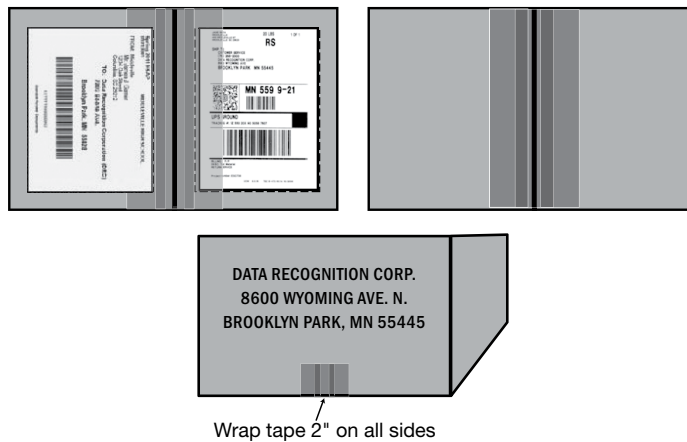
- Affix the appropriate colored DRC label on Flap A of return box.



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



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



STC Section

# Test Administrator's Section

## Test Administrator Requirements

- Each TA must read and understand all sections of the *TAM*. It is especially important that TAs are knowledgeable about test security laws and regulations, directions for answer document coding, administration directions, and all test administration policies and procedures outlined on pages 25–43 of this manual.
- TAs must attend a training session to be eligible to administer the SC READY. After training, the TA must sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form.
- It is the DTC's responsibility to approve qualified TAs. TAs, however, must meet one of the following criteria:
  1. an employee of the district who is certified;
  2. an employee of the district who is a critical-needs teacher and has a letter of eligibility, an interim certificate, or a critical-needs certificate;
  3. a substitute teacher who is certified and employed by the district on an "as needed" basis;
  4. someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement, change of career, etc., and has been approved by the DTC as a qualified TA; or
  5. someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified TA.
- Even if a test is administered in a location other than the school, the TA must meet the specified eligibility criteria and must be approved by the DTC.
- During testing, a **trained** TA must be present at all times in the classroom.
- TAs cannot administer tests to close relatives such as their own children, grandchildren, nieces, nephews, or close cousins.

## Test Administrator Training

- All TAs must attend a training session scheduled by the DTC or STC.
- All TAs and monitors who will have access to SC READY secure test materials must sign the appropriate *Agreement to Maintain Test Security and Confidentiality* form. The TA form can be found in **Appendix A**. The monitor form can be found in **Appendix E**. These forms may be photocopied, if needed. This step should be completed after the training session for SC READY administration.
- Schools should have policies and procedures in effect for students who are tardy or sick or cause disturbances in the classroom. TAs should know what these policies and procedures are before testing begins. TAs should know how to handle disruptions such as unruly students, students arriving to school late, parents wanting to pick up children during the test period, etc.
- **Know the procedures to follow if a student cannot write due to an injury (e.g., sprain, broken bone). Testing for this student could be delayed until later in the testing window. See page 41 of this manual for more information.**

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

## Before Test Administration

### Step 1 – Prepare for Testing

- Make sure the testing room does not have any materials displayed on the walls, desks, doors, or windows that may cue students during testing. This includes maps, globes, graphs, calendars, word lists, or any material used in classroom instruction. **Any subject-related materials must be taken down or covered during testing.**
- Make sure the testing room is conducive to testing. Students should have plenty of space to work, good lighting, and comfortable seating. Students should not be tested in a large group setting, such as an auditorium or lunch room.
- **IMPORTANT! Know which of your students use testing accommodations and plan how these students will be tested. Obtain any devices, equipment, or supplemental materials that students with IEPs, 504 Plans, or Individualized Language Acquisition Plan (ILAP) will need for testing.**
- **For online testing, make sure students become familiar with the online testing system by using the Online Tools Training (OTT) and Tutorial.** If students will be testing with supported tablet devices, it is essential that students use those devices when accessing the OTT.
- For each day of testing, set up seating for online testing to provide maximum privacy for each student. For students testing online, the Online Testing Roster can be used to determine seating assignments by reviewing the form number assignment for each student. The ability for other students to view classmates' screens will depend upon the size and type of monitor, the proximity of students to each other, and other variables such as whether students are seated together at long tables. Carefully consider the classroom or computer lab environment and determine what additional measures, such as partitions and/or folders, privacy filters, spacing between students, etc., may be required to restrict the view of nearby test takers. It is the responsibility of the STC and TA to ensure that partitions/folders, privacy filters, spacing, and other measures are implemented as needed.

### Testing Using Tablet Devices

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

- Ensure device is fully charged or plugged in before beginning testing.
- DRC INSIGHT will be displayed in landscape mode only.
- Teach students to use only the tip of one finger to touch the screen. A hand resting on the edge of a screen will disable the ability to make selections with the other hand.
- Use of certain gestures like pinching to zoom in/out are supported.
- Swiping is not supported.

- If a student is idle for too long, the screen will dim or turn off (“sleep”). Each device has its own “sleep” setting, typically 1–5 minutes of inactivity. The testing system is designed to exit a student out of a test after 20 minutes of inactivity. After 19 minutes of inactivity, a one-minute timer will pop up asking if the student would like to continue. This timer may not be seen, however, if the screen has already gone to “sleep.” If the screen has gone to “sleep,” the student can touch any key to re-activate it or press their home key (and if applicable, may need to type in the device password).

**NOTE!** Longer periods of student inactivity tend to occur when students are composing a rough draft of the TDA essay.

## Step 2 – Day of Testing

- Remember to maintain the security of all test materials, whether paper or online. Some school networks have software installed that allows the TA’s computer to display what is on a student’s monitor. While appropriate for an instructional setting, viewing the test or test items is a test security violation.
- When secure materials are in the testing room, the TA may not conduct any instruction or review content related to the subject being tested.
- If a TA must leave the room before testing begins, secure test materials should be placed in a secure, locked cabinet, closet, drawer, etc., or all secure test materials should be taken with the person. If no students are in the room, the teacher’s door may be locked to secure the test materials.

### For Online Testing

- On each day of testing, sign out the secure test tickets needed for that day from the STC using the online testing roster. Sign out and in secure Large-Print Supplements for online testers, if applicable using the security checklist. **Do not leave secure test tickets or online testing rosters unattended at any time.**

### For Paper Testing

- On each day of testing, sign out the secure materials needed for that day from the STC using the security checklist. Be sure to sign out the appropriate materials for any student using testing accommodations. **Do not leave secure materials unattended at any time.**
- Check answer documents to ensure that they:
  1. are pre-identified by student name through preprinting or labeling,
  2. contain no systematic errors in the preprinted information,
  3. are not damaged (e.g., rips, folds, creases, poor print quality), and
  4. have the correct grade 3 answer document subject (in grade 3, there are separate answer documents for ELA and Math).
- **Contact the STC if you have any answer documents that are not pre-identified or contain systematic errors in the preprinted information, or if a student reports missing pages or pages out of order in the test booklet or answer document.**

## During Test Administration

### Step 1 – Getting Ready

- **Make sure you have the appropriate equipment and supplemental materials for students using testing accommodations as specified in their IEP, 504 Plan, or ILAP.** Refer to the procedures in **Appendix C** or **Appendix D** for more information.
- All students who use prescribed eyeglasses or hearing aids should be reminded to wear them during testing.
- Instruct students to put away all books, papers, class materials, and personal belongings.
- Students may not have access to cell phones or other similar devices during testing. Collect all electronic devices for return at the end of the testing session. Students may be asked to place all of their belongings, including electronic devices, at the front of the room.
- Make sure that any students with chronic illnesses or special medical needs have received any necessary medication or treatment before testing begins.
- Inform students to notify you if they are not feeling well.
- Monitors may **not** be “left in charge” of a test administration or left in a classroom with secure test materials. When secure test materials are out of secure storage, a trained TA must be present at all times.

### For Online Testing

- Student access to and use of computers prior to the beginning of the test should be monitored to ensure that students do not activate software or other resources that could interfere with the security and integrity of the test.
- Make sure you have the following test materials available for the appropriate tests: online testing roster, student test tickets, scratch paper, headphones for students using TTS, and Large-Print Supplements for online testers.
- The online testing system for the **grades 6–8 mathematics and grade 6 science** tests will include a basic calculator tool. In addition, the online testing system will include a scientific calculator for grades 6–8 mathematics along with a Graphing Tool for grades 7 and 8. Students taking the online grades 6–8 mathematics tests may also use school- or student-owned calculators if they follow the calculator requirements on pages 16–18 of this manual.

### For Paper Testing

- Make sure you have the following test materials available for the appropriate tests: test booklets, answer documents, sharpened No. 2 pencils, blank scratch paper, cover sheets (optional), and calculators for grades 6–8 mathematics and grade 6 science tests.

## Step 2 – Follow Administration Directions and Monitor Log-In

- Follow the Administration Directions in the *TAM*.
- When reading the administration directions from the *TAM*, read the directions to students exactly as they are written, using a natural tone and manner. If a mistake is made in reading a direction, stop and reread the direction correctly. Never deviate from the directions as written, except as indicated for students using specified testing accommodations. Deviating from printed directions is considered to be a test security violation.
- **Each student should hear all of the administration directions for each test.** Do not allow administration directions to be read over a public address system. TAs may reread directions as requested by students.
- Allow students to ask questions about directions and procedures; you may **not** answer questions about test items or student responses. TAs should take extra care when reviewing subject content or answering questions on the day of the test. **Do not discuss any test questions with students before, during, or after testing.**
- **Unless you are using an oral administration script to administer a test to a student with an IEP, 504 Plan, or ILAP, do not pronounce words in test questions for students or read any parts of test questions aloud or to yourself.**

### For Online Testing

- Do not distribute the test tickets until prompted to do so in the administration directions. Ensure that each student receives the correct test ticket. If the TA is proctoring students whom he/she does not know, the TA should ask for some type of identification before releasing the ticket to the student. Collect the test tickets soon after students have successfully logged in.
- For students testing with an oral or signed administration (TTS or VSL), the online system will begin reading or signing the instructions to students following log-in.
- As part of the administration directions, students are instructed to log in to the online testing system. To reduce the tax on the school's network, you may want to instruct students to log in using a staggered log-in process, instead of instructing all students to log in at the same time.
- If students are having trouble logging in to the online testing system, ensure the student is using the correct test ticket and typing the username and password exactly as it appears on the test ticket. Usernames and passwords are not case sensitive.

### For Paper Testing

- Distribute test materials to students when instructed to do so in the *TAM* for the subject being tested.
- Ensure that each student receives the correct answer document and the correct test booklet (i.e., correct subject and grade, and correct form type) each day of testing.
- If you are using customized administration materials (e.g., *Oral/Signed Administration Script*), be sure to begin the testing session by reading the administration directions in the *TAM*. The administration directions will direct you to proceed to the customized administration materials at the appropriate time.

### Step 3 – Proctoring the Test Session

- Actively proctor the test session to make sure students are following directions (see pages 33–35 of this manual).
- The use of monitors in testing rooms is highly recommended to assist TAs with the proctoring of test administrations.
- Create a seating chart for the testing session (see page 33 of this manual).
- The assessments are not timed; using the estimated test durations found on page 27 as a guideline, allow students sufficient time to finish. If students do not complete testing by their lunch period, students may be permitted to have a “silent lunch” or have a monitor present for the lunch period. Test security must be maintained throughout the lunch period.
- Allow students who have finished 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.
- Record the names of students who missed testing on the *Student Make-up Roster* (see **Appendix A**). Directions for completion are provided on the form.

#### **For Online Testing**

- Do not let an issue with one student distract the proctoring of the entire class. Have extra devices available if problems occur with a testing device. The STC should have an IT person/resource available to assist TAs with such issues.
- Schedule breaks during testing if needed. Online tests must be paused during the break. Snacks are permissible, if desired; however, care must be taken to ensure that online testing equipment is not damaged by food or drink.

#### **For Paper Testing**

- If students are using highlighters or colored pencils to highlight or mark text in their test booklets, make sure they are **not** using these writing instruments on their answer documents. All student responses must be marked on the answer document with a No. 2 pencil only.
- Schedule breaks during testing if needed.

### Step 4 – Handling Disruptions During Testing

- If a disruption occurs during testing—for example, a student becomes ill or a fire alarm sounds—please handle the situation appropriately, always maintaining the security of the online test tickets and other test materials.
- If a student is suspected of cheating, take appropriate action to stop the behavior. Immediately notify the STC.
- Any student who must leave during testing for any reason (e.g., illness, personal emergency) must be scheduled for make-up testing. Be sure to add the student’s name to your *Student Make-up Roster* and label any test materials the student was using with the student’s name.
- If you must evacuate the testing room or the building, collect all secure test materials from students as they leave the testing room (as long as doing so does not compromise your safety or the safety of the students). The TA should also lock the door to the testing room to ensure test security is not compromised.

## Guidelines for Make-up Testing

The STC will notify TAs who are responsible for make-up testing sessions. If asked to administer make-up tests, use the procedures on page 55.

### After Test Administration

#### For Online Testing

- Be sure to collect **all** test tickets and any other test materials, including scratch paper, from students.
- Make sure you have recorded the names of students who missed the test on the *Student Make-up Roster*. Separate the test tickets for students who completed the test from the test tickets for students who need to make up the test.
- Return the online testing roster, test tickets, and seating chart to the STC.
- Sign in the test tickets on the Online Testing Roster.
- Sign in the Large-Print Supplements for online testers on the security checklist, if any.

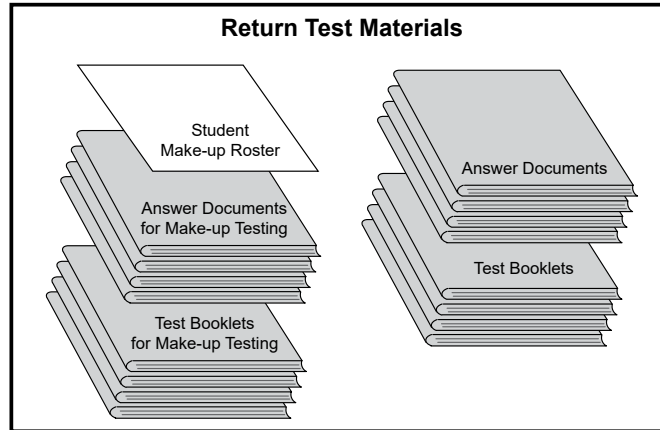
#### For Paper Testing

- Be sure to collect **all** test materials, including scratch paper, from students.
- **NOTE!** Grade 3 ELA answer documents should be collected and returned immediately after testing.
- Make sure you have recorded the names of students who missed the test on the *Student Make-up Roster*. Separate the answer documents and test booklets for students who completed the test from the students who need to make up the test.
- For any students who did not mark their answers directly in the answer document, make sure that all responses are transcribed into the answer document. This includes, but is not limited to, responses for students using large-print test booklets. See **Appendix C** (pages C-12–C-14 and C-17) for special instructions regarding the return of typed/separate paper and brailled responses for the TDA item on Session 1 of the ELA test.
- Place **all** braille materials into the plastic bag in which the materials were received. Use one bag per student, per subject.
- Collect and clip together scratch paper that contains student writing.
- Make sure that all required information on the answer documents has been completed.
- Make sure that the Form Type and TA Initials have been coded on the appropriate page of the answer documents.

## Test Administrator's Section

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- Stack the materials as shown in the following illustration.



- Return all materials to the STC, including your seating charts and any scratch paper.
- Sign in secure materials on the security checklist. Verify that each used answer document has a student name associated with it on the security checklist. If necessary, update the preprinted name on the security checklist with the correct student name.

# Online Administration Directions for All Subjects

## 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

**Materials Needed:** online testing roster, student test tickets, and seating chart for all subjects and grades, 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 grade 6). For science **Large-Print**, the Large-Print Supplements for Online Testers are needed.

Separate test tickets are provided for the ELA Session 1, ELA Session 2, Mathematics, and Science. 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.

**NOTE!** Students with a large-print accommodation **must** be assigned an online form number ending in 'P'.

**NOTE!** If a student requires accommodations as specified in an IEP, 504 Plan, or ILAP, 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.

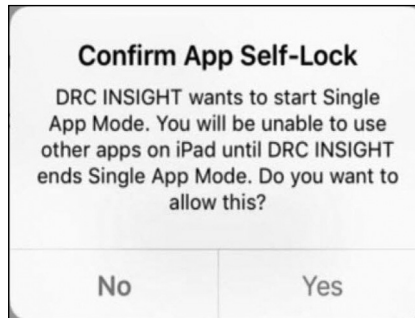
**Directions:** This section provides directions and a script to be read to students for each online test. **Read aloud what is printed in bold type following the word "SAY"**. Do not read aloud text that is printed in plain type. All special directions are printed within a set of dotted lines to read aloud, if applicable. You may repeat directions as 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 (OTT). 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.

## General Information for Using Tablet Devices

### If you are administering the test using an iPad:

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



### If you are administering the test using a Chromebook:

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

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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, Mathematics, or Science] **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, smart watches, or any other electronic imaging or photographic devices.**

**SAY:** **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.**

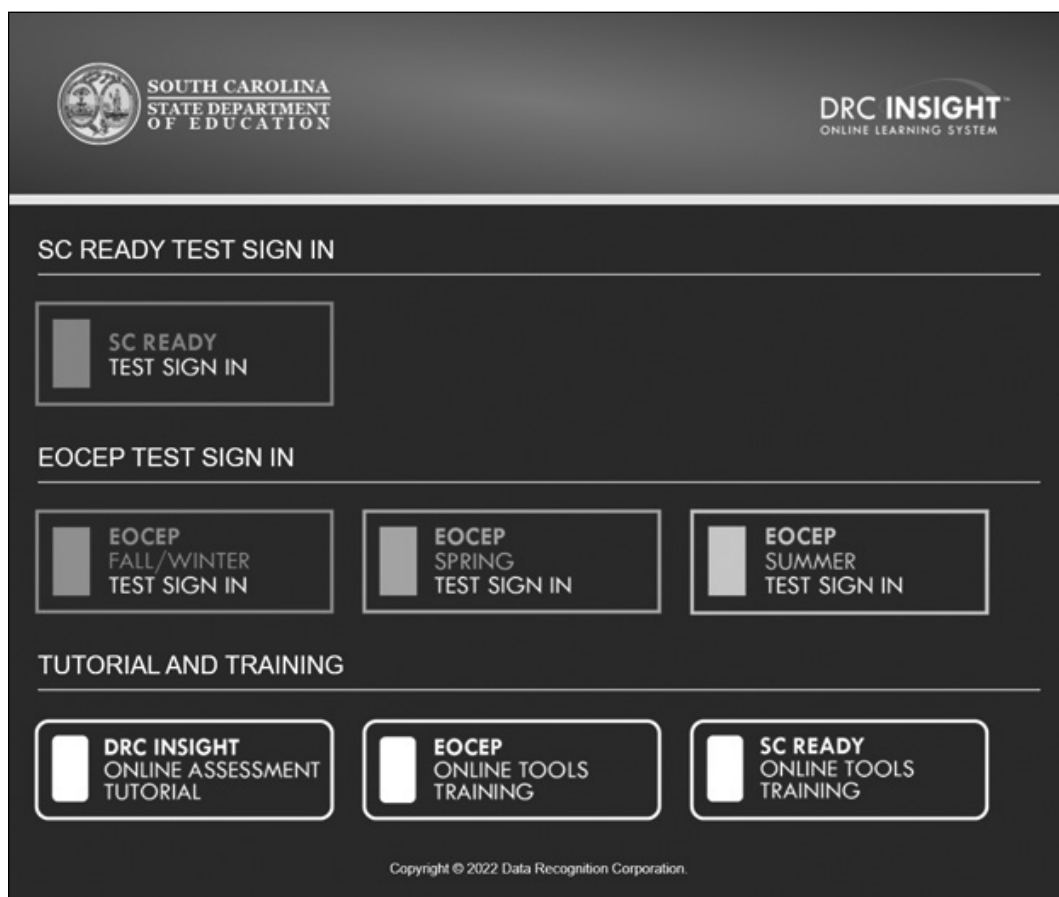
PAUSE. Make sure all electronic devices are/have been collected from all students, unless the student's IEP or 504 Plan documents the use of such devices and/or the devices are required (e.g., headphones for an online oral administration). Use of devices or customized materials should have been communicated 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)

**SAY:** Do not click on any links or sign in until I tell you to do so. In the first row, under the heading “SC READY Test Sign In,” you will see a purple box that says SC READY Test Sign In. Inside the box, select Test Sign In.



PAUSE. Assist students as needed.

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

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.

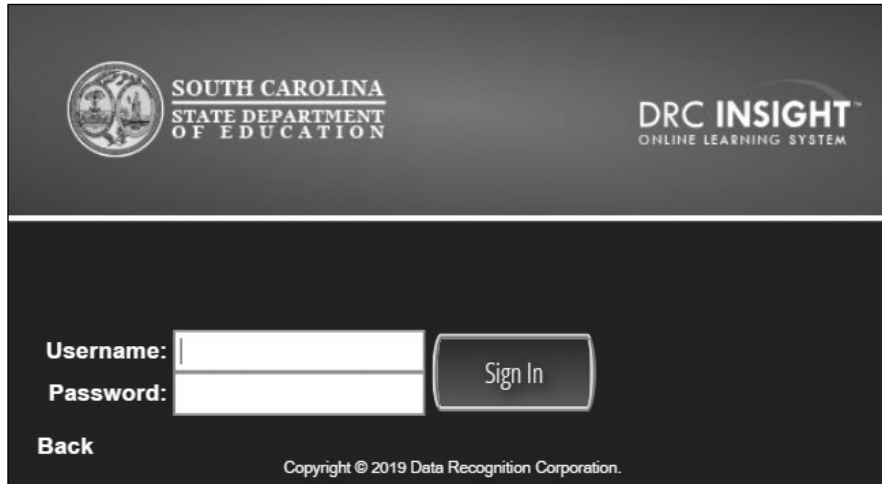
Do not share your username and password with anyone else. I will collect the test tickets after you begin testing.

## Online Administration Directions for All Subjects

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



PAUSE. Test ticket information is unique to each student.

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 Welcome screen (pictured on the next page). Wait for all students to reach this page.

Students testing with the **Text-to-Speech (TTS)** oral administration should be instructed to put on their headphones at this time. The computer will begin reading information starting with the following screen. The TTS accommodation is available for all grades and subjects with the exception of ELA grade 3. **For grades 4–8 ELA**, be sure that the TTS and headphones are used only for the ELA test session(s) indicated in the student's IEP or 504 Plan. **Note: ML students** who are in grades 4–8 are allowed to use the TTS oral administration for **ELA Session 1 only**. However, the student must use the **same online test form** (i.e., form **240P**) for **both** sessions of the ELA test. Make sure the correct accommodation is marked for these students within Student Management: Oral Administration - Session 1 Only or Oral Administration - Session 2 Only. Refer to **Appendix C** and **Appendix D**.

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

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 the DRC INSIGHT Portal 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 the ELA Session 1, ELA Session 2, Mathematics (grades 3–5), Calculator (grades 6–8), or Science] 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 240P) for **both** sessions of ELA.

## Online Administration Directions for All Subjects

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Then, administer the online test using the appropriate directions.

- **ELA Session 1:** Page 75 of this manual
- **ELA Session 2:** Page 79 of this manual
- **Mathematics Grades 3–5:** Page 83 of this manual
- **Mathematics Grades 6–8:** Page 87 of this manual
- **Science:** Page 91 of this manual

## 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.

- The test is not timed, but you must finish this test session today.
- You may not use a dictionary or thesaurus during the test.

(PAUSE)

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

(PAUSE)

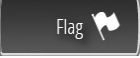
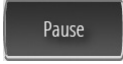
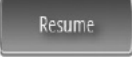

**SAY:** • Only one question at a time will appear on the screen.

- Use the Next and Back   buttons to move from question to question or page to page.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you.

(PAUSE)

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

(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.
- 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.
  - Select the Help  button to find more information.


(PAUSE)

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

(PAUSE)

**SAY:** 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. Be sure to read each question carefully so that you will know how many answers to choose.

(PAUSE)

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

(PAUSE)

**SAY:** Text-Dependent Analysis (TDA) Directions

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)


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

(PAUSE)

**SAY:** Text-Dependent Analysis (TDA) Directions

The TDA passage will be more than one page. Be sure to read all of the pages.

To move to the next page of a passage, select anywhere on the right side of the page. To move to the previous page, select 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 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)

**SAY:** **Scratch paper will be provided. Raise your hand to receive scratch paper. Write your name at the top of the paper.**

You may use the scratch paper to plan your response to the TDA question, write a rough draft for the TDA question, or to make notes for any of the other questions. If you use scratch paper to plan your response or write a rough draft for the TDA question, be sure to type your final 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. Scratch paper will be collected at the end of this test session.

PAUSE to distribute the scratch paper.

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

(PAUSE)

**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.**

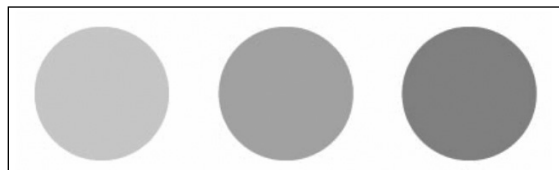
**Then, select the End Test button. The system will indicate if you have answered all questions. Select Submit when you are ready to complete the test.**

(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.**



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

**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 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 page 33).

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.

Distribute additional scratch paper, as needed.

*Note for grades 4–8:* If students are testing with the TTS 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 and raises his/her hand, quietly ask:

**SAY: Did you check your work?**

If the student responds “No,” allow the student to finish checking his/her work. If the student responds “Yes,” 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 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.





- The test is not timed, but you must finish this test session today.
- You may not use a dictionary or thesaurus during the test.

(PAUSE)

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

(PAUSE)

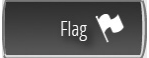
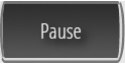
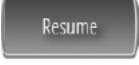

**SAY:** • Only one question at a time will appear on the screen.

- Use the Next and Back  buttons to move from question to question or page to page.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you.

(PAUSE)

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

(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.
- 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.
  - Select the Help  button to find more information.


(PAUSE)

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

(PAUSE)

**SAY:** 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. Be sure to read each question carefully so that you will know how many answers to choose.**

(PAUSE)

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

(PAUSE)

**SAY:** In addition, some questions will 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.
- You may look back at the passage to help you choose the best answer.
- Select your answer to Part A.
- Then, read Part B of the question.
- You may look back at the passage to help you choose the best answer.
- Select your answer to Part B.

(PAUSE)

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

(PAUSE)

**SAY:** All of the questions are about passages. The passages may be more than one page. To move to the next page of a passage, select anywhere on the right side of the page. To move to the previous page, select 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.

(PAUSE)

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

(PAUSE)

**SAY:** Scratch paper will be provided. Raise your hand to receive 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. The scratch paper will be collected at the end of this test session.

PAUSE to distribute 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.

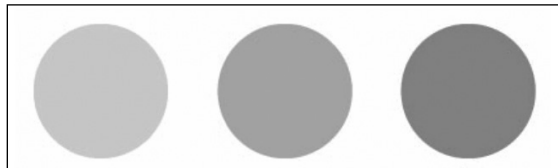
Then, select the End Test button. The system will indicate if you have answered all questions. Select Submit when you are ready to complete the test.

(PAUSE)

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

(PAUSE)

**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.



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

**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.

PAUSE. 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 page 33).

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.

*Note for grades 4–8:* If students are testing with the TTS 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 and raises his/her hand, quietly ask:

**SAY: Did you check your work?**

If the student responds “No,” allow the student to finish checking his/her work. If the student responds “Yes,” 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

**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.



- The test is not timed, but you must finish this test session today.
- You may not use a calculator during this test.

(PAUSE)

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

(PAUSE)

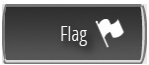
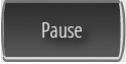


**SAY:** • Only one question at a time will appear on the screen.

- Use the Next and Back  buttons to move from question to question or page to page.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you.

(PAUSE)

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

(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.
- 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.
  - Select the Help  button to find more information.

(PAUSE)

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

(PAUSE)

**SAY:** Answering Questions

.....  
**For Grades 3 and 4 ONLY**

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

.....  
**For Grade 5 ONLY**

**SAY:** For most of the test questions, you will choose your answer from a set of four answer choices. However, some test questions 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.

.....  
**For ALL Grades**

**SAY:** Read each question carefully and then mark your answer choices using the Pointer  tool.

**Scratch paper will be provided. Raise your hand to receive 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. Scratch paper will be collected at the end of this test session.**

PAUSE to distribute scratch paper.

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

(PAUSE)

**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.

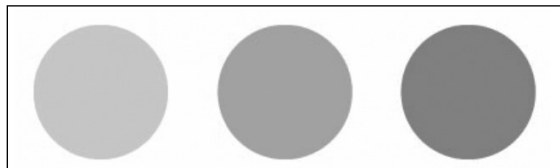
**Then, select the End Test button. The system will indicate if you have answered all questions. Select Submit when you are ready to complete the test.**

(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.



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

**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**.

PAUSE. 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 page 33).

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 *TTS* 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 and raises his/her hand, quietly ask:

**SAY:** **Did you check your work?**

If the student responds “No,” allow the student to finish checking his/her work. If the student responds “Yes,” 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 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.

- The test is not timed, but you must finish this test session today.

(PAUSE)

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

(PAUSE)

**SAY:** • Only one question at a time will appear on the screen.



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

- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you.

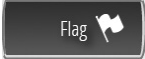
(PAUSE)

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


(PAUSE)

**SAY:** • In addition to these tools, the Calculator Tool  will be available for the calculator section of the test. For grades 7–8, the Graphing Tool  will be available during the calculator section of the test.

(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.

- 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.

- Select the Help  button to find more information.

(PAUSE)

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

(PAUSE)

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

(PAUSE)

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

(PAUSE)

**SAY:** You are now logged in to take the calculator section of the test. You may use an approved hand-held calculator or the online calculator tool during the “calculator” section only. After you complete the calculator section, you will submit your answers for that section. Then, you will log back into the no-calculator section using a different test ticket. You may not use either a hand-held calculator or the online calculator tool during the no-calculator section.

(PAUSE)

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

(PAUSE)

**SAY:** Answering Questions

You will see questions that require different ways of answering. For some questions you will select one answer from four answer choices. Other questions will have more than four answer choices and ask you to select **ALL** the answer choices that correctly answer the question. Finally, there are interactive questions where you may be asked to type, graph, drag-and-drop, choose from drop-down menus, or fill in charts for your answer(s).

Be sure to read the instructions for each question carefully, and then choose your answer.

(PAUSE)

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

(PAUSE)

**SAY:** Scratch paper will be provided. Raise your hand to receive 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. Scratch paper will be collected at the end of this test.

PAUSE to distribute scratch paper.

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

(PAUSE)

**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.

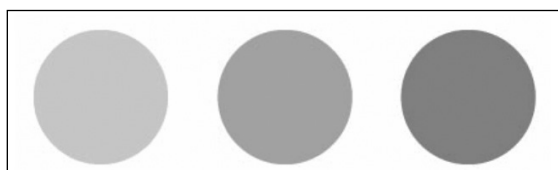
Then, select the End Test button. The system will indicate if you have answered all questions. Select Submit when you are ready to complete the test.

(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.



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

**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 your teacher can help you continue with the no-calculator section.**

PAUSE. 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 page 33).

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 *TTS* 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 test 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 any handheld 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.

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

**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.






- The test is not timed, but you must finish this test session today.
- You may not use a dictionary or thesaurus during the test.

(PAUSE)

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

(PAUSE)

**SAY:** • Only one question at a time will appear on the screen.

- Use the Next and Back  buttons to move from question to question or page to page.
- Use tools such as the Highlighter , Sticky Note , Magnifier , and Line Guide  to assist you.

(PAUSE)

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

(PAUSE)

.....

## For Grade 6 ONLY


**SAY:** In addition to these tools, Science grade 6 will have the Calculator Tool  to assist you during the test.

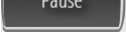

PAUSE. Students may also use school- or student-owned calculators that adhere to the requirements of the calculator requirements in this *Test Administration Manual*. If such calculators will be used, they may be distributed at this time. Make sure that the operating system has been checked and the memory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

*Note:* Every question on the grade 6 science test can be answered without the use of a calculator. However, using a calculator on some questions may be helpful to students.

.....

**For ALL Grades**

**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.

• 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.

• Select the Help  button to find more information.


(PAUSE)

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

(PAUSE)

**SAY:** 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. You may see some questions that require different ways of answering. For example, some questions may ask you to choose more than one answer. Others may ask you to drag-and-drop, to choose from a drop-down menu, or to provide answers in a chart or graph. These are “technology-enhanced” questions. Be sure to read each question carefully to see how you should respond.

(PAUSE)

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

(PAUSE)

**SAY:** If you need a sheet of scratch paper, raise your hand. Do not crumple, bend, or fold your scratch paper when you are finished with it. Scratch paper will be collected at the end of this test.

PAUSE. 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.

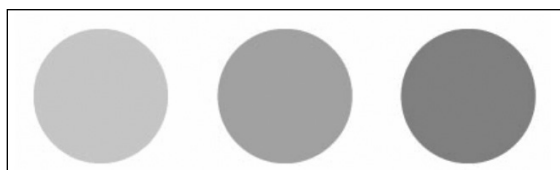
Then, select the End Test button. The system will indicate if you have answered all questions. Select Submit when you are ready to complete the test.

(PAUSE)

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

(PAUSE)

**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.



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

**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 leave the room if provisions have been made).

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

PAUSE. 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 page 33).

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 TTS 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 and raises his/her hand, quietly ask:

**SAY:** Did you check your work?

If the student responds "No," allow the student to finish checking his/her work. If the student responds "Yes," collect all supplemental and any other test materials, including all scratch paper.

## Online Administration Directions for Science

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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.

## Paper Administration Directions for Answer Document Coding

**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, and then Science. 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 107.** 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 113.** 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 119.** Use the “Administration Directions for Answer Document Coding” only for students who missed ELA Session 1 **and** ELA Session 2.

**For Science – 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. Refer to pages 52–53 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, braille). Remember to adjust the directions as needed for oral/signed administrations and/or response option accommodations.

*If an Oral/Signed Administration Script is being used, begin the test administration with the directions in this manual, then begin using the script when instructed to do so. Oral/Signed Administration Scripts are available for all grades and subjects with the exception of ELA grade 3.*

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**Materials Needed:** No. 2 pencils and answer documents.

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

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

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

(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.**

PAUSE. Distribute the appropriate SC READY 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.**

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

.....

## Coding of Student Name Field

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

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

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

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

(PAUSE)

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

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

(PAUSE)

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

PAUSE to provide help as needed.

.....

## Coding of Birth Date and Gender Fields

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

**SAY: Now open your answer document to page 2.**

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

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

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

(PAUSE)

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

(PAUSE)

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

PAUSE to provide help as needed.

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

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

Then tell students to close their answer documents.

.....

## 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. Specific page numbers are listed below for your reference.

**ELA Session 1:** page 99 of this manual

**ELA Session 2:** page 107 of this manual

**Mathematics Grades 3–5:** page 113 of this manual

**Mathematics Grades 6–8:** page 119 of this manual

**Science:** page 127 of this manual



# Paper 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.

**Read aloud what is printed in bold type following the word “SAY”.** Do not read aloud text that is printed in plain type. All special directions are printed within a set of dotted lines to read aloud, if applicable. 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 95. Now begin reading aloud the “SAY” text below.

**NOTE!** Adjust wording, as needed, for oral/signed administrations 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, smart watches, 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. 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 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.

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 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 or Braille ONLY:**

If any student is using a Large-Print or Braille test booklet, darken the bubble for the “Test Booklet Version” (i.e., LP 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:** ELA Session 1 will include different types of questions. Turn to page 4 of your test booklet. Follow along while I read the Test Directions.

PAUSE while students turn to page 4 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)

**SAY:** Next we will review the marking instructions.

PAUSE. Remember to adjust wording, as appropriate, for students using response option accommodations.

• • • • •  
**For Braille ONLY**

**SAY:** You will mark your answers to all of the questions in your test booklet or write them on your Braille paper. For each test question, choose the letter for your answer choice. Mark or write only one answer for each question. If you want to change an answer, be sure to indicate the change clearly.

(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.
- Four sheets of braille paper have been provided for the TDA question. You may use some of the paper provided to plan your essay or write a rough draft. Be sure to write your final essay on your braille paper.

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)

• • • • •  
**For Large-Print ONLY**

**SAY:** For each test question, circle the letter for your answer choice in your test booklet. If you want to change an answer, make sure you do a good job of erasing the first answer you marked.

(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 the TDA response pages in your test booklet.

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 on the TDA response pages in your test booklet. These lined pages are marked “ELA Session 1 – TDA Response Pages” at the top. Your final response cannot go beyond these pages.

(PAUSE)

.....  
**For Regular Print ONLY**

- 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)

**SAY: Now look at page 5 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 ALL**

**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 Braille:* Distribute 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.

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

PAUSE. 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.

**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.

PAUSE. 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).

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

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

PAUSE to answer questions.

**SAY:** Open your test booklet to page 7. You may now begin ELA Session 1. Remember to mark or write ALL of your answers in your answer document.

PAUSE. Make sure that students turn to page 7 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 page, and “Session 2” sidebars in the bottom half of the ELA Session 2 pages.

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?

PAUSE. 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 Braille paper. Make sure all Braille papers 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 or the online assessment system, 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 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).

## Paper Administration Directions for ELA Session 1

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

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

**Note:** Adjust wording, as needed, for oral/signed administrations 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. 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 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 95.*

**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.

**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 4 of your test booklet. Follow along while I read the Test Directions.**

PAUSE while students turn to page 4 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 All Grades EXCEPT Grade 3**

**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.
- 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)

.....  
**For ALL Grades**

**SAY:** Next we will review the marking instructions.

PAUSE. Remember to adjust wording, as appropriate, for students using response option accommodations.

.....  
**For Braille ONLY**

**SAY:** You will mark your answers to all of the questions in your test booklet or write them on your Braille paper. For each test question, choose the letter for your answer choice. Mark or write only one answer for each question. If you want to change an answer, be sure to indicate the change clearly.

(PAUSE)

.....  
**For Large-Print ONLY**

**SAY:** For each test question, circle the letter for your answer choice in your test booklet. If you want to change an answer, make sure you do a good job of erasing the first answer you marked.

(PAUSE)

.....  
**For Regular Print ONLY**

- 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. 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 ALL**

**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)

**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.**

PAUSE. 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.

**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.**

PAUSE. 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).

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

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

PAUSE to answer questions.

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

- [Grade 3] **28**
- [Grade 4] **26**
- [Grade 5] **26**
- [Grade 6] **28**
- [Grade 7] **30**
- [Grade 8] **30**

PAUSE. 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.

## Paper Administration Directions for ELA Session 2

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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 or the online assessment system.

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 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 in bold type following the word “SAY”.** Do not read aloud text that is printed in plain type. All special directions are printed within a set of dotted lines to read aloud, if applicable. 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 95. Now begin reading aloud the “SAY” text below.

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

**Note:** Adjust wording, as needed, for oral/signed administrations 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)

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. 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.

PAUSE. 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 95.*

.....  
**For ALL Grades**

**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 or Braille ONLY:**

If any student is using a Large-Print or Braille test booklet, darken the bubble for the “Test Booklet Version” (i.e., LP 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.

.....  
**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)

.....  
**For ALL Grades**

**SAY: Next we will review the marking instructions.**

PAUSE. Remember to adjust wording, as appropriate, for students using response option accommodations.

.....  
**For Braille ONLY**

**SAY:** You will mark your answers to all of the questions in your test booklet or write them on your Braille paper. For each test question, choose the letter for your answer choice. Mark or write only one answer for each question. If you want to change an answer, be sure to indicate the change clearly.

(PAUSE)

.....  
**For Large-Print ONLY**

**SAY:** For each test question, circle the letter for your answer choice in your test booklet. If you want to change an answer, make sure you do a good job of erasing the first answer you marked.

(PAUSE)

.....  
**For Regular Print ONLY**

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

(PAUSE)

.....  
**For ALL**

**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.

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

PAUSE. 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.

**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.

PAUSE. 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).

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

**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.**

PAUSE. 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.

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

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

**Note:** Adjust wording, as needed, for oral/signed administrations 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)

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. 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 95.*

**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.

**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 or Braille ONLY:**

If any student is using a Large-Print or Braille test booklet, darken the bubble for the “Test Booklet Version” (i.e., LP 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 3 of your test booklet. Follow along while I read the Test Directions.

PAUSE while students turn to page 3 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)

**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 response option accommodations.

.....  
**For Braille ONLY**

**SAY:** You will mark your answers to all of the questions in your test booklet or write them on your Braille paper. For each test question, choose the letter for your answer choice. Mark or write only one answer for each question. If you want to change an answer, be sure to indicate the change clearly.

(PAUSE)

**SAY:** For some of the test questions you will have to work the problem and find an answer. Then you will write your answer on braille paper.

(PAUSE)

.....  
**For Large-Print ONLY**

**SAY:** For each test question, circle the letter for your answer choice in your test booklet. If you want to change an answer, make sure you do a good job of erasing the first answer you marked.

(PAUSE)

**SAY:** For some of the test questions, you will have to work the problem and find an answer. Then you will write your answer in a box in your test booklet.

(PAUSE)

**SAY:** 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, and I will collect your calculator. Do NOT continue to the no-calculator section until I have collected your calculator.

(PAUSE)

• • • • •  
**For Regular Print ONLY**

- 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 10 of your answer document.

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

**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 grades 6 and 7; page 11 for grade 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, and I will collect your calculator. Do NOT continue to the no-calculator section until I have collected your calculator.

(PAUSE)

• • • • •

**For ALL**

**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 requirements 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 requirements 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)

**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.**

PAUSE. 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.

**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.

PAUSE. 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).

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

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

PAUSE to answer questions.

**SAY:** Open your test booklet to page 5. 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.

PAUSE. Make sure that students turn to page 6 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 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.

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 Administration Directions for Science

**Materials Needed:** No. 2 pencils, answer documents, test booklets, calculators (grade 6 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 in bold type following the word “SAY”.** Do not read aloud text that is printed in plain type. All special directions are printed within a set of dotted lines to read aloud, if applicable. 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 95. Now begin reading aloud the “SAY” text below.

**Note:** Adjust wording, as needed, for oral/signed administrations 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 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)

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. 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 [12 for grade 4 or 14 for grade 6].

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

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

(PAUSE)

**For Large-Print or Braille ONLY:**

If any student is using a Large-Print or Braille test booklet, darken the bubble for the “Test Booklet Version” (i.e., LP 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:** Next we will review the marking instructions.

PAUSE. Remember to adjust wording, as appropriate, for students using response option accommodations.

.....  
**For Braille ONLY**

**SAY:** You will mark your answers to all of the questions in your test booklet or write them on your Braille paper. For each test question, choose the letter for your answer choice. Mark or write only one answer for each question. If you want to change an answer, be sure to indicate the change clearly.

(PAUSE)

.....  
**For Large-Print ONLY**

**SAY:** For each test question, circle the letter for your answer choice in your test booklet. If you want to change an answer, make sure you do a good job of erasing the first answer you marked.

(PAUSE)

.....  
**For Regular Print ONLY**

**SAY:** Look at page 3 of your test booklet and follow along while I read the marking instructions.

PAUSE while students turn to the appropriate page 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.

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 [12 for grade 4 or 14 for grade 6] of your answer document. You must 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 in your answer document.

(PAUSE)

.....  
**For ALL**

**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)

.....  
**For Science Grade 6 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 requirements 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 requirements in the *Test Administration Manual*.

*Note:* Every question on the grade 6 science test can be answered without the use of a calculator. However, using a calculator on some questions may be helpful to students.

.....  
**For ALL Grades**

**SAY: Now find the box labeled “Start Time” on page [12 for grade 4 or 14 for grade 6] of your answer document.**

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

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

PAUSE. 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.

**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.**

PAUSE. 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).

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

**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.**

PAUSE. 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 12 for grade 4 or 14 for grade 6 of the answer document. If the student used a large-print 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 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.




## Appendix A Forms


In this appendix, you will find the following:

- **New Student Precode Labels**
- **Override Labels**
- **Home School Override Labels**
- **Do Not Score Labels**
- **SC READY Answer Document**
- **Agreement to Maintain Test Security and Confidentiality**  
(for District Test Coordinators and School Test Coordinators)
- **Agreement to Maintain Test Security and Confidentiality**  
(for Test Administrators)
- **Student Make-up Roster**
- **SC READY Do Not Disturb Sign**


## New Student Precode Labels (Pink-striped)

ALIGN TOP OF TEXT	
<b>SC READY Spring 2023 NEW STUDENT LABEL</b>	
Student: Alt, Susan T	
Gender: F      Gr: 07      DOB: 08/12/03      PS#: 374268312465	
Teacher: _____	State ID: 3213213244
School: Middleville Middle	OR SIDN: 0101002
District: Middleville	FA SIDN: 0101001
	
P520293      00000001      2	
100021	

## Override Labels (White)

ALIGN TOP OF TEXT	
<b>SC READY Spring 2023</b>	
Student: _____	
PS#: _____	State ID: _____
Teacher: _____	DOB: _____
School: Middleville Middle	
District: Middleville	
	
L520293      00000000      2	
100022	

## Home School Override Labels (Ivory)

^	ALIGN TOP OF TEXT	^
<b>SC READY Spring 2023</b>		
Student: _____	PS#: _____	State ID: _____
Teacher: _____	DOB: _____	
School: Home School		
District: Middleville		
		
L520293      00000000      2		
100022		

## Do Not Score Labels (Tan)

<b>SC READY Spring 2023</b>		
<b>DO NOT SCORE</b>		
		
D520293NOTSCORE		
100000		





## TO BE COMPLETED FOR ELA SESSION 2

Teachers/test administrators must complete all applicable codes.

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">IEP/504 Standard Accommodations</th> </tr> <tr> <td style="text-align: center;">Mark all that apply.</td> </tr> <tr> <td> <input type="radio"/> Setting  <input type="radio"/> Timing  <input type="radio"/> Scheduling  <input type="radio"/> Presentation—Oral/Signed Administration Script  <input type="radio"/> Presentation—Other  <input type="radio"/> Response Options  <input type="radio"/> Supplemental Materials or Devices                 </td> </tr> </table>	IEP/504 Standard Accommodations	Mark all that apply.	<input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling <input type="radio"/> Presentation—Oral/Signed Administration Script <input type="radio"/> Presentation—Other <input type="radio"/> Response Options <input type="radio"/> Supplemental Materials or Devices	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">IEP Special Request Code</th> </tr> <tr> <td style="text-align: center;"> <input type="radio"/> ①  <input type="radio"/> ②                 </td> </tr> </table>	IEP Special Request Code	<input type="radio"/> ① <input type="radio"/> ②	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">IEP Invalidation</th> </tr> <tr> <td style="text-align: center;"> <input type="radio"/> </td> </tr> <tr> <th style="text-align: center;">Do Not Score</th> </tr> <tr> <td style="text-align: center;"> <input type="radio"/> </td> </tr> </table>	IEP Invalidation	<input type="radio"/>	Do Not Score	<input type="radio"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">ML Accommodations</th> </tr> <tr> <td style="text-align: center;">Mark all that apply.</td> </tr> <tr> <td> <input type="radio"/> Bilingual Dictionary  <input type="radio"/> Directions Translated  <input type="radio"/> Setting  <input type="radio"/> Timing  <input type="radio"/> Scheduling                 </td> </tr> </table>	ML Accommodations	Mark all that apply.	<input type="radio"/> Bilingual Dictionary <input type="radio"/> Directions Translated <input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling
IEP/504 Standard Accommodations															
Mark all that apply.															
<input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling <input type="radio"/> Presentation—Oral/Signed Administration Script <input type="radio"/> Presentation—Other <input type="radio"/> Response Options <input type="radio"/> Supplemental Materials or Devices															
IEP Special Request Code															
<input type="radio"/> ① <input type="radio"/> ②															
IEP Invalidation															
<input type="radio"/>															
Do Not Score															
<input type="radio"/>															
ML Accommodations															
Mark all that apply.															
<input type="radio"/> Bilingual Dictionary <input type="radio"/> Directions Translated <input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling															

Test Administrator Name: \_\_\_\_\_  
(Print First and Last Name)

## TO BE COMPLETED FOR MATHEMATICS

Teachers/test administrators must complete all applicable codes.

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">IEP/504 Standard Accommodations</th> </tr> <tr> <td style="text-align: center;">Mark all that apply.</td> </tr> <tr> <td> <input type="radio"/> Setting  <input type="radio"/> Timing  <input type="radio"/> Scheduling  <input type="radio"/> Presentation—Oral/Signed Administration Script  <input type="radio"/> Presentation—Other  <input type="radio"/> Response Options  <input type="radio"/> Supplemental Materials or Devices                 </td> </tr> </table>	IEP/504 Standard Accommodations	Mark all that apply.	<input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling <input type="radio"/> Presentation—Oral/Signed Administration Script <input type="radio"/> Presentation—Other <input type="radio"/> Response Options <input type="radio"/> Supplemental Materials or Devices	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">IEP Special Request Code</th> </tr> <tr> <td style="text-align: center;"> <input type="radio"/> ①  <input type="radio"/> ②                 </td> </tr> </table>	IEP Special Request Code	<input type="radio"/> ① <input type="radio"/> ②	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">IEP Invalidation</th> </tr> <tr> <td style="text-align: center;"> <input type="radio"/> </td> </tr> <tr> <th style="text-align: center;">Do Not Score</th> </tr> <tr> <td style="text-align: center;"> <input type="radio"/> </td> </tr> </table>	IEP Invalidation	<input type="radio"/>	Do Not Score	<input type="radio"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">ML Accommodations</th> </tr> <tr> <td style="text-align: center;">Mark all that apply.</td> </tr> <tr> <td> <input type="radio"/> Bilingual Dictionary  <input type="radio"/> Directions Translated  <input type="radio"/> Oral Administration  <input type="radio"/> Setting  <input type="radio"/> Timing  <input type="radio"/> Scheduling                 </td> </tr> </table>	ML Accommodations	Mark all that apply.	<input type="radio"/> Bilingual Dictionary <input type="radio"/> Directions Translated <input type="radio"/> Oral Administration <input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling
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Do Not Score															
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ML Accommodations															
Mark all that apply.															
<input type="radio"/> Bilingual Dictionary <input type="radio"/> Directions Translated <input type="radio"/> Oral Administration <input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling															

Test Administrator Name: \_\_\_\_\_  
(Print First and Last Name)

## TO BE COMPLETED FOR SCIENCE

Teachers/test administrators must complete all applicable codes.

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">IEP/504 Standard Accommodations</th> </tr> <tr> <td style="text-align: center;">Mark all that apply.</td> </tr> <tr> <td> <input type="radio"/> Setting  <input type="radio"/> Timing  <input type="radio"/> Scheduling  <input type="radio"/> Presentation—Oral/Signed Administration Script  <input type="radio"/> Presentation—Other  <input type="radio"/> Response Options  <input type="radio"/> Supplemental Materials or Devices                 </td> </tr> </table>	IEP/504 Standard Accommodations	Mark all that apply.	<input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling <input type="radio"/> Presentation—Oral/Signed Administration Script <input type="radio"/> Presentation—Other <input type="radio"/> Response Options <input type="radio"/> Supplemental Materials or Devices	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">IEP Special Request Code</th> </tr> <tr> <td style="text-align: center;"> <input type="radio"/> ①  <input type="radio"/> ②                 </td> </tr> </table>	IEP Special Request Code	<input type="radio"/> ① <input type="radio"/> ②	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">IEP Invalidation</th> </tr> <tr> <td style="text-align: center;"> <input type="radio"/> </td> </tr> <tr> <th style="text-align: center;">Do Not Score</th> </tr> <tr> <td style="text-align: center;"> <input type="radio"/> </td> </tr> </table>	IEP Invalidation	<input type="radio"/>	Do Not Score	<input type="radio"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">ML Accommodations</th> </tr> <tr> <td style="text-align: center;">Mark all that apply.</td> </tr> <tr> <td> <input type="radio"/> Bilingual Dictionary  <input type="radio"/> Directions Translated  <input type="radio"/> Oral Administration  <input type="radio"/> Setting  <input type="radio"/> Timing  <input type="radio"/> Scheduling                 </td> </tr> </table>	ML Accommodations	Mark all that apply.	<input type="radio"/> Bilingual Dictionary <input type="radio"/> Directions Translated <input type="radio"/> Oral Administration <input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling
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Mark all that apply.															
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IEP Invalidation															
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Do Not Score															
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ML Accommodations															
Mark all that apply.															
<input type="radio"/> Bilingual Dictionary <input type="radio"/> Directions Translated <input type="radio"/> Oral Administration <input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling															

Test Administrator Name: \_\_\_\_\_  
(Print First and Last Name)

SC READY: SECURE TEST GR4/AD S23

┌ 520393-10429000036
3
SERIAL# ┐

# ELA SESSION 1

**FOR TEACHER USE ONLY**

Test Booklet Version  
(Mark only one.)

LP  
 BR

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

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

1.  A  B  C  D
2.  A  B  C  D
3.  A  B  C  D
4.  A  B  C  D
5.  A  B  C  D
6.  A  B  C  D
7.  A  B  C  D
8.  A  B  C  D
9.  A  B  C  D
10.  A  B  C  D
11.  A  B  C  D
12.  A  B  C  D

13.  A  B  C  D
14.  A  B  C  D
15.  A  B  C  D
16.  A  B  C  D
17.  A  B  C  D
18.  A  B  C  D
19.  A  B  C  D
20.  A  B  C  D
21.  A  B  C  D
22.  A  B  C  D

**23. TDA Question**

Be sure to write your final response on pages 6 and 7 of the answer document.

SC READY: SECURE TEST GR4/AD S23

4

SERIAL#



**ELA Session 1—TDA Final Response**

Blank lined area for writing the final response.

SC READY: SECURE TEST GR4/AD S23

**STOP** ●

520393-10429000077 7 SERIAL#

## ELA SESSION 2

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

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

1.  A  B  C  D
2.  A  B  C  D
3.  A  B  C  D
4.  A  B  C  D
5.  A  B  C  D
6.  A  B  C  D
7.  A  B  C  D
8.  A  B  C  D
9.  A  B  C  D
10.  A  B  C  D
11.  A  B  C  D
12.  A  B  C  D
13.  A  B  C  D
14.  A  B  C  D
15.  A  B  C  D
16.  A  B  C  D
17.  A  B  C  D
18.  A  B  C  D
19.  A  B  C  D

20.  A  B  C  D
21.  A  B  C  D
22.  A  B  C  D
23.  A  B  C  D
24.  A  B  C  D
25.  A  B  C  D
26.  A  B  C  D
27.  A  B  C  D
28.  A  B  C  D
29.  A  B  C  D
30.  A  B  C  D
31.  A  B  C  D
32.  A  B  C  D
33.  A  B  C  D
34.  A  B  C  D
35.  A  B  C  D
36.  A  B  C  D
37.  A  B  C  D
38.  A  B  C  D

39.  A  B  C  D
40.  A  B  C  D
41.  A  B  C  D
42.  A  B  C  D
43.  A  B  C  D

SC READY: SECURE TEST GR4/AD S23

8

SERIAL#

# MATHEMATICS



FOR TEACHER USE ONLY	
Test Booklet Version (Mark only one.)	
<input type="radio"/> LP	
<input type="radio"/> BR	

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

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

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

24.  A  B  C  D
25.  A  B  C  D
26.  A  B  C  D
27.  A  B  C  D
28.  A  B  C  D
29.  A  B  C  D
30.  A  B  C  D
31.  A  B  C  D
32.  A  B  C  D
33.  A  B  C  D
34.  A  B  C  D
35.  A  B  C  D
36.  A  B  C  D
37.  A  B  C  D
38.  A  B  C  D
39.  A  B  C  D
40.  A  B  C  D
41.  A  B  C  D
42.  A  B  C  D
43.  A  B  C  D
44.  A  B  C  D
45.  A  B  C  D
46.  A  B  C  D

47.  A  B  C  D
48.  A  B  C  D
49.  A  B  C  D
50.  A  B  C  D
51.  A  B  C  D
52.  A  B  C  D
53.  A  B  C  D
54.  A  B  C  D
55.  A  B  C  D
56.  A  B  C  D
57.  A  B  C  D
58.  A  B  C  D
59.  A  B  C  D
60.  A  B  C  D
61.  A  B  C  D
62.  A  B  C  D

SC READY: SECURE TEST GR4/AD S23

520393-10429000101

10

SERIAL#

# SCIENCE



<b>FOR TEACHER USE ONLY</b>
<b>Test Booklet Version (Mark only one.)</b>
<input type="radio"/> LP <input type="radio"/> BR

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

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

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

25.  A  B  C  D
26.  A  B  C  D
27.  A  B  C  D
28.  A  B  C  D
29.  A  B  C  D
30.  A  B  C  D
31.  A  B  C  D
32.  A  B  C  D
33.  A  B  C  D
34.  A  B  C  D
35.  A  B  C  D
36.  A  B  C  D
37.  A  B  C  D
38.  A  B  C  D
39.  A  B  C  D
40.  A  B  C  D
41.  A  B  C  D
42.  A  B  C  D
43.  A  B  C  D
44.  A  B  C  D
45.  A  B  C  D

SC READY: SECURE TEST GR4/AD S23

520393-10429000127

12

SERIAL#



**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**Agreement to Maintain Test Security and Confidentiality  
for District Test Coordinators and School Test Coordinators**

**SC READY  
(Grades 3-8 ELA and Math; Grades 4 & 6 Science)**

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

The test administration manuals (TAMs), either online, paper, or combined online/paper, for each assessment program provides detailed test security information, administration policies, procedures, guidelines, and administration directions. Test administration manuals and/or other appropriate instructions must be distributed to testing personnel prior to testing so that STCs, Test Administrators (TAs), and monitors will have the opportunity to read the TAM(s) to become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

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

As DTC or STC, I acknowledge that I will have access to tests that are a part of the SC READY.

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

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

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

## Appendix A Forms

---

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

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

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

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

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

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

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

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

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

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

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

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

---

Signature

---

Date

---

Print Name

---

District and School



**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**Agreement to Maintain Test Security and Confidentiality  
for Test Administrators**

**SC READY**  
**Grades 3-8 ELA and Math; Grades 4 & 6 Science**

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

The test administration manuals (TAMs), either online, paper, or combined online/paper, for each assessment program provides detailed test security information, administration policies, procedures, guidelines, and administration directions. TAMs and/or other appropriate instructions must be distributed to testing personnel prior to testing so that test administrators have the opportunity to read the TAM(s) to become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

I acknowledge that I will have access to tests that are a part of the SC READY.

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

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

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

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

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

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

**Appendix A Forms**

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

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

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

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

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

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

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

---

Signature

---

Date

---

Print Name

---

District and School

## Student Make-Up Roster

Test Administrator: \_\_\_\_\_ District: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

**Students who partially or totally missed any regular SC READY test(s) must be scheduled for make-up testing.**

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

1. List the name for each student who needs to make up any SC READY test(s).
2. For all students, indicate which subject for which make-up testing is needed.

**Directions to the Make-up Teacher/Test Administrator:**

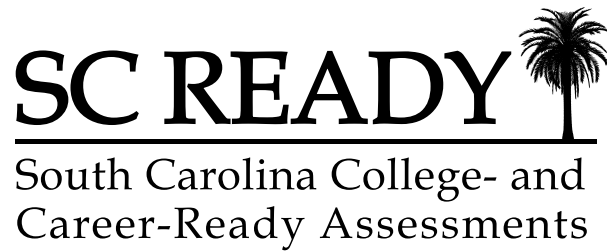
1. If a student attended the make-up testing, write “Yes” in the appropriate “Attended Make-up?” column. If the student did not attend make-up testing, write “No” in the appropriate “Attended Make-up?” column.
2. At the completion of testing each day, return ALL materials to the School Test Coordinator.

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



## **SC READY Do Not Disturb Sign**

There is a “Do Not Disturb” sign on the reverse side of this page.  
Please instruct the TA to post this sign on all doors of the testing room.  
You may make as many copies of this sign as you need.



**DO NOT DISTURB**

**Testing is taking place  
in this room.**

# Appendix B

## DRC INSIGHT Portal

### DRC INSIGHT Portal User Guide

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

If you have trouble logging in or finding the guide, please contact your DTC or the SC Project Team at [scproject@datarecognitioncorp.com](mailto:scproject@datarecognitioncorp.com) or 800-451-7834.

### DRC INSIGHT Troubleshooting User Guide

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

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

### Pause Functionality

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

If the test is not resumed within **20 minutes**, the student has to log back in to finish the test. If re-entry is the same day the student originally logged in to the test, the student must log in again using the student test ticket information to regain access to the test. On a subsequent day, the system requires the student test ticket be unlocked prior to the student logging back into the assessment. See the chart on page B-4 for information on how to proceed.

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

### Inactivity

After 20 minutes of inactivity, the software will automatically exit the test. The student will then have to log back in to finish the test. If it is still the same day the student originally logged in to the test, the software will only require the original student log in for the student to regain access to the test. On a subsequent day, the system requires the student test ticket be unlocked prior to the student logging back in to the assessment. See the chart beginning on page B-4 for information on how to proceed.

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

## Loss of Internet Connectivity

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

If the connectivity issue cannot be resolved on the day of testing, refer to the chart beginning on page B-4 for information on how to proceed.

## Unlocking Student Tests

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

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

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

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

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

## Procedure When Student Fails to Submit

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

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

## SC READY Actions for Online Testing Scenarios

Scenario	DTC Action	SCDE Action
<p><b>Student Does Not Finish (Student Illness or Power/Internet Outage)</b></p> <p>Student begins testing, but does not finish the same day due to student illness or power/Internet outage. Student needs to complete testing, but test ticket has been locked for security purposes.</p>	<p>The DTC may unlock the student's test when the student is scheduled to complete testing. The DTC must notify the STC/TA that the student may not go back to any questions he/she had previously answered.</p>	<p><i>No action required.</i></p>
<p><b>'Review/End' – Finish Same Day</b></p> <p>Student begins testing, but accidentally presses the 'Review/End' button instead of the 'Pause' button. Student needs to complete testing—<b>the same day.</b></p>	<p>The DTC may unlock the student's test. The DTC may not give the STC permission (in the DRC INSIGHT Portal) to unlock the test.</p>	<p><i>No action required.</i></p>
<p><b>'Review/End' – Finish Different Day</b></p> <p>Student begins testing, but accidentally presses the 'Review/End' button instead of the 'Pause' button. Student needs to complete testing—<b>on a day other than when the student started testing.</b></p>	<p>The DTC must notify the SC READY Program Manager (Wendee Evering) and the SC Project Team via e-mail. The DTC must include the date that the student plans to complete testing.</p> <p>Upon approval from the SCDE, the DTC may unlock the student's test.</p> <p>The DTC may not give the STC permission (in the DRC INSIGHT Portal) to unlock the test.</p>	<p>The SCDE will determine whether or not the student can continue testing. If testing can continue, the SCDE will also notify the DTC that the student should not go back to any questions he/she had previously answered.</p>
<p><b>Missing Accommodations</b></p> <p>Student begins testing and answers one or more questions. The student or TA then realizes that the student does not have an appropriate accommodation—oral administration or signed administration—and the student stops testing. The student needs to be assigned the necessary accommodation and complete testing. <b>The student should remain in the testing room if possible.</b></p>	<p>The DTC must notify the SC READY Program Manager (Wendee Evering) and the SC Project Team via e mail.</p>	<p>The SCDE will determine whether the student can continue testing with the operational form for that administration, once given the appropriate accommodation, or whether the student should use the emergency form. The SCDE will respond in writing to the DTC and the SC Project Team. See page 13, Actions for Violations Involving Accommodations During Online Testing. The SCDE will work with the SC Project Team to issue a new test ticket, if needed.</p>
<p><b>Student Logs In With Incorrect ELA Test Ticket</b></p> <p>Student logs in and begins testing with the ELA Session 1 test ticket when the ELA Session 2 test is being administered (or vice versa).</p>	<p>The DTC must notify the SC READY Program Manager (Wendee Evering) and the SC Project Team via e-mail.</p>	<p>The SCDE will determine whether the student(s) can continue testing the section they have started, or if they should pause/exit and login to test the other ELA section.</p>

With the new functionality that has been added this year to turn on TTS for one section of an ELA test, it is even more important that a student’s oral administration accommodation marked in the DRC INSIGHT Portal is accurate *BEFORE* a student begins testing. The scenarios below outline what may happen when a student tests one section of an ELA test with an incorrect oral accommodation.

Scenario 1	Action
<p>The student completed testing ELA Session 1 with the oral administration accommodation marked as:  <b>ELA Session 1 Only</b>                      It should have been marked as:  <b>Oral Administration – Entire Test</b>                      The student still needs to complete ELA Session 2</p>	<p>Notify the SCDE (Wendee Evering) via e-mail with the details. Both sections of the test will need to be regenerated in order to assign the “Oral Accommodation – Entire Test” accommodation. <b><i>The student will need to begin the entire test again.</i></b></p>
Scenario 2	Action
<p>The student completed testing ELA Session 1 with the oral administration accommodation marked as:  <b>Oral Administration – Entire Test</b>                      It should have been marked as:  <b>ELA Session 1 Only</b>                      The student still needs to complete ELA Session 2</p>	<p>Test Administrators may mute the audio on the testing devices during ELA Session 2 so that the student does not hear the audio during this section of the test.</p>
Scenario 3	Action
<p>The student was assigned oral administration for ELA Session 1 Only. Should the audio play on ELA Session 2 as well?</p>	<p>When a student logs into the ELA Session 2 test, the student will hear audio (TTS) on the ‘Welcome’ and ‘Test Selection’ screens. The audio will not be available on Test Directions or test items.</p>

# Appendix C

## Testing Students with Documented Disabilities

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## A. General Information

### 1. Definition of a Student with Disabilities

A student with a documented disability is one who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals with Disabilities Education Act (IDEA 97) and South Carolina State Board of Education Regulation 43-243.1 or one who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

### 2. Student Participation

Students in grades 3–8 (grades 4 and 6 for science) with a current Individualized Education Program (IEP) or 504 Accommodation Plan must participate in the assessments. The student’s IEP/504 Plan team determines whether the student will participate in the assessment in the same manner as other students, with accommodations, or in the alternate assessment, if the student meets alternate assessment eligibility criteria.

### 3. IEP and 504 Accommodation Plan Requirements

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

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

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

### 4. Test Security Violations

According to 2 S.C. Code Ann. Regs. (2015), it is a test security violation to test a student without the accommodations or customized materials specified in the IEP or 504 Accommodation Plan (e.g., not providing an oral administration specified in the IEP) or with accommodations or customized materials not specified in the IEP or 504 Accommodation Plan. See pages 9–14 of this manual for procedures that must be followed to report these security violations.

## 5. Special Requests

The IEP/504 Plan or ILAP team may determine that a student requires an accommodation or supplemental material or device that is not addressed in this appendix. Special requests are not required for a specific brand of device or material that meets the guidelines in this appendix. The IEP/504 Plan or ILAP team must complete the Special Circumstances Request form located on page C-23 to request the use of a specific accommodation or supplemental material or device during testing. This form and accompanying IEP/504 Plan or ILAP documentation must be routed to the DTC for signature. The DTC should fax this form to Angela Blackwell-Smith at 803-734-8886. **If approved, you will be given a special request code to enter on the student's answer document or into Student Management for online testers.** The code "1" is used to indicate the special request is a standard accommodation. If you have any further questions, contact Angela at 803-734-8432 (office).

**NOTE!** *Special requests are not required for a student who cannot write because of an injury (e.g., sprain, broken bone). See page 41 of this manual for more information pertaining to testing students with injuries.*

## 6. Universal Supports and Test Security Violations

Students may utilize any universal support as a daily instructional accommodation. All universal supports that are used in daily instruction as an accommodation should be considered a documented allowable accommodation on a state assessment.

***Additional information regarding available Universal Supports is provided on pages 36–37.***

## B. IEP/504 Standard Accommodations

A standard accommodation is a change in the testing environment, procedures, or presentation that does not alter what the test measures or the comparability of scores. When used appropriately, accommodations are designed to reduce or eliminate the effects of a disability. The use of accommodations enables students to participate in an assessment in a way that allows knowledge and skills to be assessed equitably. Standard accommodations provide access to the assessment; they do not reduce learning expectations.

Refer to Table I below for examples of standard accommodations used during the SC READY.

## C. IEP/504 Non-Standard Accommodations

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

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

## D. Examples of Standard Accommodations

Table I presents the types of standard accommodations used during SC READY testing. Instructions for administration are on the subsequent pages.

**Table I – Examples of IEP/504 Standard Accommodations**

Section	SC READY	Accommodations	ELA Session 1: Writing	ELA Session 2: Reading	Mathematics	Science Grades 4 & 6
1	Customized Materials	Braille – UEB (C = contracted)	✓	✓	N/A	6
		Braille – UEB with Nemeth	N/A	N/A	✓	4
		Large-Print Version of the Test (paper only)	✓	✓	✓	✓
		Oral/Signed Administration Script	4-8	4-8	✓	✓
2	Presentation	Oral/Signed Administration*	4-8	4-8	✓	✓
		Paper/Pencil Administration	✓	✓	✓	✓
		Read Aloud to Self*	✓	✓	✓	✓
3	Response Options	Braille Test Responses*	✓	✓	✓	✓
		Dictation of Response*	✓	✓	✓	✓
		Non-Verbal Indication of Selected Response*	✓	✓	✓	✓
		Respond in Test Booklet*	✓	✓	✓	✓
		Typing Responses* (paper/pencil only)	✓	✓	N/A	N/A
		Writing Responses on Bold-Line or Other Special Paper* (paper/pencil only)	✓	✓	N/A	N/A
4	Scheduling	Afternoon Administration*	✓	✓	✓	✓
		Multiple Testing Days*	✓	✓	✓	✓
		Multiple Testing Sessions per Day*	✓	✓	✓	✓
5	Setting	Individual Administration	✓	✓	✓	✓
		Preferential Seating	✓	✓	✓	✓
		Small Group*	✓	✓	✓	✓
6	Supplemental Materials* (provided by District)	Adaptive or Special Furniture	✓	✓	✓	✓
		Braillewriter, Braille Note-Taking Device, Typewriter, or Word Processor	✓	✓	✓	✓
		Special Adaptive/Assistive Devices (e.g., Adaptive Keyboard, Screen Magnifiers, Not Including Speech-to-Text Software)	✓	✓	✓	✓
		Television Monitor/Enlarged Screen	✓	✓	✓	✓
7	Timing	Extended Breaks*	✓	✓	✓	✓

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

## E. Instructions for Use and Administrative Procedures

This section provides specific information about some of the accommodations allowed during testing. For all administrations, the test administrator (TA) will read directions as written in the *TAM*. Some wording changes may be necessary depending on the mode of response by the student (e.g., instead of telling a student to “Mark your answers,” you may say, “Point to your answer, and I will mark your answer”).

### 1. NEW SPRING 2023: Braille Transcription Option: Transcribing Paper Test Responses into the Online System

The TA and a monitor must transcribe the student’s responses into the DRC INSIGHT online system.

Students will record their responses directly in the test booklet.

The TA and monitor (and third adult/scribe, if applicable) must sign the *Security Affidavit Form for Alternative Response Options* and return the form to the STC.

**IMPORTANT!** Only a ticket for the **Paper Test Transcription (For Braille Testing Only)** may be used to transcribe a student’s paper test responses into the DRC INSIGHT online system. **Using the incorrect test ticket will likely result in a test security violation. BEFORE** transcribing the student’s responses, be sure to select the accommodation **Paper Test Transcription (BR Only)** in the Portal. In addition, paper testers that need a customized print material (Large-Print Test Booklet, Braille, or Paper Oral/ Signed Administration Script) should have the appropriate standard accommodation(s) marked in the DRC INSIGHT Portal for reporting purposes.

When you print the testing roster and test ticket for paper testers, confirm that the roster is correct and indicates the print form “P.” The Online Accommodation on both the roster and the test ticket must indicate a “PTT” (Paper Test Transcription (BR Only)).

Two individuals must complete this task. Make sure all student responses are carefully checked for accuracy and that all appropriate student demographic information is completed. Test booklets should be returned to the contractor.

### 2. Customized Materials

Customized test booklets are ordered through precode in the customized test booklet fields. Additional customized materials can be ordered from the contractor by the DTC. No overage will be sent for customized test booklets or other customized materials.

Table II presents the types of customized materials used during SC READY.

Table II – Customized Materials for SC READY

Test Materials	For the student who:	The TA will:
Braille	reads classroom materials in braille	verify that the student has the appropriate test booklet and all other materials needed for testing.
Large-Print*	has difficulty reading text in a standard-size font	
Sign Language†	is deaf or hard of hearing	
Oral/Signed Administration Script (OAS/SAS)*	needs an oral/signed administration of the test (directions, questions, and most answer choices)	verify that the student is using either a regular print, large-print, or braille test booklet.

\* These accommodations are also available in the online system. In online administrations, all items are presented one at a time for *all* students.

† There are no separate “Sign Language” test booklets. All of the items on the “regular print” test booklet have been reviewed for use by students who are deaf or hard of hearing. Accordingly, students who are deaf or hard of hearing may use any print version of the test (regular print or large-print), as needed. For online testers, video sign language (VSL) will be available for students with IEPs or 504 Plans who require signed administration for ELA (grades 4–8), mathematics (grades 3–8), and/or science (grades 4 and 6).

- **Braille Test Booklets (BR)**

The braille tests, for students who read classroom materials in braille, have been reviewed for appropriateness for students who are blind or visually-impaired. Students may write their extended response to the TDA item for the ELA Session 1 test on Braille paper. The contractor will transcribe these extended responses if the school is unable to. All remaining responses may be written on braille paper or marked in the test booklet. Those responses must be transferred into a scannable answer document by the school, district, or the **TA can transcribe directly into the online system.**

Braille test booklets are available for all subjects and grades tested and are used with the following supplemental materials:

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

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

The large-print test booklet is provided for students who have difficulty reading text in a standard-size font. The large-print version is created by digitally enlarging the regular print test booklet. The finished size is a 13-inch by 18-inch spiral-bound booklet with text in an approximate font size of 19-point sans serif type. Students’ responses for **all** questions may be marked in the large-print booklet but must be transferred into a scannable answer document.

In prior years, paper testers were also provided a *Large-Print Supplement* with descriptions of item graphics. These descriptions will be embedded in the large-print test booklets. For spring 2023, the large-print booklets for **Science grades 4 and 6** will contain item graphic descriptions.

**The Large-Print accommodation is available online.** The online test is fully scalable, so students needing a large-print version of the test can view items in a larger format by testing on a workstation with a larger monitor. An online test-taker would receive approximately the same scaling as paper materials using a 23-inch monitor versus a 15-inch monitor.

For online testers who require a large-print version of the test, a secure document—the Large-Print Supplement—will be provided for Science grades 4 and 6. This document will contain descriptions for certain types of item graphics. The descriptions will be printed in a font size similar to the printed large-print test booklet.

- **Sign Language Test Booklets**

There are no separate “Sign Language” test booklets. All of the items on the “regular print” test booklet have been reviewed for use by students who are deaf or hard of hearing. Accordingly, students who are deaf or hard of hearing may use any print version of the test (regular print or large-print), as needed. These students should record their responses directly into the scannable answer documents.

### 3. Presentation

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

- Oral/Signed Administration (in both online and paper modes) is available for the student who needs an oral or signed administration of the test (directions, questions, and most answer choices).
- A student may read the test questions aloud to himself or herself. This accommodation requires an individual administration of the test. All individual administrations must have both a TA and a trained monitor present.

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

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

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



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

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

1. Ensure that students who require TTS have practiced using this accommodation in the Online Tools Training (OTT). In particular, students should practice the starting points function in the OTT.
2. TTS offers numerous starting points because it is designed to read all text in the item, including numbers. The TTS automatically begins when students move from item to item. Students can also initiate the audio by clicking on the small blue dot next to the section of text to be read.



The equation shows

3. Distribute headphones to students who require online oral administration.

4. Because students will be wearing headphones after testing begins, explain to them, before log-in, what they should do after they are done testing and you have collected their test tickets (e.g., that you will allow them to read quietly at their seats or to leave the room if provisions have been made).
5. Begin the administration by reading aloud the online administration directions from the TAM.
6. Read the script and directions up to the point at which the TA instructs students testing with TTS administration to put on headphones. The online system begins reading instructions to students immediately following log-in. From this point on, the TTS will read the test aloud.
7. Monitor students so that you know when they reach the screen with the three shaded circles. This is the end of the instructions and students should now be ready to begin testing.
8. Students will work at their own pace and audio and highlighted words will automatically play when the item appears. The TTS can be stopped, paused, or replayed as many times as necessary.
9. During testing, periodically check with students to make sure the TTS is working.
10. While some conversation between the student(s) and TA is expected, **discussion concerning any test item content is not permitted**. Do not converse with students about any test items. Try to respond to student questions by instructing students to replay instructions, passages, or test questions as needed.

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

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

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

Form Name	PS Oral Value	Accommodation	*Test Ticket Display on Both Test Tickets
240P	OA12	Both Sessions TTS	Oral
240P1	OA1	Session 1 Only TTS (Writing) – No TTS for S2 Reading	Oral-S1
240P2	OA2	Session 2 Only TTS (Reading) – No TTS for Session 1 Writing	Oral-S2

\*Note: The accommodation that the student is assigned will show on both the Writing and the Reading test tickets. For example, if a student is coded for an oral administration for Reading only (Oral-S2), the accommodation will show on both the Writing test ticket and the Reading test ticket. However, the student will only receive the online oral administration (TTS) for the test directions and the Reading section of the test.

**IMPORTANT!** The appropriate online accommodation (Oral Administration – Entire Test, Oral Administration - Session 1 Only, or Oral Administration - Session 2 Only) must be marked for the student record in the Portal **before** printing the test ticket and starting the test. Refer to the graphic below.

Student Detail					Accommodations					Demographics					Testing Codes					Test Sessions				
Accommodations																								
Type	Accommodation	ELA	Mathematics	Science																				
Online	Oral Administration – Entire Test (N/A for ELA grade 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
Online	Oral Administration – Session 1 Only (N/A for ELA grade 3)	<input type="checkbox"/>																						
Online	Oral Administration – Session 2 Only (N/A for ELA grade 3)	<input type="checkbox"/>																						



There are also accommodation options available in the Portal for students who have both the Large-Print and Oral Administration accommodations. Refer to the graphic below.

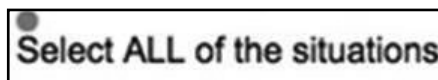
Student Detail					Accommodations					Demographics					Testing Codes					Test Sessions				
Accommodations																								
Type	Accommodation	ELA	Mathematics	Science																				
Online	Large-Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
Online	Oral Administration Large-Print – Entire Test (N/A for ELA grade 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
Online	Oral Administration Large-Print – Session 1 Only (N/A for ELA grade 3)	<input type="checkbox"/>																						
Online	Oral Administration Large-Print – Session 2 Only (N/A for ELA grade 3)	<input type="checkbox"/>																						




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

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

1. Begin the administration by signing the administration directions for online testing in the TAM.
2. The remaining directions are available in VSL format and will be signed to students. (Directions are signed in ASL for all students.) These directions are also printed on the test screen. Instruct students to press the “Sign Language” button  and then click on the small blue dot  at the beginning of the text on the first page of the directions to launch the video player. Students will need to advance the directions screens by clicking the “Next” button. On each screen, the student will need to select the Sign Language button and small dot to begin the video.



3. Once students have reached the end of the directions, tell them they will need to press the sign language button  and the small dot at the beginning of each item to launch the sign language video. Then instruct students to click the green “Begin the Test” button to start their test.
4. Students will work at their own pace and may replay passages and/or questions as needed.
5. If a student does not understand a word, the student should first try to fingerspell the unfamiliar word for the TA or sign language interpreter. The TA or sign language interpreter can verify whether the student’s finger-spelled word is correct. If the student did not spell the correct word, the TA can fingerspell the word, but not the phrase.
6. For some items, students may be directed to raise a hand if they need help reading words presented in the graphics (e.g., tables, pictures, charts) or in the answer choices. Individual words may be signed to a student, if requested.

7. While some conversation between the student(s) and TA is expected, **discussion concerning any test item content is not permitted**. Do not converse with the student(s) on any test questions.



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

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

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

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

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

1. If this is an individual administration, both a TA and trained monitor must be present.
2. Begin the administration by reading aloud the administration directions starting from page 95 of the *TAM*. The TA will be directed when to begin with the script.
3. Read the script exactly as it is written. Be particularly aware of the grammatical make-up and structure of the items. No changes in the wording of the test questions are allowed. An unconscious pause, change of inflection, and/or facial expression can be misleading or distracting to the student. Each question is printed directly in the script. Allow breaks in your voice to convey commas, end-of-sentence punctuation, and paragraph breaks. Pause between questions or statements and answer choices to give the student time to reflect on the items. Special instructions for administering particular questions are included as needed. Follow the student's direction as to how quickly or slowly to read. Pause at the student's request.
4. The TA is allowed to read only what is printed in the oral/signed script. Read the answer choices as directed in the oral/signed script, even if the student chooses an answer before you have finished reading. Students may be required to read information presented in the graphics (e.g., tables, pictures, charts) or in the answer choices. As indicated in the script, individual words may be read aloud if requested by the student.
5. Give the student sufficient time to respond. However, if the student pauses for a considerable period of time, ask the student whether he or she wants you to repeat the item.
  - Students may request to skip an item and return to it later.
  - Repeat passages and/or questions as requested. The entire passage and/or question must be reread. Items may be repeated as many times as necessary. During group administrations, if there are numerous requests for repetitions, the TA may choose to reread items only once during the testing session and then repeat items as necessary at the end of the testing session.

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

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

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

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

1. If this is an individual administration, there must be both a TA and trained monitor present.
2. Begin the administration by signing the administration directions starting from page 95 of the TAM. The TA will be directed when to begin with the script.
3. Translate the script faithfully, preserving the integrity of the test items. The school is expected to allow time and support for the TA to adequately study, translate, and prepare the test for signed administration.
4. Sign the test items as clearly as possible. Do not give your own emphasis to any word, phrase, or concept. Present each answer choice in the same manner so as not to cue or miscue the student.
5. Specific behaviors of the eyes, eyebrows, and mouth are an integral part of ASL grammar. Please be aware that any over-emphasis during the interpretation may be misleading or distracting to the students. Be particularly aware of the grammatical make-up and structure of test items, and endeavor to achieve equivalence in meaning and goal in ASL.
6. Pause between questions or statements, and answer choices to give the student time to reflect on the items.
7. Follow the student's direction as to how quickly or how slowly to sign. Pause at the student's request. You may also re-sign passages, items, and answer choices at the student's request.
8. Give the student sufficient time to respond. If the student pauses for a considerable amount of time before responding, ask the student if they want you to re-sign the item.
9. Students may request to skip an item and return to it later.
10. At the end of the day's testing session, re-sign any questions, as requested by the student.

## 4. Response Options

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

**Table III— Procedures for Marking and Scoring of Student Responses (Paper Testing)**

Form	ELA Session 1 <sup>‡</sup>	ELA Session 2, Mathematics, and Science
Regular or Sign Language	Student marks or writes all answers in scannable answer document.	Student marks answers in scannable answer document.
Braille	Student uses Braillewriter, slate and stylus, or electronic Braille note-taking device; student may Braille up to 4 pages for the TDA response. <i>TA transcribes all selected responses into scannable answer document; contractor transcribes TDA response, if needed.</i> <b>NEW Spring 2023:</b> TA transcribes selected responses into the DRC Insight Online Assessment System. (See page C-5 for transcribing procedures.) <b>For Braille Testing ONLY.</b>	Student uses Braillewriter, slate and stylus, or electronic Braille note-taking device; <i>TA transcribes responses into scannable answer document.</i> <b>NEW Spring 2023:</b> TA transcribes selected responses into the DRC Insight Online Assessment System. (See page C-5 for transcribing procedures.) <b>For Braille Testing ONLY.</b>
Large-Print (LP)	Student marks or writes all answers in test booklet. <i>TA transcribes all selected responses and TDA response into scannable answer document.</i>	Student marks answers in test booklet; <i>TA transcribes responses into scannable answer document.</i>

<sup>‡</sup> The ELA Session 1 test is composed of selected-response items (which may include evidence-based selected-response items) and a text-dependent analysis (TDA) item. The TDA requires an extended written response.

- **Responding to TDA Item on Separate Paper (Typed Responses, Bold-Line or Other Special Paper)**
  - Both sessions of the ELA test must be administered via the same test mode. If a student is administered ELA Session 1 via paper, that student must also test ELA Session 2 with paper.
  - The responding on separate paper accommodation is available only for the text-dependent analysis (TDA) item administered during ELA Session 1. Responses may be typed or handwritten.
  - Students may use bold-line or other special paper for responding to the TDA item, including planning their TDA responses or writing a rough draft. The district must provide the student with these materials.
  - **No additional copies of any response (electronic or paper) should be made or downloaded under any circumstances.**
  - All typed/separate-paper responses must fit in the specified area on the “ELA Session 1—TDA Final Response” pages (pages 6 and 7) of the answer document. Margins of 1.5" on each edge are required. The final response cannot exceed two sheets of paper.
  - If a student using **braille materials** responds to the TDA item on separate paper, the TA may transcribe the final response onto the student’s scannable answer document. If the TA is unable to do this, the TA must write the words “Final Response” at the top of each sheet of the student’s final response. Each sheet must also be identified with the student’s full name and answer document security number. Place the sheet(s) inside the student’s answer document and return all Braille materials in the plastic bag in which they were received and return in the scorable boxes.

- If a student using **large-print materials** responds to the TDA item on separate paper, the TAs must transcribe the TDA response directly into the appropriate pages of the answer document before the document is returned for scoring.

### **Process for Typing TDA Responses**

- Students **must** type responses using a text editor program that does not have spell- or grammar-check capabilities (such as text edit or Notepad.exe, **not** Word).
- Students may not use computer-enhanced writing programs (e.g., online thesaurus or word prediction software) when responding to the TDA item.
- The students must be monitored while using a computer.
- The content must be deleted from the computer after the final response is printed.

### **Process for Returning TDA Responses that are Typed or Written on Special Paper**

Follow this process to ensure the automated scanning and scoring of ELA Session 1 TDA responses that are typed or written on special paper. These procedures do not apply to students testing with braille or large-print materials. Refer to the diagram on page C-14.

1. On each sheet of the student's final response, type or write (in No. 2 pencil) "ELA Session 1—TDA Final Response" and the following information: the student's full name and the answer document security number (the 8-digit code found in the bottom right-hand corner of some "ELA Session 1—TDA Final Response" pages).
2. Cut out and tape the student's response on the "ELA Session 1—TDA Final Response" page(s) in the answer document (pages 6 and 7). The response taped on pages 6 and 7 of the answer document will be considered the student's final response. Any additional pages submitted outside of the allotted space in the answer document or returned separately (and not taped inside the answer document) will **not** be scored.
  - Apply scotch tape on all four sides of each sheet so that the response is adhered to the answer document.
  - Ensure that each T-mark in all four corners of the answer document page remains visible and "tape-free."
  - Ensure that the 8-digit code (for example, 80001853) in the bottom-right corner of the page remains visible and "tape-free."
  - Ensure that the 17-digit code (for example, 520717-10512010068) in the bottom-left corner of the page remains visible and "tape-free."
3. At the top of each applicable page of the answer document, write "Separate Response" (in No. 2 pencil).
4. Return these answer documents with all other answer documents in the scorable boxes.

Write "Separate Response" on each page of the answer document that contains a typed response.

**Separate Response**  
**ELA Session 1—TDA Final Response**

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**Jane Smith**  
**80001853**  
**Final Response**

XX  
XX  
XX  
XX

XX  
XX  
XX  
XX

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SCREADY: SECURE TEST GR5/AD S18

520817-10512010068      6      80001853

Tape the student's response within the four T-marks. Do not tape over the T-marks.

Make sure that tape is not placed over the 17-digit code or 8-digit code. Please note that the 8-digit code does not appear on all pages.

- **Non-Verbal Indication of Selected Responses**

Students may indicate their selected responses non-verbally to the TA (e.g., by pointing or by using a personal communication device). These may include responses to selected-response items, evidence-based selected-response items, and numeric/gridded responses on the grades 6–8 mathematics tests. This accommodation requires an individual administration.

***Procedures for Non-Verbal Indication of Selected Responses***

A monitor must be present during the administration, or a video recording must be made of the entire administration. (Any equipment used for video recording must be school- or district-owned.)

1. The student will indicate answers non-verbally by pointing to selected responses in the test booklet (or by other means such as index cards) or by using a personal communication device. The TA will mark the student’s answers in the answer document or online test.
2. The video recording (if applicable) must be saved to a USB device or a DVD; labeled with the following demographic information: district name, school name, student name, student state ID, birth date, gender, and answer document security number; and returned with the nonscorable materials.
3. The TA and monitor must sign the *Security Affidavit Form for Alternative Response Options* and return the form to the STC. If applicable, the TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.

- **Dictation of Responses**

Students may dictate their answers for selected-response and text-dependent analysis (TDA) items to a scribe or through the use of a personal communication device that does not include spell-check, grammar-check, or word prediction programs. This accommodation requires an individual administration.

***Procedures for Dictation of Selected Responses***

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

1. The student dictates responses to the scribe. The scribe marks the student’s responses in the appropriate answer document or online test.
2. The student may watch as the scribe marks the responses.
3. The audio recording (if applicable) must be saved to a DVD/CD or USB device; labeled with the following demographic information: district name, school name, student name, student state ID, birth date, gender, and answer document security number; and returned with the nonscorable materials.
4. The TA and monitor must sign the *Security Affidavit Form for Alternative Response Options* and return the form to the STC. If applicable, the TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.

- **Dictation of Responses to TDA Items**

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

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

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

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

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

***Procedures for Dictation of TDA Items***

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

7. The TA saves the audio recording to a DVD/CD or USB device and labels it with the student's demographic information: district name, school name, student name, student state ID, birth date, gender, subject, and answer document security number. The labeled device must be returned with the nonscorable materials.
8. The TA and monitor (and third adult/scribe, if applicable) must sign the *Security Affidavit Form for Alternative Response Options* and return the form to the STC. The TA and STC must ensure that all electronic files of the administration are cleared from the recording equipment.

- **Braille Response Options**

Students may use a braillewriter, slate and stylus, or electronic Braille note-taking device for answering items. Students' brailled responses for all selected-response items must be transcribed to the appropriate answer document before they are returned to the contractor. The contractor will transcribe brailled responses for the text-dependent analysis (TDA) items if the school has not already done so.

### **Procedures for Braille Responses**

1. Students may use a Braillewriter, slate and stylus, or electronic Braille note-taker, provided by the district, to answer test items.
2. Selected responses marked in the Braille test booklet or submitted in Braille must be transcribed by the TA into a scannable answer document or directly into the online system (see page C-5). The contractor will transcribe TDA responses if the school has not already done so.
3. The student's Brailled responses should be identified by student name and returned in the plastic bag with the student's other Braille materials and returned in a scorable box.

- **Responding in the test booklet**

Students may circle or mark their answers for all selected-response items in their test booklets. These responses should then be transcribed to the appropriate answer document or the online assessment system. Two individuals must complete this task. Make sure that all student responses are carefully checked for accuracy and that all appropriate student demographic information is completed. The answer document should be returned with the rest of the test materials in a scorable box.

## **5. Scheduling**

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

- Estimate the duration of each testing session for the student. This should be based on IEP/504 documentation of the time a student typically works on a task. Determine whether the student can complete the test in one day or over several days, in one session or over several sessions.
- If it is determined that the student requires testing over several days, divide the test into "sections" according to the time allotted for each test session. For paper tests, each "section" should end with the last question on an odd-numbered page so that the student is not able to see test questions for the next session.
- For students testing online over multiple days, the student's test must be unlocked each day. Please refer to pages B-2 and B-4 for more information about unlocking tests.
- During each testing session, the student may work only on test questions for that "section." The student may not go back and work on any "section" from a previous session.
- The text-dependent analysis (TDA) question on Session 1 of the ELA test must be completed in one day.

## 6. Setting

SC READY should be administered in a setting appropriate to the student’s individual needs. A student may be assigned to a small group/individual testing because he/she requires testing in a small group/individual environment or because one or more accommodations that he/she requires must be administered in a small group or individual testing session.

**NOTE!** *The size of a small group administration should be consistent with the small group size as determined in the IEP for small group classroom assessments.*

## 7. Supplemental Materials and Devices

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

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

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

- Adaptive or special furniture
- Braillewriter, Braille note-taking device, typewriter, or word processor
- Special adaptive/assistive devices (e.g., adaptive keyboard, this does not include speech-to-text software)
- Television monitor/enlarged screen

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

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

Accommodations				
Type	Accommodation	ELA	Mathematics	Science
Standard	Setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard	Timing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard	Scheduling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard	Presentation - Oral Administration Script	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard	Presentation - Signed Administration Script	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard	Presentation - Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard	Response Options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard	Supplemental Materials or Devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard	Spelling (TDA Item Only)	<input type="checkbox"/>		

**Note:** If a student uses a computer-based calculator, the TA must disable any application not allowed by the calculator use policy described on pages 16–18 of this manual.

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

## 8. Timing

SC READY tests are not timed. Students should complete each test (or test session for ELA) during the school day when possible. Any timing accommodations must be monitored to maintain test security. Timing accommodations may include frequent and/or extended breaks.

Frequent and extended breaks may occur:

- in testing room with no contact between students;
- outside of testing room with contact between students as long as contact is monitored to ensure there is no discussion of the assessment.

## 9. Coding of Answer Documents

**NOTE!** Ensure that all applicable fields on the answer documents are coded correctly for students using customized materials and other testing accommodations. The accommodations fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes. The accommodation fields are presented below. Fields for the IEP Special Request Code, IEP Invalidation, Do Not Score, and Test Booklet Version/For Teacher Use Only (LP or BR) must also be completed, in addition to any other applicable fields.

ELA Session 1	ELA Session 2	Mathematics
<b>IEP/504 Standard Accommodations</b> Mark all that apply.	<b>IEP/504 Standard Accommodations</b> Mark all that apply.	<b>IEP/504 Standard Accommodations</b> Mark all that apply.
<ul style="list-style-type: none"> <li>• <b>Setting</b></li> <li>• <b>Timing</b></li> <li>• <b>Scheduling</b></li> <li>• <b>Presentation – Oral/Signed Administration Script*</b></li> <li>• <b>Presentation – Other</b></li> <li>• <b>Response Options</b></li> <li>• <b>Supplemental Materials or Devices</b></li> <li>• <b>Spelling</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Setting</b></li> <li>• <b>Timing</b></li> <li>• <b>Scheduling</b></li> <li>• <b>Presentation – Oral/Signed Administration Script*</b></li> <li>• <b>Presentation – Other</b></li> <li>• <b>Response Options</b></li> <li>• <b>Supplemental Materials or Devices</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Setting</b></li> <li>• <b>Timing</b></li> <li>• <b>Scheduling</b></li> <li>• <b>Presentation – Oral/Signed Administration Script</b></li> <li>• <b>Presentation – Other</b></li> <li>• <b>Response Options</b></li> <li>• <b>Supplemental Materials or Devices</b></li> </ul>

\* Only applies to ELA grades 4–8.

### Science

<b>IEP/504 Standard Accommodations</b> Mark all that apply.
<ul style="list-style-type: none"> <li>• <b>Setting</b></li> <li>• <b>Timing</b></li> <li>• <b>Scheduling</b></li> <li>• <b>Presentation – Oral/Signed Administration Script</b></li> <li>• <b>Presentation – Other</b></li> <li>• <b>Response Options</b></li> <li>• <b>Supplemental Materials or Devices</b></li> </ul>

**IEP Special Request Code and IEP Invalidation**

<b>IEP SPECIAL REQUEST CODE</b>
①
②

<b>IEP INVALIDATION</b>
<input type="radio"/>

- If applicable, bubble the IEP Special Request Code. Use only the code you were given to ensure that students are properly identified.
- If applicable, invalidate the test administration by darkening the IEP Invalidation bubble on the student’s answer document for the appropriate test.

**Do Not Score**

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

**For Teacher Use Only/Test Booklet Version**

<b>FOR TEACHER USE ONLY</b>
<b>Test Booklet Version (Mark only one.)</b>
<input type="radio"/> LP <input type="radio"/> BR

**10. Coding of Student Information in Student Management for Online Testers**

Confirm that all applicable fields are marked appropriately in the DRC INSIGHT Portal. The customized materials and accommodations fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes. (See the following graphic.)

Accommodations				
Type	Accommodation	ELA	Mathematics	Science
Online	Oral Administration – Entire Test (N/A for ELA grade 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	Oral Administration – Session 1 Only (N/A for ELA grade 3)	<input type="checkbox"/>		
Online	Oral Administration – Session 2 Only (N/A for ELA grade 3)	<input type="checkbox"/>		
Online	Large-Print	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Online	Oral Administration Large-Print – Entire Test (N/A for ELA grade 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	Oral Administration Large-Print – Session 1 Only (N/A for ELA grade 3)	<input type="checkbox"/>		
Online	Oral Administration Large-Print – Session 2 Only (N/A for ELA grade 3)	<input type="checkbox"/>		

**Note:** The contractor will not edit or verify any fields in the DRC INSIGHT Portal. If information is omitted or coded incorrectly, rescoring will be done at the expense of the school district.

## F. Additional Information

In this section, you will find the following:

- **Special Circumstances Request Form**—Use this form to request an accommodation or a supplemental device that is not addressed in this appendix. IEP/504 Accommodation Plan documentation **must** accompany the form. This form may be reproduced as needed. Please be sure this form is completely signed by both the STC and DTC and is submitted to the SCDE by the DTC only.
- **Security Affidavit Form for Alternative Response Options**—This page may be reproduced as needed. Please be sure this form is signed correctly by both the STC and the DTC and is submitted to the SCDE by the DTC only.



**Office of Assessment and Standards Special Circumstances Request  
Form for the 2023 Administration of the SC READY**

Student Name: \_\_\_\_\_ Student State ID#: \_\_\_\_\_

District: \_\_\_\_\_ PowerSchool #: \_\_\_\_\_

School: \_\_\_\_\_ Test Date: \_\_\_\_\_

Is student testing: \_\_\_\_\_ online or \_\_\_\_\_ paper/pencil

Content area(s) for which request will apply:

\_\_\_\_\_

Specific accommodation requested (tell how it will be used):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason for requesting accommodation (tell how it applies to routine instruction):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List of attached IEP documentation (i.e., instructional and assessment supports)\*:

\_\_\_\_\_

\_\_\_\_\_

**\*No request will be accepted without DTC and STC signatures and evidence of instructional assessment alignment.**

\_\_\_\_\_  
School Representative (Signature)\*

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
School Representative Name (Print)

\_\_\_\_\_  
Fax Number

\_\_\_\_\_  
District Test Coordinator (Signature)\*

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
District Test Coordinator's Name (Print)

\_\_\_\_\_  
Fax Number

Please fax this form and appropriate documentation to Angela Blackwell-Smith ([ablackwellsmith@ed.sc.gov](mailto:ablackwellsmith@ed.sc.gov)) at 803-734-8886 **at least four weeks prior to testing**. You will receive a response by phone and by fax (if applicable) within 5 business days.



## SC READY Security Affidavit Form for Alternative Response Options

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

Student Name: \_\_\_\_\_ Student State ID#: \_\_\_\_\_

District: \_\_\_\_\_

School: \_\_\_\_\_

Subject: \_\_\_\_\_ Grade: \_\_\_\_\_

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

\_\_\_\_\_  
Test Administrator—Signature

\_\_\_\_\_  
Position

\_\_\_\_\_  
Test Administrator—Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Monitor/Scribe/Other—Signature

\_\_\_\_\_  
Position

\_\_\_\_\_  
Monitor/Scribe/Other—Print Name

\_\_\_\_\_  
Date

STCs—Return this form to the DTC upon completion.



# Appendix D

## Administration to Multilingual Learners (MLs)

### General Information and Updates

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

### Definition

Multilingual learners have not yet met proficiency in one or more of the domains of reading, listening, writing, or speaking according to South Carolina’s reclassification criteria on the English language proficiency (ELP) assessment.

### Format

SC READY is **not** available in alternate language formats; all MLs must take these tests in English. **TAs may not translate any part of the SC READY except the test directions.**

### Participation

In prior years, MLs could qualify for a one-time exemption to ELA testing on SC READY. **The ML exemption is no longer available**; these students must now be tested. They will not count in the achievement metric in year one, but they will count in the “growth” metric in year two, so they must be tested in year one in order to have a year one score for the growth metric. All MLs are required to take the science, English language arts (ELA), and mathematics tests.

### Preparation Before Administering

MLs may receive special test preparation instruction prior to the administration of SC READY. This instruction may cover test format, directions, test booklet/answer document use, test-taking strategies, and online testing tools and navigation. Students should use the Tutorial and Online Tools Training (OTT) **prior to** the testing window.

## SCDE English Proficiency Codes for Multilingual Learners (MLs) 2022–2023

Proficiency Level (PL)	English Language Proficiency (ELP) Assessment Score Criteria	ELP Annual Assessment Required
<b>1 – Entering</b> and PL Progression .0–.9	Student scored <b>1.0–1.9 (Entering)</b> on ACCESS for ELLs, WIDA MODEL, or WIDA Screener (K–12).	<b>Y</b>
<b>2 – Emerging</b> and PL Progression .0–.9	Student scored <b>2.0–2.9 (Emerging)</b> on ACCESS for ELLs, WIDA MODEL, or WIDA Screener (K–12).	<b>Y</b>
<b>3 – Developing</b> and PL Progression .0–.9	Student scored <b>3.0–3.9 (Developing)</b> on ACCESS for ELLs, WIDA MODEL, or WIDA Screener (K–12).	<b>Y</b>
<b>4 – Expanding</b> and PL Progression .0–.9	Student scored <b>4.0–4.9 (Expanding)</b> on ACCESS for ELLs, WIDA MODEL, or WIDA Screener (K–12). Student may not have an Overall score of $\geq 4.4$ <b>and/or</b> does not have $\geq 4.0$ in all domains.	<b>Y</b>
<b>5 – Bridging</b> and PL Progression .0–.9	Student scored <b>5.0–5.9 (Bridging)</b> on ACCESS for ELLs, WIDA MODEL, or WIDA Screener (K–12). While the overall score is $\geq 4.4$ , the student does not have $\geq 4.0$ in all domains.	<b>Y</b>
<b>6.0 – Reaching</b>	Student scored <b>6.0 (Reaching)</b> on ACCESS for ELLs, WIDA MODEL, or WIDA Screener (K–12). While the overall score is $\geq 4.4$ , the student does not have $\geq 4.0$ in all domains.	<b>Y</b>
<b>A1 – Initiating</b>	Student scored <b>A1 (Initiating)</b> on Alternate ACCESS for ELLs.	<b>Y</b>
<b>A2 – Exploring</b>	Student scored <b>A2 (Exploring)</b> on Alternate ACCESS for ELLs.	<b>Y</b>
<b>A3 – Engaging</b>	Student scored <b>A3 (Engaging)</b> on Alternate ACCESS for ELLs.	<b>Y</b>

Proficiency Coding	Post-Reclassification Monitoring & Additional Coding	ELP Annual Assessment Required
<b>M1 – 1<sup>st</sup> Year Monitor</b>	Student scored Overall score of $\geq 4.4$ <b>AND</b> $\geq 4.0$ in all domains on ACCESS for ELLs.	<b>N</b>
	Student scored $\geq P1$ on Alternate ACCESS for ELLs.	
	Student scored Oral Language score of $\geq 4.5$ on the K Screener in <b>first semester</b> kindergarten.	
<b>M2 – 2<sup>nd</sup> Year Monitor</b>	This is the 2 <sup>nd</sup> year of monitoring.	<b>N</b>
<b>M3 – 3<sup>rd</sup> Year Monitor</b>	This is the 3 <sup>rd</sup> year of monitoring.	<b>N</b>
<b>M4 – 4<sup>th</sup> Year Monitor</b>	This is the 4 <sup>th</sup> year of monitoring.	<b>N</b>
<b>8 – English Speaker – Former ML</b>	Student successfully completed four years of monitoring after meeting reclassification criteria as defined by the state.	<b>N</b>
<b>8 – English Speaker – Never ML</b>	Student scored Oral Language score of $\geq 4.5$ on WIDA Screener for Kindergarten (administered during the first semester of kindergarten only). <b>This coding is only applied after the student has successfully completed four years of monitoring and was never brought into the MLP.</b>	<b>N</b>
	Student scored Overall score of $\geq 4.5$ <b>AND</b> $\geq 4.0$ in all domains on WIDA Screener (second semester K–12) or $\geq 4.4$ <b>AND</b> $\geq 4.0$ in all domains WIDA MODEL.	
<b>9 – Native Speaker</b>	Student is a native English speaker and has an initial Home Language Survey (HLS) where English was the only language noted. <b>Special circumstances may arise with students who transfer from out of state (review records closely).</b>	<b>N</b>
<b>10 – 3K ML Status Pending</b>	Enrolling 3K student with a language other than English listed on the HLS. Student does not participate in identification screening until the end of their 4K year or the beginning of kindergarten but may or may not receive provisional Pre-K MLP support depending on district program guidelines.	<b>N</b>
<b>11 – 4K ML Status Pending</b>	Enrolling 4K student with a language other than English listed on the HLS. Student does not participate in identification screening until the end of their 4K year or the beginning of kindergarten but may or may not receive provisional Pre-K MLP support depending on district program guidelines.	<b>N</b>
<b>AW – Awaiting *A temporary proficiency level coding status.</b>	Student has not yet participated in ELP identification screening, or the ELP assessment window ended/student missed one or more domain of the ELP assessment, in which case a Composite score must be obtained through the WIDA Screener or WIDA MODEL. The PL should then be updated to reflect that score.	<b>ELP Assessment status is determined after ELP initial assessment is completed.</b>
	English proficiency level 11 changes to AW at the end of each school year to indicate that identification screening must occur when a district initializes PowerSchool data.	

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

For questions, contact: Deann McManus, English Language Proficiency Assessment Program Manager, Office of Assessment and Standards at [dsmcmanus@ed.sc.gov](mailto:dsmcmanus@ed.sc.gov).

## Accommodations

MLs with and without disabilities must receive the allowable accommodations specified in their IEP, 504, or ILAP. Accommodations should be used only as appropriate for individual students and should not be applied to all MLs indiscriminately. Appropriate accommodations should be based on the English proficiency levels of individual students, teacher judgments, and other evidence, including the accommodations used in the classroom for individual students.

Accommodations should be recorded on the student's Individualized Language Acquisition Plan (ILAP) and kept with the student's ML folder. If accommodations are used with SC READY, mark the appropriate accommodations codes on the student's answer document or on the DRC INSIGHT Portal Student Management page.

The following accommodations may be used by MLs on the SC READY tests:

- **Bilingual Dictionary** – Students may use a word-to-word bilingual dictionary during the SC READY tests. However, the dictionary **must not** include any examples, pictures, or definitions. During test administration, MLs may consult only a conventional, published book; printouts of word-to-word lists, whether teacher-made or retrieved from the Internet, are not permitted. The word-to-word dictionary used during testing should be one used by the student for instruction and assessment throughout the school year.
- **Reword and/or Translate Directions** – The administration directions in the *TAM* may be **reworded** or **translated** into the student's native language to enable the student to understand the task(s). **No other parts of the test directions may be reworded or translated.** These directions may be reworded or translated in any format (orally or in writing), but cannot go beyond the scope and meaning of the written directions. Administration directions that have been reworded or translated may be repeated in English or in the native language as needed. It is recommended that rewording or translation of directions be planned or completed prior to the testing session so that the student can practice with the OTT using translated directions.
- **Oral Administration** – MLs may receive an oral administration of the grades 4–8 ELA tests (**Session 1 only**) and all grades of the SC READY mathematics and science tests. Oral administrations of these tests are allowed because these tests assess knowledge of the content standards, not reading ability. The **Text-to-Speech (TTS)** accommodation should be used if the student is an online tester.

Students who are MLs can only have oral administration during Session 1 of the ELA assessment (grades 4–8). Additionally, some students with disabilities may only need oral administration of Session 1 of the ELA assessment.

For students receiving oral administration of only Session 1 of the ELA assessment, both the ML Oral Administration and the Oral Administration - Session 1 Only accommodations must be checked in the students accommodation tab on the DRC INSIGHT Portal for those testing online. For students testing with paper, Test Administrators should use the oral/signed administration script for Session 1 only; TAs should not read from a paper script for Session 2.

- **Setting** – The SC READY may be administered in a setting appropriate to the student's individual needs. Setting accommodations may include the following:
  - preferential seating in the classroom.
  - small group administration in a separate location.
  - individual administration in a separate location.

MLs may participate in individual or small group administrations by the ML teacher or other school or district designee.

- **Timing** – SC READY tests are not timed. Students should complete each test (or test session for ELA) during the school day when possible. Any timing accommodations must be monitored to maintain test security. (See page C-19 for details.) Timing accommodations may include the following:
  - frequent breaks in the testing room without contact with other students.
  - extended breaks that may involve contact with other students as long as contact is monitored to ensure there is no discussion of the assessment.
- **Scheduling** – The student may take portions of the SC READY over several days, as long as all testing is completed by the last day of make-up testing. Students may not go back to previously completed sections of the test. (See page C-17 for details.) Scheduling accommodations may include the following:
  - administering the test in the afternoon rather than the morning.
  - administering the test in one day with several testing sessions per day.
  - administering the test over several days with one or several testing sessions per day.

**Procedures** – The following procedures should be followed when using the scheduling accommodation:

- Estimate the duration of each testing session for the student. This should be based on documentation of the time a student typically works on a task. Determine whether the student can complete the test in one day or over several days, in one session or over several sessions.
- If it is determined that the student requires testing over several days, divide the test into “sections” according to the time allotted for each test session. For paper tests, each “section” should end with the last question on an odd-numbered page so that the student is not able to see test questions for the next session.
- For students testing online over multiple days, the student’s test must be unlocked each day. Please refer to pages B-2–B-4 for more information about unlocking tests.
- During each testing session, the student may work only on test questions for that “section.” The student may not go back and work on any “section” from a previous session.

## Customized Materials

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



# Appendix E

## Monitor's Section

### SC READY Monitors During Testing

The use of monitors is recommended to facilitate the administration of the tests and to ensure that test security is maintained. In addition to meeting the specific requirements and responsibilities below, monitors must read pages 5–43 of the *SC READY TAM for Online and Paper Testing* and follow the guidance provided. Monitors must also sign the *Agreement to Maintain Test Security and Confidentiality for Testing Monitors* provided in this appendix.

### Monitor Requirements

- A monitor can be a teacher's aide, a parent, or other district or school personnel (e.g., music teachers, P.E. teachers, counselors).
- Monitors cannot be in rooms where their close relatives are being tested.
- It is not permissible for a monitor to be left in charge of a test administration session; the TA should remain with the students and send the monitor out in case of an emergency.
- All monitors must participate in a training session given by the DTC or STC that includes a review of test security policies and procedures, administrative guidelines, handcoding of answer documents, and the administration directions.
- After training, monitors must sign an *Agreement to Maintain Test Security and Confidentiality for Testing Monitors* form (see pages E-3–E-4).

### Monitor Responsibilities and Duties

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

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

- Distribute and collect materials needed during testing (e.g., No. 2 pencils, answer documents, scratch paper) as directed by the TA.
- Ensure that students receive the correct answer documents or test tickets.
- During testing, ensure that students
  - receive additional sharpened No. 2 pencils when needed,
  - follow directions,
  - mark their responses in the appropriate area of the answer document or online test,
  - use only the allowable supplemental materials specified in this manual,
  - do not give or receive help from other students, and
  - help maintain test security.

## Appendix E Monitor's Section

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- Refer all student questions to the TA.
- Check restrooms before allowing students to enter to make sure that they do not contain reference materials (e.g., books, notes, writing on towels or walls). This is especially important for schools where examinees are permitted to leave the testing room early.
- Retrieve additional test materials from the STC if needed during testing.
- Serve as a messenger between the TA and STC during testing, if an emergency occurs. (Monitors may leave the room for short periods of time to relay messages.)



**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**Agreement to Maintain Test Security and Confidentiality  
for Testing Monitors**

**SC READY**  
**Grades 3-8 ELA and Math; Grades 4 & 6 Science**

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

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

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

I acknowledge that I will have access to tests that are a part of the SC READY.

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

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

I acknowledge that it is my responsibility, as a monitor, to follow all of the testing procedures as outlined in the TAM(s).

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

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

**Appendix E Monitor's Section**

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

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

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

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

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

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
District and School

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## Spring 2023 Forms

Form	Retained by	Retention Timeframe
<i>Agreement to Maintain Test Security and Confidentiality</i>	DTC	5 years
<i>Student Make-up Roster</i>	STC	Until Test Results are Received
Special Circumstances Request Form	STC	1 year
SC READY Security Affidavit Form for Alternative Response Options	DTC	3 years
Security Checklists (electronic)	DTC STC	DTC – 1 year STC – 1 year



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