South Carolina
End-of-Course Examination Program

FALL 2005

Algebra 1/Mathematics for the Technologies 2
Biology 1/Applied Biology 2
English 1
Physical Science

Test Administration Manual
For School Test Coordinators and Test Administrators

STATE ASSESSMENT SYSTEM SDE–12–0001

South Carolina Department of Education
2005

End-of-Course Examination Program (EOCEP)
Test Administration Schedule

Fall 2005

Date	Activity
At least one week before testing:	School Test Coordinators (STCs) receive test materials.
Within **24 hours** of receipt of materials:	STC notifies District Test Coordinator (DTC) of any missing materials.
At least one week before testing:	STC trains Test Administrators (TAs) and monitors and distributes the *Test Administration Manual*.
Immediately before test administration:	STCs distribute test materials.
Immediately after test administration:	TAs return all test materials to the STC.
As directed by DTC:	STC accounts for and returns materials to district office.
Within one to three days after testing:	DTCs return scorable materials, including make-up tests, to Pearson Educational Measurement (PEM) (up to five shipments per district allowed).
Within three days after testing:	DTCs return all nonscorable test materials to PEM in one shipment.

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Sequence of Events

The following list chronicles events in the order they should occur throughout the administration process.

_____DTC selects and notifies STCs of the testing window.
_____STCs publicize the testing window.
_____DTC and STCs ensure that schools have secure storage space, adequate testing rooms, and sufficient staff.
_____DTC receives materials for district and schools.
_____DTC signs test security agreement.
_____DTC verifies receipt of shipment and faxes Materials Receipt Acknowledgement Form to Pearson Educational Measurement (PEM) within 24 hours.
_____DTC verifies only district overage materials and notifies PEM if any materials are missing.
_____DTC instructs STCs to sign test security agreements.
_____DTC trains STCs.
_____DTC distributes school boxes to STCs.
_____STCs receive and verify materials.
_____STCs notify DTC of any missing materials from school shipments.
_____DTC notifies PEM of any missing school materials.
_____STCs store materials in secure location when not in use.
_____STCs instruct test administrators (TAs) to sign test security agreements.
_____STCs train TAs and monitors and distribute manuals.
_____STCs compile class packets.
_____STCs distribute class packets to TAs on testing day.
_____TAs initial security checklists and receive materials.
_____TAs administer tests to students on testing day.
_____DTC and STCs oversee test administration, maintain test security, complete Testing Irregularity Forms (if needed), and answer questions.
_____TAs collect and count materials after testing and before dismissing students.
_____TAs return materials and make-up rosters to STCs immediately after testing.
_____TAs initial security checklists for return of materials.
_____STCs collect and account for all materials.
_____TAs give make-up tests, receive materials, and initial the security checklists on testing day.
_____TAs administer make-up tests.
_____TAs collect and count all make-up materials after testing and before dismissing students.
_____TAs give make-up tests, return materials, and initial the security checklists immediately after testing.
_____STCs return scorable materials to DTC.
_____DTC schedules return of scorable materials to PEM (up to five shipments allowed per district).
_____STCs return nonscorable materials to DTC.
_____DTC takes inventory of all school shipments and returns nonscorable materials to PEM.

INTRODUCTION

The Education Accountability Act of 1998 (EAA) requires the administration of end-of-course examinations in gateway or benchmark courses. All students enrolled in courses in which the curriculum standards corresponding to these subjects are taught, regardless of course name or number, must take the appropriate tests. Each test will count as 20 percent of each student's grade in the tested subjects.

Using This Manual

This manual includes information necessary for School Test Coordinators (STCs) and Test Administrators (TAs) to administer the End-of-Course Examination Program (EOCEP) tests. Procedures required before, during, and after the test administration are described here.

Test Schedule

Your DTC will notify you of the testing schedule. It is the responsibility of the STC to notify the TAs of school test schedules for administering the test.

The EOCEP tests are not timed. However, each test must be completed during a single day. (Exceptions for students with disabilities are described in Appendix C.) Students should be given as much uninterrupted time as necessary to ensure an accurate assessment.

- Some students may need additional time. Please make every effort to allow time for these students to complete the examination. If necessary, and if space and staff are available, students who need to continue working on the test after others are finished may be moved to another location to complete the examination.
- If a student has not completed the test by the time most others are finished and clearly is not attempting to finish, the school may use discretion to end the testing session.
- If some students in a testing room finish early, the TA may permit them to leave, if allowed by school procedures.

Make-Up Test Schedule

Students must make up tests they miss during the district make-up testing window.

The administration of one test per day is recommended. However, students may take two make-up tests in one day, if absolutely necessary. If two tests are administered on the same day, the student must complete both tests on that day.

Test Security Guidelines

Test security is critical. The importance of security is underscored by South Carolina legislation. Please take time to read and understand this information; you will be responsible for maintaining the security of test materials.

The following test materials are secure for the EOCEP:

- Test booklets
- Any paper with student writing on it (graph paper, paper rulers, Algebra 1/Mathematics for the Technologies 2 and Physical Science Reference Sheets)

Any breach of test security must be reported in accordance with the following Test Security Legislation and State Board Regulations.

Test Security Legislation

Following is an excerpt from S.C. Code Ann. § 59-1-445 (1990):

(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 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 State 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

Following are the amended Test Security Regulations passed by the State Board of Education in accordance with Appropriations Act, 1985 (Act #201), Part II, § 9B.

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

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

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

C. Examinations for admission to programs such as the gifted and talented program; The High School Equivalency Program test (GED).

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

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

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

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

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

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

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

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

IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any

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

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

A. Failing to administer tests on the test dates specified by the SDE.
B. Failing to maintain an appropriate testing environment, free from undue distractions.
C. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.
D. Providing examinees with access to test questions or specific test content prior to testing.
E. Providing examinees with access to answer keys prior to or during testing.
F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question or specific test content.
G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secured test.
H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during or after testing.
J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
O. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 Plans. This includes providing more accommodations (customization, modifications) than appropriate.

P. Excluding examinees or exempting from assessment students who should be assessed.
Q. Failing to return test materials for all examinees.
R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
T. Altering test scores in electronic records or files.
U. Failing to report a security breach.

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

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

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

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

Guidelines for Reporting Test Security Violations

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

Allegations of test security violations may be referred to SLED by the SDE or a school district.

The following procedures should be followed to maximize consistency in reporting test security violations:

1. If a test security violation is observed within a school, the individual(s) observing the incident must notify the School Test Coordinator (STC) as soon as possible. The STC must notify the District Test Coordinator (DTC) immediately regarding the violation. (Test security violations may be reported directly to the DTC.)
2. The DTC is responsible for conducting a comprehensive investigation and compiling written statements from all parties with knowledge of the incident. The STC is to assist the DTC in the investigation as appropriate. The DTC must write a summary of the incident, describing the incident and discussing the findings and action(s) taken, as pertinent.

3. The DTC will forward his or her report accompanied by the required documentation to the SDE.

   Written documentation of allegations is to include the following items, as appropriate and available:

   a. name of testing program (e.g., EOCEP)
   b. the name of the person reporting the alleged violation
   c. date(s) of the alleged test security violation
   d. district name
   e. county name
   f. school name
   g. first, middle, and last names of person who allegedly committed the violation
   h. teacher certification number, if applicable
   i. the test subject area(s)
   j. the grade level of the test(s)
   k. security number from the student's test booklets and documents
   l. student(s) affected by the violation, giving the first, middle, and last names, if applicable (if the allegation involves a class of students, all would be listed)
   m. student ID numbers (if it is a class of students, all would be listed)
   n. gender of each student
   o. ethnicity of each student

4. If the DTC determines that an investigation by SLED is warranted, the DTC will refer the case to SLED. The DTC must state clearly in his or her report to the SDE whether he or she has referred the allegation to SLED.
5. To protect the confidentiality of the parties involved, all documents must be mailed to the Director of Assessment, 607 Rutledge Building, 1429 Senate Street, Columbia, SC 29201. Documents may also be faxed as long as a staff member in the Office of Assessment is notified immediately prior to sending.

Additional Requirements for Reporting Test Security Violations Related to Individual Education Program IEPs/504 Plans

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

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

Test Security Violations and Students with Disabilities

STCs should work closely with special educators at the school level to ensure that all accommodations and modifications are provided for students with disabilities in accordance with each student's IEP or 504 Plan.

The State Board of Education regulations 24 S.C. Code Ann 59 (Supp 2003) state that not providing accommodations (to include customized test forms and modifications) as appropriate for students with IEP or 504 Plans or providing more accommodations (customization, modifications) than appropriate 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.

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

In the event of a test security violation involving testing accommodations or modifications for students with disabilities, the district must report the violation in accordance with the procedures outlined on the Department Web site listed below.

http://www.myscschools.com/offices/assessment/DT/Procedures.pdf

The school/district must also convene the IEP/504 Plan team to review the test security violations.

During the meeting of the IEP/504 Plan team, the team may consider only the testing accommodations or modifications as written in the IEP/504 Plan and may not change the specified accommodations or modifications. The team must address the test security violations as follows. If a student

- received a **modification** that is not specified in the IEP/504 Plan, the team must invalidate the test administration.
- received an accommodation that is not specified in the IEP/504 Plan, the team must determine whether the unauthorized accommodation causes the test administration to be invalid.
- **did not receive** a testing accommodation or modification that is specified in the IEP/504 Plan, the team must determine whether the test administration is valid without the specified accommodation and/or modification.

If the IEP/504 Plan team determines that

- the test administration is valid, the test is to be returned for scoring.
- the test administration is not valid, the district must invalidate the test, report it to the Department, and return it to the contractor with nonscorable materials.

Administrative Guidelines for Secure Test Administration

- The STC should observe test administration activities and monitor adherence to test security. Examinees should be made aware that monitoring by the state might occur.
- All secure test materials must be kept in a secure, locked location when not in use.
- Before testing, access to secure materials is restricted to **supervised sessions** conducted by the STC. **Supervised sessions for coding answer document demographic information may be held the week before testing.**
- Review of test administration directions in oral administration scripts is restricted to supervised sessions up to 48 hours before each test.
- After testing, access to secure materials is restricted to make-up testing sessions and supervised sessions for completing or editing demographic codes on student answer documents and for packaging materials.
- TAs are encouraged to walk around the room during testing to check that students are marking their answers in the correct sections of the answer documents. 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 or answer documents.**

Student Participation

All middle school, high school, alternative school, adult education, and home school students who are enrolled in courses in which the curriculum standards corresponding to the EOCEP tests are taught, regardless of course name or number, must take the appropriate tests.

If a student is absent on the scheduled testing date, a make-up test must be scheduled. Each TA must provide the STC with a list of students who need to participate in make-up testing. You may use the Make-Up Roster in Appendix E provided for this purpose.

The following are participation guidelines for special groups of students for the EOCEP test.

1. **Students with Disabilities** – Students with disabilities must participate in accordance with their Individual Education Program (IEP) or 504 Accommodations Plan. (See Appendix C for guidelines on administering the test to students with disabilities.)
2. **Home-Based Instruction Students** – Home-based instruction students normally receive instruction at a place other than school because the IEP team has determined it to be the most appropriate and least restrictive environment for the student. The district must send a TA to the place of instruction for testing.
3. **Adult Education Students with Disabilities** – Students with disabilities in adult education centers who are 21 years of age or younger and do not have diplomas may be served under the provisions of IDEA or Section 504. The IEP or 504 Accommodations Plan must state any accommodations or modifications to be used. Students who are older than 21 cannot be served under the provisions of IDEA but may be served under Section 504. Students who are older than 21 must prove they are disabled (e.g., provide documentation they were served under an IEP or 504 Accommodations Plan in high school) prior to taking the test.

4. **Suspended and Expelled Students (with or without disabilities)** – Students who are suspended must be tested. The district may consider delaying the suspension dates, bringing students into school during suspension for testing purposes only, or testing students in alternate locations. The district is not required to test expelled students who do not have IEPs. When a student with an IEP has been expelled, a new IEP must be written that outlines the services to be provided during the expulsion period and the manner in which the student will be tested.
5. **Homebound Students (with or without disabilities)** – Homebound students are those students who receive instruction at home or in a hospital because they cannot attend school because of illness, accident, or pregnancy, even with the aid of transportation [24 S.C. Code Ann. Regs. 43-241 (Supp. 2000)]. The district must administer the required test 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.
6. **Home School Students** – A student who is in a home school program approved by the local school board of trustees must participate in the testing. "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" (§ 59-65- 40 (A) (6), Code of Laws of South Carolina, 1976).
7. **Limited English Proficient (LEP) Students** – An LEP student is defined as a student who has a primary language other than English and is not proficient in listening, speaking, reading, or writing in the classroom where English is spoken as determined by a language assessment instrument.

   Note: The EOCEP tests are not available in alternate language formats.

Test Administrator Requirements

TAs must have been trained to administer the test and must meet one of the following criteria:

1. be an employee of the district who is certified;
2. be 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. be a substitute teacher who is certified and employed by the district on an as-needed basis;
4. be someone who was a certified teacher but has allowed his or her teaching certificate to expire because of retirement, change of career, and so on, and has been approved by the DTC as a qualified test administrator; or
5. be 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 test administrator.

TAs are not to administer tests to close relatives (e.g., children or grandchildren).

Even if a test is administered in a location other than the school, the TA must meet the criteria specified above.

Test Administrator Responsibilities

- Be in the room at all times when materials are not in locked storage. TAs may not leave the room during testing or when secure test materials are out of locked storage, even if a monitor is present.
- Understand and follow the South Carolina legal requirements for test security and State Board regulations on test security.
- Become familiar with test administration procedures prior to testing.
- Verify the number of test booklets received from the STC on test day.
- Distribute test materials to and collect them from students.
- Answer students' questions regarding directions, but not test content.
- Ensure that students have the proper test materials.
- Ensure that students mark responses properly in their test booklets.
- Check that students are working independently.
- Make a list of students absent from testing and give it to the STC for make-up testing.
- Account for and return all test materials to the STC.
- Maintain test security.

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 may not be in rooms where their close relatives are being tested.

Large-group administration of the test is **not** recommended. However, if your school chooses to administer the test in such a setting, the following monitor guidelines are suggested:

- When the number exceeds thirty-five students in a room, adding a monitor is recommended.
- Adding an additional monitor is recommended for each additional thirty-five students.

Prior to test day, the STC (with the aid of the TA) should review testing procedures, test security, and duties with monitors. A separate section that can be given to monitors at training is located in Appendix F.

Monitor Responsibilities

- Walk around the room during testing to check that students are marking their answers in the correct sections of the answer documents. 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 or answer documents.**
- Distribute and collect materials needed during testing (e.g., No. 2 pencils, test booklets and answer documents, calculators) as directed by the TA.
- Ensure that students receive the correct test booklets and answer documents.
- During testing, ensure that students
  - ✓ receive additional sharpened pencils when needed,
  - ✓ follow directions,
  - ✓ mark responses in the appropriate area of the answer document,
  - ✓ use only allowable supplemental materials, and
  - ✓ do not give or receive help from others.
- Help maintain test security.
- Refer all student questions to the TA.
- Check restrooms before allowing students to enter to make sure they do not contain reference materials (e.g., books, notes, writing on towels or walls). This is especially important for schools that permit examinees 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. 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.

Policy on Use of Calculators

School- or student-owned calculators may be used only during Algebra 1/Mathematics for the Technologies 2 testing. (As an accommodation, calculators may be used for computation only on the Physical Science test for students with an approved IEP or 504 Plan.)

Test takers may use basic four-function, scientific, or graphing calculators during the mathematics test. The following types of calculators are **not** allowed:

- pocket organizers;
- Palm Pilots, Visors, or other Palm-based devices;
- handheld PCs that use a writing tablet or QWERTY (typewriter) keyboard;
- calculators that use symbolic manipulation capability, such as the Casio FX 2.0, HP 40g or 49g, or Texas Instruments TI-89 or TI-92; and/or
- calculators that "talk" or otherwise make noise, such as the AudioCalc.

See Appendix C for guidance for students with disabilities on the use of calculators.

To help maintain test security, the memory of every calculator used during testing must be reset **before and after testing** to clear all applications. Students should not share graphing calculators during the mathematics test unless calculators are reset each time the calculator changes hands. This action clears all stored data and program information from the calculator.

Students who wish to use their own calculators during the test must be told in advance of the test day to back up all data and programs that they wish to save. Because the memory of every calculator used in testing must be reset to the factory default values (cleared) before testing, all data and programs stored in the calculator will be erased. **If a student is unwilling to have his or her calculator's memory reset, the student may not use that calculator during the test.**

Planning an Appropriate Test Setting

Providing an appropriate test setting is essential. Following are some points for STCs and TAs:

- In advance, determine the procedures to follow for students who are tardy on the day of testing. Delaying the beginning of the testing may extend the testing time unreasonably.
- In advance, determine the procedures to follow if any disruption occurs during testing.
- **Know the procedures to follow if a student cannot write because of an injury (e.g., sprain, broken bone). Testing for this student may be delayed until the make-up days, or the student may use any of the response options listed under accommodations in Appendix C.**
- All TAs and monitors who will have access to secure test materials must sign one of the test security agreement forms. These forms may be photocopied, if needed. Those who sign the agreement are required to follow the procedures and ensure the security of the test materials at all times.
- Make sure that classrooms do not have any academic materials displayed on the walls, desks, doors, or windows that may cue students during testing.
- Make sure that classrooms are conducive to testing. Students should have plenty of space to work, good lighting, and comfortable seating. It is not advisable to test students in a large-group setting.
- On each day of testing, sign out (and in) the secure materials needed for that day.
- Make sure that each booklet is pre-identified by student name through preprinting, hand coding, or labeling.
- Make sure that there are no systematic errors in the preprinted information, such as all of the precoded test booklets by class containing inaccurate information.
- Check through the test booklets to make sure there are no errors (e.g., missing pages, pages out of order) or damaged books (e.g., those with rips, folds, creases, poor printing quality).

Distributing and Collecting the Test Security Agreements

Test security agreement forms are in Appendix E of this manual. All test administrators, monitors, and any others who may have access to EOCEP test materials (with the exception of the students who are taking the test) or to the location in which the materials are securely stored should sign a test security agreement form before they are given access.

There are two versions of the security agreement. The first version is for DTCs, STCs, and TAs to read and sign. The second version is for all other persons who have access to secure materials to read and sign. Sufficient copies of the Agreement to Maintain Test Security and Confidentiality form should be made and distributed to all appropriate personnel for their signatures.

Anyone who has access to secure testing materials is required to follow the security procedures and take the necessary precautions to ensure test security at all times. The STC must return the signed agreements to the DTC after testing.

SCHOOL TEST COORDINATOR'S SECTION

BEFORE TESTING

Arranging for Student Participation

Prior to testing,

- identify the relevant classes for the test subject being administered;
- notify teachers of the students to be tested;
- notify participating students of the time and location of the test;
- arrange for students to use school or personal calculators for the Algebra 1/Mathematics for the Technologies 2 test; and
- identify students who need customized administrations and make appropriate arrangements for test administrations as documented in students' IEP or 504 Accommodations Plans.

Notifying Students and Teachers of Testing

STCs must be sure that all students who are eligible to participate are notified about the end-of-course tests and understand their importance. Prior to test day, be sure to

1. tell students to bring two sharpened No. 2 pencils with erasers on test day (only No. 2 lead may be used for testing);
2. notify teachers and students of the calculator use policy (beginning on page 11); and
3. notify students that they may not bring into the testing location any electronic or other device that can be used for communications, timing, or imaging. These devices include but are not limited to cell phones, pagers, beepers, headphones, stop watches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device.

Training Test Administrators and Monitors

No later than the week before the test is administered, STCs must conduct training sessions for all TAs, possible substitute administrators, and monitors, including those responsible for customized administrations. TAs must be thoroughly informed about test security, the logistics of administering the test, the directions for completing the answer document, the script for administration, and procedures for returning test materials to the STC. These training sessions also should stress the need to account for all materials before, during, and after testing. Each TA should receive this manual during the training session and may keep the manual after the training session for further study before test administration.

Training Topics

Prepare TAs in the following areas:

- Logistics of administering the test
- Directions for completing the demographic information
- Procedures for accounting for and returning test materials to the STCs
- Responsibilities of TAs and monitors
- Test security guidelines and procedures
- Test schedules and rooms to be used
- Preparation of testing rooms
- Labeling and coding of test booklets
- Administration directions
- Use of customized materials
- Procedures for resetting calculators
- Completion of all required demographic information
- Receipt and handling of test materials
- Procedures and schedule for returning test materials to the STC at the end of testing

Receiving Materials

The following list provides step-by-step instructions for receiving materials from the district office and for taking inventory. STCs should complete these procedures upon receiving test materials. If the shipment appears incomplete in any way, immediately contact your DTC.

1. Using the packing list from Box 1, place a check mark beside each item to verify that you have received the quantity listed.
2. Take inventory of all secure materials. **Do not open the shrink-wrapped packages of test booklets at this time.** Instead, check the security numbers that are printed on the white cover sheet inside the shrink-wrapped package, and then count the spines of the booklets to verify that you have received the correct number of booklets.
3. If there is a discrepancy in the number of booklets received, open the package to identify the security number(s) of the missing booklet(s). Record any discrepancy on the School Security Checklist. (A sample of the checklist is in Appendix E.)
4. Check that the quantities of materials you receive are sufficient for the number of students participating in your school. Make sure that you have all materials needed to test students with disabilities. If you need extra materials, contact your DTC immediately.
5. Keep all materials in secure, locked storage until they are needed on test day.
6. Keep **all** original shipping boxes. You will need them after testing to return the materials to the DTC.

Preparing and Distributing Test Materials

The STC is responsible for collecting signed test security agreement forms from TAs and monitors. Any individuals who may have access to EOCEP test materials (with the exception of students who are taking the test), or to the location in which the materials are securely stored, should have a signed agreement on file in the district office before they are given access to the test materials. There are two versions of the security agreement. The first version is for DTCs, STCs, and TAs to read and sign. The second version is for all other persons who have access to secure materials to read and sign. Please make sure that each person signs the appropriate version of the security agreement.

The STC is also responsible for inventory control and must use the School Security Checklist to track and monitor test materials distributed to the TAs. A sample of the checklist is in Appendix E.

When distributing secure test materials, STCs must instruct the TAs to initial the School Security Checklist to verify receipt of the test booklets, as shown in the following diagram.

SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

		Sign Out		Sign In		Packaged for Return	
Security Number	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD				
2720037							
2720038							
2720039							
2720040							
2720041							
2720042							
2720043	Thornton	KT	BD				

Ten days before the test day, STCs may open the shrink-wrapped packages of test booklets and prepare materials for the TAs. **After preparing materials, STCs must return them to locked storage until they are distributed to the TAs.**

Prepare the following test materials for each TA:

_____ 1. School/Class Headers (one for each testing group)

_____ 2. test security agreement forms

_____ 3. test booklets (one for each student)

_____ 4. answer documents (one for each student plus overage)

(Note: Both pre-ID and blank answer documents should be included, if needed. Customized answer documents will be included for customized testing. Make sure that any student who uses a customized test form uses the green answer document.)

_____ 5. paper bands

_____ 6. "Do Not Score" labels

_____ 7. Algebra 1/Mathematics for the Technologies 2 administration materials (one for each student)

___a. six-inch card stock ruler

___b. calculators (provided by school or student)

DURING TESTING

Supervising the Test Administration

You are responsible for implementing and monitoring all testing procedures at your school and for ensuring that test security is maintained. During testing, supervise the test administration by visiting each testing room and observing the following guidelines.

- Do not allow administration directions to be read over the public announcement system.
- Make sure that all needed materials are available and that all administration procedures are being followed.
- Make sure that all school personnel involved in test administration adhere to security guidelines. In accordance with Test Security Legislation and State Board Regulations, you must report any test security breach.
- Assist TAs by handling unusual student testing situations.
  - If a student gets sick and throws up on the test materials, identify the security number of the test booklet and report the incident to the DTC. Dispose of the test booklet in a secure manner and complete the Testing Irregularity Form. Indicate the security number of the destroyed booklet on the School Security Checklist and document the incident.
  - If a student cannot write because of an injury (e.g., sprain, broken bone), you may delay testing for this student until make-up testing or allow the student to use any of the response options listed under accommodations in Appendix C.
  - At the school's discretion, you may remove disruptive students from the group to complete testing elsewhere or test them at a make-up session.

- Schedule students who leave testing for any reason (e.g., illness, personal emergency) for make-up testing. Be sure to record the student's name on your list of students who need make-up testing and write the student's name on all test materials the student was using.
- If a student is suspected of cheating, take appropriate action to stop the behavior. Immediately notify the STC and document the circumstances on the Testing Irregularity Form in Appendix E. These cases will be handled at the school or district level, depending on district procedures.
- If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (provided doing so does not compromise your safety or that of the students).

AFTER TESTING

Receiving Test Materials from TAs

TAs must return all test materials to the STC upon the completion of testing.

- Collect all test materials from TAs, including test booklets, answer documents (used, unused, or voided), and the *Test Administration Manual*. For the Algebra 1/Mathematics for the Technologies 2 test, collect the rulers, graph paper, reference sheets, and calculators (for resetting). For the Physical Science test, collect the reference sheets.
- For each TA, check the returned test booklet security numbers against those assigned, as indicated on the School Security Checklist. Account for all test booklets distributed to each TA. If any booklet cannot be located, provide detailed documentation on the School Security Checklist. Have TAs initial the School Security Checklist, as shown in the following diagram.

SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

		Sign Out		Sign In		Packaged for Return	
Security Number	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD	KT	BD		
2720037	↓	↓	↓	↓	↓		
2720038							
2720039							
2720040							
2720041							
2720042							
2720043	Thornton	KT	BD	KT	BD		

- Complete a School/Class Header Sheet for each banded class set. There must be a separate School/Class Header Sheet for each subject. Check to make sure that subjects are not mixed in a class set.
- Verify that the answer documents are not damaged. If an answer document is damaged, follow the procedures in the next section and replace the damaged answer document with a new one that has been transcribed.

Transferring Responses from Damaged Answer Documents

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 name field, and return it with the school's **nonscorable** materials.

Diagram 1.

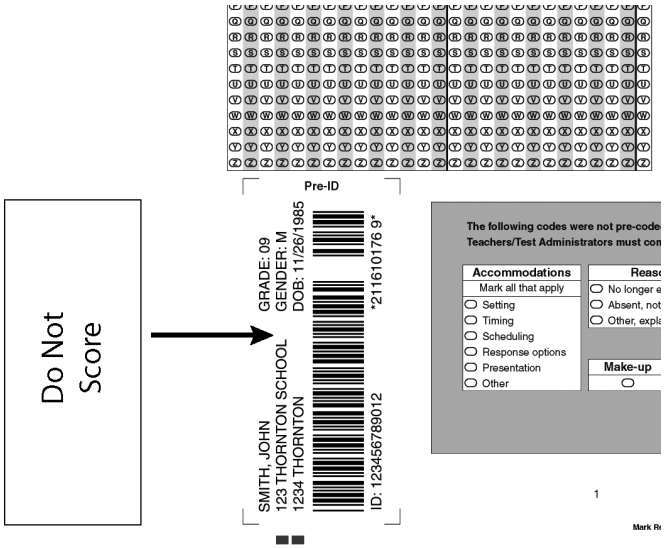
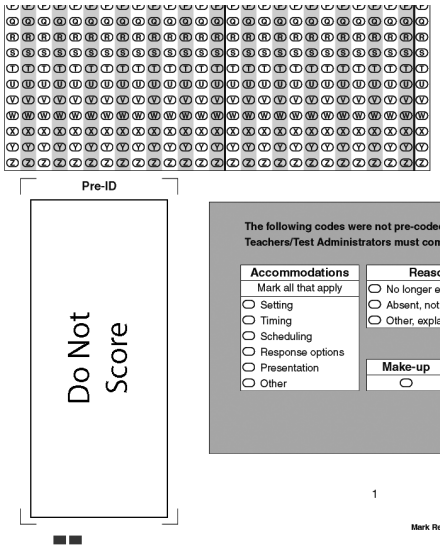


Diagram 2.



Conducting Make-Up Testing

Determine which students, if any, need make-up testing. Contact those students as soon as possible and arrange for a make-up test.

- Make-up test materials must be kept in locked storage with the other secure materials and be signed out and signed in as needed. If the STC acts as the make-up administrator, the materials must still be signed out and signed in using the School Security Checklist.
- Make-up tests **must** be administered using the test administration procedures in the *Test Administration Manual*. The "MAKE-UP" bubble **must** be gridded on the student's answer document.

Disposing of Materials Not Returned to the DTC

The STC should separate the following materials from the rest of the test materials.

- *Test Administration Manual*
- unused School/Class Header Sheets
- blank (not pre-ID) answer documents (all unused pre-ID answer documents are secure materials and must be returned with the nonscorable materials)
- unused shipping labels
- rulers with no student writing
- graph paper with no student writing
- Physical Science or Algebra 1/Mathematics for the Technologies 2 reference sheets with no student writing
- unused "Do Not Score" labels

Do not return these materials to the DTC. You may discard the manuals or keep them to use as reference materials. You may use the remaining materials at your discretion.

Packaging Materials for Return to the DTC

In preparation for returning materials, please do the following:

- For the return of all customized materials, review and follow the return processes in Appendix C.
- Check that all demographic information on student answer documents is complete and accurate.
- Check that all secure materials you received are being returned to the DTC.
- Organize and package the test materials in two groups: scorable and nonscorable materials.
- Return with the nonscorable materials the pre-ID answer documents for students who did not take the test.

- Completed pre-ID answer documents that should not be scored must have a Do Not Score label placed on the front of the answer document—across the name field—and be returned with the nonscorable materials.

Directions for Returning Scorable Materials

1. Place the paper-banded class sets inside an envelope or folder for return to your DTC.
2. If you have too many answer documents to fit in an envelope, you may use a box to return the materials. Make sure that the answer documents are packaged appropriately so that they do not shift in transit.
3. Return the scorable materials promptly to your DTC.

Directions for Returning Nonscorable Materials

Return the nonscorable materials to the DTC, using the boxes in which the materials were delivered. Make sure that these boxes are sturdy and dry. Remove or cover any previous shipping labels.

1. Complete and sign the School Security Checklist as shown in the following diagram. Separate the carbonless forms. Return the original with your nonscorable materials. Give the second copy to your DTC along with any signed test security agreement forms.
2. Place the following materials in the return box(es) in the order shown in the diagram on page 24.

   ___completed School Security Checklists (remember to keep a copy of each for your records)

   ___any completed Comment Sheets

   ___any completed Testing Irregularity Forms

   ___any damaged or "Do Not Score" answer documents

   ___student response documents (if a student did not mark answers on the answer document, transcribe the student's answers to a scorable answer document and return the student's original response documents with the nonscorable materials)

   ___used graph paper

   ___Physical Science or Algebra 1/Mathematics for the Technologies 2 reference sheets with student writing on them

   ___all customized test booklets

   ___all used and unused test booklets (putting them in numerical or alphabetical order is not necessary)

SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

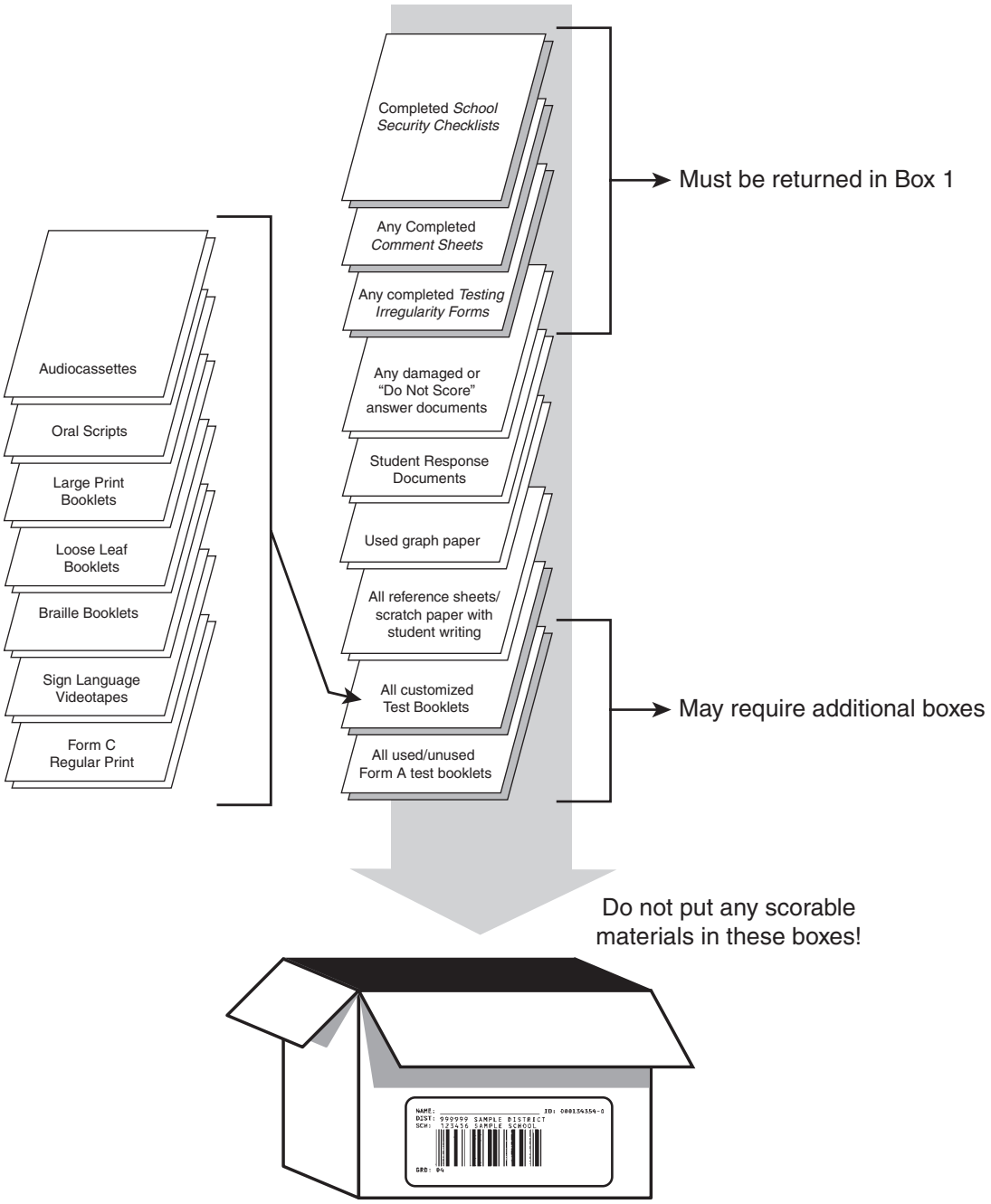
When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

		Sign Out		Sign In		Packaged for Return	
Security Number	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD	KT	BD	BD	
2720037	↓	↓	↓	↓	↓	↓	
2720038							
2720039							
2720040							
2720041							
2720042	↓	↓	↓	↓	↓	↓	
2720043	Thornton	KT	BD	KT	BD	BD	

3. Fill any empty space in the box(es) with crumpled paper to keep the materials from shifting during shipping.
4. Seal with tape each box in your shipment.
5. Affix a magenta preprinted return address label marked "nonscorable" on each box. If you need additional return address labels for nonscorable materials, contact your DTC. If you use additional labels, be sure to enter all requested school information on them.
6. On each label, in the area marked "Sch: Box _ of _ ," write the number of boxes you are returning. For example, a shipment of two boxes would be labeled "Box 1 of 2" and "Box 2 of 2."
7. Return all nonscorable materials to the DTC within three days after testing.

Returning Nonscorable Materials



Box 1

TEST ADMINISTRATOR'S SECTION

BEFORE TESTING

Completing Test Security Agreements

Agreement to Maintain Test Security and Confidentiality forms are in Appendix E of this manual. All test administrators, monitors, and any others who may have access to EOCEP test materials (with the exception of the students who are taking the test) or to the location in which the materials are securely stored should sign a test security agreement form before they are given access.

There are two versions of the security agreement. The first version is for DTCs, STCs, and TAs to read and sign. The second version is for all other persons who have access to secure materials to read and sign. Sufficient copies of the test security agreement form should be made and distributed to all appropriate personnel for their signatures.

Anyone who has access to secure testing materials is required to follow the security procedures and take the necessary precautions to ensure test security at all times. The STC must return the signed agreements to the DTC after testing.

Using Pre-ID Answer Document Procedures

Although answer documents are preprinted with student demographic information, some information on the student demographic page must be gridded by hand, either by the student or by the TA. Instructions for completing demographic information are in Appendix A.

Prior to testing, each school will receive a pre-ID Student Roster that lists the student information provided through the EOCEP query of the SASI database. (A sample format of the roster is on the next page.) If a field is blank on the roster, it will need to be hand-gridded on the answer document.

If pre-ID information is incorrect on the Student Roster, **do not use the pre-ID answer document for that student.** Instead, hand-grid all demographic information for that student on a blank answer document and void the pre-ID answer document by placing a "Do Not Score" label over the barcode in the preprinted area, as shown in the diagram on page 20. Return the voided answer document with the nonscorable materials.

Your STC may instruct you to have students grid their names in the student name field on all answer documents, even though the name may already be preprinted. Gridding the student's name provides a secondary method for identifying an answer document as belonging to a particular student.

Students without Pre-ID Answer Documents
If there is no pre-ID answer document for a student, you must use a blank answer document and hand-grid all demographic information.

Answer Documents for Students Who Require Customized Test Materials
If you received a pre-ID answer document for a student who needs a customized version of the test, **do not** use the pre-ID answer document. Instead, use the answer document enclosed with the

customized materials. All of the student's demographic information must be hand-gridded. Place a "Do Not Score" label on the pre-ID answer document and return it with the nonscorable materials. The hand-gridded answer document will be returned with the scorable materials.

Pre-ID Student Roster

BEDS Code:
District:
School:
Section#:

Page:

PRE-ID NUMBER	STUDENT NAME	STUDENT ID No.	ETHNICITY:	DATE OF BIRTH	GENDER:	GRADE:	504	MIGRANT	ALT. SCHOOL	LANGUAGE**	IEP										LUNCH***	G
											NONE	SP	H	V	OR	ED	LD	EM	TM	AU		

KEY: Ethnicity
1 = African American
2 = African American/American Indian
3 = American Indian
4 = Asian
5 = Hawaiian/Pacific Islander
6 = Hispanic
7 = White
8 = White/African American
9 = White/American Indian
10 = White/Asian
11 = Other

**Language: 1 = N (Native English Speaker)
2 = X (Exited)
3 = M (LEP Monitored)
4 = F (LEP (Full))
5 = W (Waived)

***Lunch: 1 = No
2 = Free
3 = Reduced

G: 1 = No
2 = Academic
3 = Artistic
4 = Both

Sequence:

Receiving Materials from the STC

1. You should sign a test security agreement form if you do not already have one on file in the district office for the current school year.
2. Your STC will give you the test materials to conduct the test administration.
3. Count the materials you receive to ensure that you have enough for the number of students you are testing.
4. Check the security numbers of the test booklets you receive against the numbers listed on the School Security Checklist.
5. Once you have verified the test booklet count total and the security numbers, initial the School Security Checklist, as illustrated in the following diagram.

SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

		Sign Out		Sign In		Packaged for Return	
Security Number	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD				
2720037	↓	↓	↓				
2720038							
2720039							
2720040							
2720041							
2720042	↓	↓	↓				
2720043	Thornton	KT	BD				

DURING TESTING

Administering the Test

A trained TA must be in the room **at all times** when secure test materials are not in locked storage. **Do not leave the testing room unattended.** If you must leave the room, another trained TA must take your place before you leave.

It is important to follow these precautions during testing:

- Do not allow students to bring into the testing location any electronic or other device that can be used for communications, timing, or imaging. These devices include but are not limited to cell phones, pagers, beepers, headphones, stop watches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device.
- Do not allow students to use extra paper during the test.
- Do not allow students to use pens, crayons, markers, or colored pencils to respond to test questions.
- Do not use correction fluid on the answer documents.
- Do not use paper clips, tape, staples, or glue on the answer documents.
- Do not attach removable "sticky" notes to the answer documents.

- The graph paper and reference sheets for the **Form A** Algebra 1/Mathematics for the Technologies 2 and the Physical Science reference sheets are perforated and may be removed from the test booklet for student use.

Handling Disruptions and Irregularities During Testing

If a disruption occurs during testing—for example, a student becomes ill or a fire alarm sounds—please handle the situation appropriately, maintaining security of the test materials. Then document the situation on the Testing Irregularity Form in Appendix E. Note the action you took to resolve the situation and document the time students were able to continue with testing once the situation returned to normal. Return this form to the STC with your test materials.

If a student is suspected of cheating, the TA must contact the STC and document the circumstances on the Testing Irregularity Form.

Any student who must leave during testing for any reason (e.g., illness, personal emergency) must be scheduled for make-up testing. Be sure that the student's name is on your list of students who need make-up testing and that all test materials the student was using are labeled with the student's name.

If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (provided doing so does not compromise your safety or that of the students).

Identifying Students Who Need Make-Up Testing

TAs must complete the Student Make-Up Roster in Appendix E for all students who are absent. Return the completed Student Make-Up Roster to the STC after testing.

AFTER TESTING

Completing the School/Class Header Sheet

Each TA must complete a School/Class Header Sheet and place it on top of the scorable answer documents. Roster reports will be returned to the district and to the teacher whose name is listed on the School/Class Header Sheet. **If you want to receive roster reports separated by teacher, a School/Class Header Sheet must be filled out for each teacher.** For example, contrary to state-recommended procedures, some schools may elect to administer the test in a large-group setting. In such cases, the TA must separate the answer documents by the teacher's name listed at the top of each answer document. A School/Class Header Sheet must be filled out for each teacher's name and must be placed inside the paper band for each class set for the school to receive the roster reports listed by teacher.

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

- School Name
- District Name
- SASI Course/Section Number – Print and grid the complete SASI Course/Section Number. (See below for complete directions.)
- Teacher's Name – Print the name of the students' teacher in the boxes, left justified, and then fill in the corresponding bubble for each letter of the name.
- BEDS Code – (**Note:** Home School Students write and print BEDS code using 888 as the final three digits.)
- Total Answer Documents Returned for Scoring Under This Class Sheet – Print and grid the total number of answer documents being returned for the group after the regular test session.
- Verified by – Sign and print your name.

Definition of SASI Course/Section Number (**Note:** The following section was taken from the SASI manual. If you have any questions when filling out this code, please contact your district SASI operator.)

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

Instructional Activity Codes (positions 1–4; 4-digit SASI/Course Numbers)

Course	**Course Code (These are some of the standard codes; however, your district may have other codes.)**
Algebra 1	4111
Mathematics for the Technologies 2	3142
English 1	3011
Physical Science	3211
Biology 1	3221
Applied Biology 2	3227

District Defined Codes (positions 5–6) – Fill this in only if your district has designated a code for this field. If your district does not use these positions, you may leave this blank.

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

A Advanced Placement

C College [Prep]

D Dual credit

H Honors

I International Baccalaureate

P Pre-baccalaureate

T Tech Prep

Unit Tag – Carnegie Unit Credit (position 8)

D two units

H half unit

Q quarter unit

T three units

W one whole unit (typically used for EOCEP)

Section Number (positions 9–12, numbers or letters are acceptable; section = class) – This is the number used to identify your classes.

Returning Test Materials to the STC

Once the TA fills in the School/Class Header Sheet, complete the following tasks:

1. Make a class set by placing the School/Class Header Sheet on top of the scorable answer documents. Scorable answer documents include all answer documents that have been completely or partially filled out by a student.
2. Place a paper band around the class set.
3. Account for all test booklets you received, and sign in your test materials to the STC by initialing the School Security Checklist, as shown in the diagram on the following page.

SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

		Sign Out		Sign In		Packaged for Return	
Security Number	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD	KT	BD		
2720037	↓	↓	↓	↓	↓		
2720038							
2720039							
2720040							
2720041							
2720042	↓	↓	↓	↓	↓		
2720043	Thornton	KT	BD	KT	BD		

4. If any secure materials are missing (i.e., materials you originally received but did not return), document this situation with as many details as are known and submit the documentation to the STC.
5. Alert your STC if any scorable answer documents are damaged.
6. Provide your STC with a list of students who need make-up testing. You may use the Student Make-Up Roster in Appendix E for this purpose.
7. If you have comments or suggestions, please complete the Comment Sheet at the end of this manual and return it with your nonscorable materials to your STC.
8. Return all materials to the STC immediately after testing.

GENERAL ADMINISTRATION DIRECTIONS

The information on student answer documents that must be completed by the school may be completed either before or after test administration in supervised sessions. See Administrative Guidelines for Secure Test Administration on page 7 of this manual.

Write your district name, school name, and teacher name on the board or some place where students can refer to this information when filling out the answer document. Read aloud the directions in the shaded boxes below. All special directions are printed inside a dotted box to read aloud, if applicable.

DIRECTIONS FOR COMPLETING ANSWER DOCUMENT DEMOGRAPHICS

Begin by reading aloud the script that follows for each subject being administered.

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

SAY: **At this time you may not have any electronic or other device with you that can be used for communications, timing, or imaging. These devices include but are not limited to cell phones, pagers, beepers, headphones, stop watches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device. Please put away your electronic or other devices.**

Pause while students put away all electronic or other devices.

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

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

Pause.

SAY: **I am going to give each of you a test booklet. When you get your test booklet, leave it unopened on your desk.**

Place a test booklet in front of each student.

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

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

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

SAY: **I will now give each of you an answer document. You may use only number two lead for this test. Do NOT use pens to mark your answers. If you need a pencil during the test, please raise your hand and I will give you one.**

Hand out pencils as necessary and distribute answer documents.

SAY: **Look at side one of your answer document.**

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

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

Pause.

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

Pause to allow students to complete the information.

Even though answer documents may be preprinted with student names, some districts may choose to have students print and grid their names for pre-ID documents as a second check for easily identifying a test booklet as belonging to a particular student. Check with your STC to find out whether your district has chosen to do this. If you will be having students grid their names, follow the directions in this dotted box. **Students with blank answer documents must complete the name field.**

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

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

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

Pause.

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

Pause.

(continued from the previous page)

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

Pause to provide help as needed.

Read this section for Form C testers only (Form C testers are those testers using customized formats):

SAY: **Next, find the box labeled Date of Birth. In the Month column, darken the circle for the month you were born. Then write in the boxes the day you were born and the last two numbers of the year you were born. Darken the circles below that correspond to those numbers.**

Pause while students fill in information.

Read this section for Form A testers only:

SAY: **For the box labeled Form Number, look at the front of your test booklet and find the form number written in the bottom right-hand corner of the form you are using. Write in that number on your answer document, and darken the circles that correspond to that number.**

Pause while students fill in information.

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

Pause while students fill in information.

Read this section for Form C testers only:

SAY: **Next, darken the circle for your ethnicity. Only one circle may be darkened.**

Pause while students fill in information. For a definition of the options, see the chart in Appendix A.

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

Pause while students fill in information.

Read this section for Form C testers only:

SAY: **Find the section for Gender and darken the circle that applies.**

Pause while students fill in information.

SAY: **Now find the section labeled Grade and darken the circle for your current grade.**

Pause while students fill in information.

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

Wait until all students have finished.

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

Pause to answer any questions.

DIRECTIONS FOR ADMINISTERING THE ALGEBRA 1/MATHEMATICS FOR THE TECHNOLOGIES 2 TEST

Begin reading this script after you have read the directions for completing the demographic information on the student answer documents.

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

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

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

SAY:

Turn to the front of your test booklet and locate the Reference Information sheet and the graph paper. You may either tear these two pages out or turn to them for reference during the test.

Pause to allow students to remove the pages. If you choose to have students write their names on these pages, you may instruct them to do so at this time.

SAY:

I am going to give each of you a ruler.

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

Read this section if students will be using calculators.

SAY:

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

Make sure that the memories of all calculators are cleared (reset) in accordance with the requirements beginning on page 10 of this manual.

SAY:

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

When you have finished taking the test, you may go back and check your work. Then complete the Stop Time box. After that, complete the Student Questionnaire at the back of the book.

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

Pause to answer any questions.

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

Pause.

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

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

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

Pause.

SAY: **There are fifty questions on this test. Each test question has only one correct answer. Read each question carefully. Then mark your answer on your answer document using only a number two pencil. Completely darken the bubble for your response. If you change an answer, completely erase the first answer you marked.**

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

Notes:

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

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

Pause.

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

Pause to answer any questions.

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

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

Pause while students write in the Start Time.

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

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

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

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

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

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

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

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

As each student finishes the test, collect the student's test materials. Make sure that the student coded the "Stop Time" and the student questionnaire responses on the answer document.

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

Note: Answer documents left inside test booklets will not be scored.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing.

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

DIRECTIONS FOR ADMINISTERING THE ENGLISH 1 TEST

Begin reading this script after you have read the directions for completing the demographic information on the student answer documents.

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

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

SAY:

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

When you have finished taking the test, you may review your work. Then complete the Stop Time box and the Student Questionnaire.

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

Pause to answer any questions.

SAY:

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

Pause.

SAY:

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

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

SAY:

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

Pause.

SAY:

There are fifty-five multiple-choice questions on this test. Each test question has only one correct answer. Read each question carefully and mark your answer on your answer document using a number two pencil only. Completely darken the bubble for your response. If you change your answer, be sure to erase completely the first answer you marked.

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

Pause.

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

Pause to answer any questions.

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

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

Pause while students write in the Start Time.

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

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

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

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

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

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

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

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

As each student finishes the test, collect the student's test materials. Make sure that the student coded the "Stop Time" and the student questionnaire responses on the answer document.

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

Note: Answer documents left inside test booklets will not be scored.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing.

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

DIRECTIONS FOR ADMINISTERING THE BIOLOGY 1/APPLIED BIOLOGY 2 TEST

Begin reading this script after you have read the directions for completing the demographic information on the student answer documents.

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

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

SAY:

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

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

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

Pause to answer any questions.

SAY:

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

Pause.

SAY:

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

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

SAY:

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

Pause.

SAY:

There are fifty-five multiple-choice questions on this test. Each test question has only one correct answer. Read each question carefully, then mark your answer on your answer document using a number two pencil only. Completely darken the bubble for your response. If you change an answer, be sure to erase completely the first answer you marked.

Please do all scratch work in your test booklet.

Pause.

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

Pause to answer any questions.

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

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

Pause while students write in the Start Time.

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

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

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

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

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

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

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

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

As each student finishes the test, collect the student's test materials. Make sure that the student coded the "Stop Time" and the student questionnaire responses on the answer document.

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

Note: Answer documents left inside test booklets will not be scored.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing.

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

DIRECTIONS FOR ADMINISTERING THE PHYSICAL SCIENCE TEST

Begin reading this script after you have read the directions for completing the demographic information on the student answer documents.

(Note: The reference sheet directions do not apply to all customized formats.)

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

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

SAY: **Turn to the Periodic Table of the Elements and the Equation Reference Sheet at the beginning of your test booklet. You may either tear the page out or turn to it for reference during the test.**

Pause to allow students to remove the page. If you choose to have students write their names on the Equation Reference Sheet, you may instruct them to do so.

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

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

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

Pause to answer any questions.

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

Pause.

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

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

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

Pause.

SAY: **There are fifty-five multiple-choice questions on this test. Each test question has only one correct answer. Read each question carefully, then mark your answer on your answer document using a number two pencil only. Completely darken the bubble for your response. If you change an answer, be sure to erase completely the first answer you marked.**

Please do all scratch work in your test booklet. You may tear out and refer to the Periodic Table of the Elements and Equation Reference Sheet in the front of your test booklet, as necessary, during the test.

Pause.

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

Pause to answer any questions.

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

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

Pause while students write in the Start Time.

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

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

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

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

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

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

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

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

As each student finishes the test, collect the student's test materials. Make sure that the student coded the "Stop Time" and the student questionnaire responses on the answer document.

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

Note: Answer documents left inside test booklets will not be scored.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing. Be sure to provide the STC with the completed Student Make-Up Roster for any students who require make-up testing. The STC will schedule and notify these students for make-up testing.

CODING OF FORM A ANSWER DOCUMENTS

Coding for Form C answer documents begins on A-5.

The following fields must be completed for all scorable answer documents. (Some fields may be precoded.)

- District Name
- School Name
- Teacher Name
- Student Name – Use legal names only; no nicknames.
- Test Date – Provide the month and the day the test was taken.
- Form #
- Grade
- Current Course
- Accommodations
- Make-Up
- Special Request Code (if applicable) – See page C-3 for further information.

- Ethnicity–**Only one** selection is allowable. See table for a list of descriptions.

African American—The student has origins in any of the original racial groups of Africa (not of Hispanic origin).

African American/American Indian —The student has origins that reflect both African American and Native American heritage.

American Indian—The student has origins in any of the original peoples of North and South America (including Central America) and maintains cultural identification through affiliation or community recognition.

Asian—The student has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hawaiian-Pacific Islander—The student has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Hispanic—The student is a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

White—The student has origins in any of the original peoples of Europe, North Africa, or the Middle East (not of Hispanic origin).

White/African American—The student has origins that reflect both White and African American heritage.

White/American Indian—The student has origins that reflect both White and Native American heritage.

White/Asian—The student has origins that reflect both White and Asian heritage.

Other—The student has origins that are different from those listed above.

- Gender

- 504 (504 Accommodations Plan)

  No = The student does not have a 504 Accommodations Plan.
  Yes = The student has a 504 Accommodations Plan.

- Language

  Waiver = The student requires ESOL services but is not receiving them because of a parent-signed waiver (i.e., refusal of services).
  Full LEP = The student is receiving a full complement of ESOL services based on his or her language assessment score.
  LEP Mainstreamed = On the basis of his or her language assessment score of "fully proficient," the student is receiving one to four hours of ESOL services per week.
  Exited = The student required ESOL services but has transitioned out of monitored status.
  English Speaker = The student is a native English speaker.

  Note: Do not complete the LEP fields if not precoded.

- G (Gifted and Talented)

  Note: An AP program is not an academically/artistically gifted program.

  No = The student does not participate in either the academically gifted and talented or artistically gifted and talented classes/programs offered in the district.
  Academic = The student is served in any of the (district- or state-funded) academically gifted and talented classes/programs offered in the district.
  Artistic = The student is served in any of the (district- or state-funded) artistically gifted and talented classes/programs offered in the district.
  Both = The student is served in any of the (district- or state-funded) academically and artistically gifted and talented classes/programs offered in the district.

- Migrant

  No = The student is not a migratory student.
  Yes = The student is a migratory student. A migratory student is a student who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher and who, in the preceding thirty-six months, to obtain temporary or seasonal employment in agricultural or fishing work:

  1) has moved from one school district to another or
  2) resides in a school district of more than 15,000 square miles and migrates a distance of twenty miles or more to a temporary residence to engage in a fishing activity.

- Al Sch (Alternative School Program)

  No = The student is not in an alternative school program.
  Yes = The student is or has been enrolled during the current school year in a program "designed to provide appropriate services to students who for behavioral or academic reasons are not benefiting from regular school program or may be interfering with the learning of others." (South Carolina Code of Laws, 1976 [as amended, 1990]; Chapter 63, Title 59, Article 13; § 59-63-1300).

- L (Lunch)

  No = The student is not eligible for free or reduced-price lunch status.
  F = The student is eligible for free lunch status.
  R = The student is eligible for reduced-price lunch status.

- IEP–Code either "None" or one or more of the following codes, as indicated by the student's IEP.

None	=	Not officially recorded as disabled
AU	=	Autism
DB	=	Deaf – Blindness
ED	=	Emotionally Disabled
EM	=	Educable Mentally Disabled
H	=	Hearing Impaired
LD	=	Learning Disability
M	=	Multiple – Disabled
OHI	=	Other Health Impaired
OI	=	Orthopedically Impaired
PMD	=	Profoundly Mentally Disabled
SP	=	Speech or Language Impaired
TBI	=	Traumatic Brain Injury
TM	=	Trainable Mentally Disabled
V	=	Visually Impaired

- Date of Birth
- Student ID Number–Begin writing the number in the first box.
- SUNS for Testing–Begin writing the number in the first box.

CODING OF FORM C CUSTOMIZED ANSWER DOCUMENTS

The following fields must be completed for all scorable customized answer documents.

- District Name
- School Name
- Teacher Name
- Student Name – Use legal names only; no nicknames.
- Date of Birth
- Gender
- Grade
- Test Date – Provide the month and the day the test was taken.
- Ethnicity – **Only one** selection is possible. See table for a list of descriptions.

African American—The student has origins in any of the original racial groups of Africa (not of Hispanic origin).

African American/American Indian—The student has origins that reflect both African American and Native American heritage.

American Indian—The student has origins in any of the original peoples of North and South America (including Central America) and maintains cultural identification through affiliation or community recognition.

Asian—The student has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hawaiian-Pacific Islander—The student has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Hispanic—The student is a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

White—The student has origins in any of the original peoples of Europe, North Africa, or the Middle East (not of Hispanic origin).

White/African American—The student has origins that reflect both White and African American heritage.

White/American Indian—The student has origins that reflect both White and Native American heritage.

White/Asian—The student has origins that reflect both White and Asian heritage.

Other—The student has origins that are different from those listed above.

- Current Course
- Special Request Code (if applicable) – See page C-3 for further information.

- Language

Waiver	=	Student requires ESOL services but is not receiving them because of a parent-signed waiver.
Full LEP	=	Student is receiving a full complement of ESOL services based on his or her language assessment score.
LEP Mainstreamed	=	On the basis of his or her language assessment score of "fully proficient," student is receiving one to four hours of ESOL services per week.
Exited	=	Student received ESOL services but has transitioned out of Mainstreamed status.
English Speaker	=	The student is a native English speaker.

- G (Gifted and Talented)

Note: An AP program is not an academically/artistically gifted program.

No	=	The student does not participate in either the academically gifted and talented or artistically gifted and talented classes/programs offered in the district.
Academic	=	The student is served in any of the (district- or state-funded) academically gifted and talented classes/programs offered in the district.
Artistic	=	The student is served in any of the (district- or state-funded) artistically gifted and talented classes/programs offered in the district.
Both	=	The student is served in any of the (district- or state-funded) academically and artistically gifted and talented classes/programs offered in the district.

- Migrant

No = The student is not a migratory student.

Yes = The student is a migratory student. A migratory student is a student who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher and who, in the preceding thirty-six months, to obtain temporary or seasonal employment in agricultural or fishing work:

1) has moved from one school district to another or
2) resides in a school district of more than 15,000 square miles and migrates a distance of twenty miles or more to a temporary residence to engage in a fishing activity.

- Al Sch (Alternative School Program)

No = The student is not in an alternative school program.

Yes = The student is or has been enrolled during the current school year in a program "designed to provide appropriate services to students who for behavioral or academic reasons are not benefiting from regular school program or may be interfering with the learning of others." (South Carolina Code of Laws, 1976 [as amended, 1990]; Chapter 63, Title 59, Article 13; § 59-63-1300).

- L (Lunch)

  No = The student is not eligible for free or reduced-price lunch status.
  F = The student is eligible for free lunch status.
  R = The student is eligible for reduced-price lunch status.

- 504 (504 Accommodations Plan)

  No = The student does not have a 504 Accommodations Plan.
  Yes = The student has a 504 Accommodations Plan.

- Make-Up–Indicate if the test was administered as a make-up.

- Customized Materials–Indicate all customized materials that the student used.

- Modifications–English 1 only. Indicate modifications that the student received during testing for the English 1 test. Appendix C lists descriptions of modifications.

- Accommodations–Indicate all accommodations that the student received during testing. Appendix C lists descriptions of all accommodations.

- IEP–Code either "None" or one or more of the following codes, as indicated by the student's IEP.

  None = Not officially recorded as disabled
  AU = Autism
  DB = Deaf – Blindness
  ED = Emotionally Disabled
  EM = Educable Mentally Disabled
  H = Hearing Impaired
  LD = Learning Disability
  M = Multiple – Disabled
  OHI = Other Health Impaired
  OI = Orthopedically Impaired
  PMD = Profoundly Mentally Disabled
  SP = Speech or Language Impaired
  TBI = Traumatic Brain Injury
  TM = Trainable Mentally Disabled
  V = Visually Impaired

- Student ID Number–Begin writing the number in the first box.

- SUNS for Testing (Student Unique Numbering System for Testing)–This is a unique statewide, 10-digit number that has been assigned to each student. Districts should download these numbers and input them into their SASI database. These student identification numbers can then be uploaded into the EOCEP SWEET query in September 2005 and January 2006. If this number does not appear in the query, each answer document should be hand-coded with the SUNS for Testing number.

SCANNABLE FORMS

In this appendix, you will find a sample of the following forms:

- School/Class Header Sheet
- Sample of a Form A and Form C Answer Document

South Carolina End-of-Course Examination Program

School / Class Header Sheet

2005 - 2006

MARKING DIRECTIONS
- Use only No. 2 lead. No ink or ballpoint pen.
- Completely grid each circle.
- Cleanly erase any marks you wish to change.
- Make NO stray marks on this sheet.

PLEASE PRINT

School Name: _____

District Name: _____

INSTRUCTIONS FOR COMPLETING THIS SHEET
- Prepare a separate School/Class Header Sheet for each class/subject area tested.
- Print and grid the teacher's name. Class rosters are based on the teacher's name below.
- Print and grid the number of answer documents returned under this sheet. Use leading zeros if necessary.
- Print and grid the SASI Course/Section Number. If you do not use all four columns to record the Section Number of the Instructional Activity Code, use leading zeros. (See the Test Administration Manual for complete directions.)
- BEDS Code for home school students: Print and grid the BEDS Code using final three digits of 888.

SASI Course/Section Number

Instructional Activity Code	District Defined	Academic Tag	Unit Tag	Section Number
0 0 0 0	0 0	A	A	0 0 0 0
1 1 1 1	1 1	B	B	1 1 1 1
2 2 2 2	2 2	C	C	2 2 2 2
3 3 3 3	3 3	D	D	3 3 3 3
4 4 4 4	4 4	E	E	4 4 4 4
5 5 5 5	5 5	F	F	5 5 5 5
6 6 6 6	6 6	G	G	6 6 6 6
7 7 7 7	7 7	H	H	7 7 7 7
8 8 8 8	8 8	I	I	8 8 8 8
9 9 9 9	9 9	J	J	9 9 9 9
		K	K	A A A A
		L	L	B B B B
		M	M	C C C C
		N	N	D D D D
		O	O	E E E E
		P	P	F F F F
		Q	Q	G G G G
		R	R	H H H H
		S	S	I I I I
		T	T	J J J J
		U	U	K K K K
		V	V	L L L L
		W	W	M M M M
		X	X	N N N N
		Y	Y	O O O O
		Z	Z	P P P P
				Q Q Q Q
				R R R R
				S S S S
				T T T T
				U U U U
				V V V V
				W W W W
				X X X X
				Y Y Y Y
				Z Z Z Z

Teacher's Name

Last	FI	MI

BEDS CODE

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

Total Answer Documents Returned for Scoring Under this Class Sheet

Completed Answer Documents (Test Administrator) _____

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

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

Verified by: _____ / _____

Test Administrator's name (Signed) (Printed)

STATE ASSESSMENT SYSTEM SDE-12-0001

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South Carolina
End-of-Course Examination Program

Algebra 1 / Mathematics for the Technologies 2

Fall 2005

District Name _____

School Name _____

Teacher Name _____

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

Last Name	First Name	M

Pre-ID

Test Date		
Month	Day	
Jan		
Feb		
Mar	0	0
Apr	1	1
May	2	2
Jun	3	3
Jul		4
Aug		5
Sep		6
Oct		7
Nov		8
Dec		9

Form #	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Grade
06
07
08
09
10
11
12

Current Mathematics Course
Algebra 1
Mathematics for the Technologies 2
Other

The following codes were not pre-coded.
Teachers/Test Administrators must complete these codes for all students, if applicable.

Accommodations
Mark all that apply
Setting
Timing
Scheduling
Presentation
Response options

Special Request Code		
0	0	0
1	1	1
2	2	2
3	3	3

Make-up

1

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Algebra 1 / Mathematics for the Technologies 2

The following codes could have been transmitted through pre-code. Teachers/Test Administrators must complete the fields that were not transmitted by your district.

Ethnicity
African American
African American/American Indian
American Indian
Asian
Hawaiian/Pacific Islander
Hispanic
White
White/African American
White/American Indian
White/Asian
Other

Gender
Male
Female

504
No
Yes

Language
Waiver
Full LEP
LEP Mainstreamed
Exited
English Speaker

G
No
Academic
Artistic
Both

Migrant	Al Sch	L
No	No	No
Yes	Yes	F
		R

IEP	
Mark all that apply	
None	OHI
AU	OI
DB	PMD
ED	SP
EM	TBI
H	TM
LD	V
M	

Date of Birth			
Month	Day		Year
Jan		19	
Feb			
Mar	0 0		0 0
Apr	1 1		1 1
May	2 2		2 2
Jun	3 3		3 3
Jul	4		4 4
Aug	5		5 5
Sep	6		6 6
Oct	7		7 7
Nov	8		8 8
Dec	9		9 9

Student ID No.

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

SUNS for Testing

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

Answers (Use only No. 2 lead.)

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

Questionnaire Responses

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

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	

2

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South Carolina End-of-Course Examination Program

Algebra 1 / Mathematics for the Technologies 2

Form C

District Name _____

School Name _____

Teacher Name _____

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

Last Name	First Name	M

Date of Birth

Month	Day	Year
Jan		19
Feb		
Mar	0 0	0 0
Apr	1 1	1 1
May	2 2	2 2
Jun	3 3	3 3
Jul	4	4 4
Aug	5	5 5
Sep	6	6 6
Oct	7	7 7
Nov	8	8 8
Dec	9	9 9

Gender
- Male
- Female

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

Test Date

Month	Day
Jan	
Feb	
Mar	0 0
Apr	1 1
May	2 2
Jun	3 3
Jul	4
Aug	5
Sep	6
Oct	7
Nov	8
Dec	9

Ethnicity
- African American
- African American/ American Indian
- American Indian
- Asian
- Hawaiian/Pacific Islander
- Hispanic
- White
- White/African American
- White/American Indian
- White/Asian
- Other

Current Mathematics Course
- Algebra 1
- Mathematics for the Technologies 2
- Other

These codes are to be completed by the test administrator or designee of the district.

Special Request Code

0	0	0
1	1	1
2	2	2
3	3	3

Language
- Waiver
- Full LEP
- LEP Mainstreamed
- Exited
- English Speaker

G
- No
- Academic
- Artistic
- Both

Migrant
- No
- Yes

AI Sch
- No
- Yes

L
- No
- F
- R

504
- No
- Yes

Make-up

Student ID No.

SUNS for Testing

Customized Mats. Mark all that apply
- Braille
- Large-Print
- Loose-Leaf
- Form C
- Oral Admin. Script
- Audiocassette
- Signed Videotape

Accommodations Mark all that apply
- Setting
- Timing
- Scheduling
- Presentation
- Response options

IEP Mark all that apply
- None
- AU
- DB
- ED
- EM
- H
- LD
- M
- OHI
- OI
- PMD
- SP
- TBI
- TM
- V

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1

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Algebra 1 / Mathematics for the Technologies 2

Answers (Use only No. 2 lead.)				
1. Ⓐ Ⓑ Ⓒ Ⓓ	13. Ⓐ Ⓑ Ⓒ Ⓓ	25. Ⓐ Ⓑ Ⓒ Ⓓ	37. Ⓐ Ⓑ Ⓒ Ⓓ	49. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓘ	14. Ⓕ Ⓖ Ⓗ Ⓘ	26. Ⓕ Ⓖ Ⓗ Ⓘ	38. Ⓕ Ⓖ Ⓗ Ⓘ	50. Ⓕ Ⓖ Ⓗ Ⓘ
3. Ⓐ Ⓑ Ⓒ Ⓓ	15. Ⓐ Ⓑ Ⓒ Ⓓ	27. Ⓐ Ⓑ Ⓒ Ⓓ	39. Ⓐ Ⓑ Ⓒ Ⓓ	
4. Ⓕ Ⓖ Ⓗ Ⓘ	16. Ⓕ Ⓖ Ⓗ Ⓘ	28. Ⓕ Ⓖ Ⓗ Ⓘ	40. Ⓕ Ⓖ Ⓗ Ⓘ	
5. Ⓐ Ⓑ Ⓒ Ⓓ	17. Ⓐ Ⓑ Ⓒ Ⓓ	29. Ⓐ Ⓑ Ⓒ Ⓓ	41. Ⓐ Ⓑ Ⓒ Ⓓ	
6. Ⓕ Ⓖ Ⓗ Ⓘ	18. Ⓕ Ⓖ Ⓗ Ⓘ	30. Ⓕ Ⓖ Ⓗ Ⓘ	42. Ⓕ Ⓖ Ⓗ Ⓘ	
7. Ⓐ Ⓑ Ⓒ Ⓓ	19. Ⓐ Ⓑ Ⓒ Ⓓ	31. Ⓐ Ⓑ Ⓒ Ⓓ	43. Ⓐ Ⓑ Ⓒ Ⓓ	
8. Ⓕ Ⓖ Ⓗ Ⓘ	20. Ⓕ Ⓖ Ⓗ Ⓘ	32. Ⓕ Ⓖ Ⓗ Ⓘ	44. Ⓕ Ⓖ Ⓗ Ⓘ	
9. Ⓐ Ⓑ Ⓒ Ⓓ	21. Ⓐ Ⓑ Ⓒ Ⓓ	33. Ⓐ Ⓑ Ⓒ Ⓓ	45. Ⓐ Ⓑ Ⓒ Ⓓ	
10. Ⓕ Ⓖ Ⓗ Ⓘ	22. Ⓕ Ⓖ Ⓗ Ⓘ	34. Ⓕ Ⓖ Ⓗ Ⓘ	46. Ⓕ Ⓖ Ⓗ Ⓘ	
11. Ⓐ Ⓑ Ⓒ Ⓓ	23. Ⓐ Ⓑ Ⓒ Ⓓ	35. Ⓐ Ⓑ Ⓒ Ⓓ	47. Ⓐ Ⓑ Ⓒ Ⓓ	
12. Ⓕ Ⓖ Ⓗ Ⓘ	24. Ⓕ Ⓖ Ⓗ Ⓘ	36. Ⓕ Ⓖ Ⓗ Ⓘ	48. Ⓕ Ⓖ Ⓗ Ⓘ	

Questionnaire Responses
1. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
2. Ⓐ Ⓑ
3. Ⓐ Ⓑ Ⓒ
4. Ⓐ Ⓑ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ

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	

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APPENDIX C

TESTING STUDENTS WITH DOCUMENTED DISABILITIES

TABLE OF CONTENTS

A. General Information **C-2**

1. Definition of an Individual with Disabilities
2. IEP and 504 Requirements
3. Monitor Statement
4. Special Requests

B. Accommodations **C-3**

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2. Examples of Accommodations

C. Modifications **C-6**

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2. Examples of Modifications

D. Customized Materials (Form C) **C-7**

1. Braille Test Booklets
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3. Loose-Leaf Test Booklets
4. Form C Test Booklet
5. Oral Administration Script/Audiocassette
6. Sign Language Videotapes

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2. Transferring Students' Final Responses
3. Coding the Answer Documents
4. Packaging Test Materials

H. Additional Information **C-16**

1. Special Request Form
2. Accommodations/Modifications Tables
3. Customized Materials Table

A. GENERAL INFORMATION

1. Definition of an Individual 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. IEP and 504 Plan Requirements

- Students with a current Individual Education Program (IEP) or 504 Plan who are enrolled in courses in which the curriculum standards corresponding to the EOCEP tests are taught, regardless of course name or number, **must participate** in the appropriate tests. Students may participate in the assessment in the same manner as other students or with accommodations or modifications.
- The IEP or 504 Plan team determines **how** a student with disabilities participates in the EOCEP. Decisions about accommodations or modifications must be made on an individual student basis, not on the basis of the category of disability.
- Accommodations, modifications, and/or supplemental materials and devices must be consistent with those used routinely in classroom instruction and assessment throughout the school year. Any accommodations, modifications, and supplemental materials and devices used for instruction and assessment must be documented in the student's IEP or 504 Plan.
- Testing a student **without** the accommodations, modifications, or customized materials specified in the IEP or 504 Plan or **with** accommodations, modifications, or customized materials not specified in the IEP or 504 Plan is a test security violation of S.C. Code Ann. § 59-1-447 (1990) (e.g., not providing an oral administration specified in the IEP). See pages 6–8 of this manual for further details.

3. Monitor Statement

The requirements regarding monitors (see page 10) also apply to the testing of students with disabilities. A Test Administrator (TA) must be in the room at all times when materials are not in locked storage, even if a monitor is present.

4. Special Requests

The IEP team or 504 Plan team may determine whether a student requires an accommodation, a modification, or a supplemental device that is not specifically addressed in this appendix. The DTC should use the form in section H of this appendix to request the use of specific accommodations, modifications, or supplemental materials or devices during testing. **Fax this form to Courtney Johnson Foster at 803-734-8527, at least one week before testing.** This form may be photocopied.

Once approved, you will be given a special code to enter on the student's test booklet. If you have further questions, contact Courtney at cjfoster@sde.state.sc.us or 803-734-3552.

Note: Special requests are not required for broken arms. Know the procedures to follow if a student cannot write because of an injury (e.g., sprain, broken bone). See page 18 of this manual. Testing for this student may be delayed until the make-up days, or the student may use any of the response options listed under accommodations in Appendix C.

B. ACCOMMODATIONS

1. Definition of an Accommodation

An accommodation is defined as a change in the testing environment, procedures, or presentation that does not alter what the test measures or the comparability of scores. The purpose of accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills to be assessed rather than disabilities.

2. Examples of Accommodations

Table I presents examples of accommodations typically used by students to access the EOCEP.

Table I — Accommodations for EOCEP

Accommodation	Examples
Setting	preferential seating, separate location, small group, individual administration
Timing	frequent breaks, extended breaks
Scheduling	morning or afternoon administration, multiple testing sessions per day, multiple testing days
Presentation	highlighting, cueing, reading aloud, repeating/signing directions, oral or signed administration of mathematics
Response Options	nonverbal indication of answer choices, dictation of responses, braille test responses, responding in the test booklet or on separate pages
Calculators	Physical Science only
Supplemental Materials and Devices	provided by the district, see section E
Special Requests	see form in section H

Setting

The EOCEP should be administered in a setting appropriate to the student's individual needs. Setting accommodations may include the following:

- preferential seating in the classroom,
- separate location with minimal distractions,
- small group in a separate location, and
- individual in a separate location.

Timing

The EOCEP tests are not timed. Students may take as long as they need to complete the test during the school day when possible. Any time accommodations must be monitored to maintain test security. Timing accommodations may include the following:

- frequent breaks in the testing room without contact with other students and
- extended breaks that may involve contact with other students.

Scheduling

The student may take portions of the EOCEP over several days, as long as all testing is completed by the last day of make-up testing. Students may not go back to previously completed sections of the test. Scheduling accommodations may include the following:

- administering the test in the afternoon rather than the morning,
- administering the test in one day with one or several testing sessions per day, and
- administering the test over several days with one or several testing sessions per day.

Presentation

The student may require presentation accommodations or a customized format of the test. These accommodations may include the following:

- **Highlighting within the test** – Highlighting can be done on any customized form of the EOCEP test booklet because all responses are transcribed to a customized answer document.
  - The **TA** may highlight key words or phrases in the directions. For example, TAs may highlight phrases such as "use complete sentences" or "show your work" in the student's test booklet.
  - The **student** may highlight words, phrases, sentences, and so on, in test items.
- **Cueing** – The TA may write cues, use cue symbols, or orally cue the **directions** in the test booklet (e.g., providing arrows, stop signs, or phrases such as "Read this").
- **Student reading test aloud to himself or herself** – A student may read the test questions aloud to himself or herself. This accommodation requires an individual administration of the test.

- **Student repeating/signing directions to the TA or interpreter** – The student may ask for clarification of the directions or sign the directions to demonstrate his or her understanding.
- **Directions in sign language** – TAs may sign, cue, or communicate through a sign language interpreter or transliterator directions or other information that is normally read aloud to students. **This does NOT require a signed administration.**
- **Customized forms** – The DTC must order these forms from the contractor. For more information about customized forms, see section D of this appendix.
- **Oral/Signed administration** – Oral and signed administrations of Algebra 1/Mathematics for the Technologies 2, Biology 1/Applied Biology 2, and Physical Science tests are accommodations because these tests assess knowledge of content standards, not reading ability. Oral and signed administrations of the English 1 test are modifications. (See page C-6.)
  - **Oral Administration Script** – must be used if the TA reads the directions, questions, and most answer choices to the student. Oral scripts are available for all subjects.
  - **Oral Administration Audiocassettes** – may be operated by the student or the TA in a small-group setting. Audiocassettes are available for all subjects.
  - **Sign Language Videotapes** – are available in Algebra 1/Mathematics for the Technologies 2, Biology 1/Applied Biology 2, and Physical Science for students who use Pidgin Signed English (PSE) or American Sign Language (ASL).

Response Options

The student may require an alternative method of responding to a test question. The procedures for using the alternative response options are in section F of this appendix. Response options may include the following:

- **Nonverbal indication of answer choices** – Students may indicate their answer choices nonverbally (e.g., by pointing, by using an augmentative communication device).
- **Dictation of responses** – Students may indicate answers to a TA. (This option is available only if testing individually.)
- **Braille responses** – Students may use a braillewriter, slate and stylus, or electronic braille note-taking device.
- **Responding in the customized test booklet or on separate pages** – Students may mark their responses directly in their test booklets or on separate pieces of paper.

Calculators

The student may use a calculator as an accommodation for computation only in the Physical Science test. Refer to the calculator use policy beginning on page 11 of this manual for information on approved calculators and security procedures. Refer to section E for information on adaptive calculators.

C. MODIFICATIONS

1. Definition of a Modification

A modification is defined as a change in the testing environment, procedures, or presentation that **changes the meaning of the test scores.** Modifications compromise the validity and alter the meaning and comparability of test scores.

Note: The student's permanent record and any other school documents that contain scores from a modified administration must state that the student used modifications.

2. Examples of Modifications

Table II presents examples of modifications typically used to access each content area of the EOCEP.

Table II — Modifications for EOCEP

Subject	Examples
English 1	oral/signed administration
Algebra 1/Mathematics for the Technologies 2	special request
Biology 1/Applied Biology 2	special request
Physical Science	special request

Oral/Signed Administration of English 1

An **Oral Administration Script** may be used by a TA to conduct an oral administration of English 1 tests. This script contains instructions for the TA to read the passages, test questions, and most answer choices to the students.

An **Oral Administration Audiocassette** may be operated by the student, or by a TA in a small-group setting, to receive an oral administration of the English 1 test. The audiocassette contains directions, questions, and most answer choices.

Customized sign language **Videotapes** in ASL or PSE must be used during a signed administration of the ELA test if the student requires signing of the test questions and some answer choices.

D. CUSTOMIZED MATERIALS

Customized test materials will be provided as ordered by the district. No overage will be sent. The table below presents the types of customized materials used during EOCEP.

Table III — Customized Materials (Form C) for EOCEP

Test Materials	For the student who:	The TA will:
Braille	who reads classroom materials in braille and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a Form C answer document or transcribe the student's responses to the Form C answer document to return for scoring
Large-Print	has difficulty reading text in a standard size font and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a Form C answer document or transcribe the student's responses to the Form C answer document to return for scoring
Loose-Leaf	needs to remove individual pages, and/or needs one item per page, and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a Form C answer document or transcribe the student's responses to the Form C answer document to return for scoring
Form C test booklet	is deaf or hard of hearing, with or without a signed administration, or needs an oral administration and no other customized form	verify that the student's multiple-choice responses are marked on a Form C answer document or transcribe the student's responses to the Form C answer document to return for scoring
Oral Administration Script/ Audiocassette	needs an oral administration and can be used with any customized form	verify that the student's multiple-choice responses are marked on a Form C answer document or transcribe the student's responses to the Form C answer document to return for scoring
Sign Language Videotapes	needs a signed administration (all directions, questions and most answer choices are signed)	verify that the student's multiple-choice responses are marked on a Form C answer document or transcribe the student's responses to the Form C answer document to return for scoring

1. **Braille Test booklets** – The braille version is spiral bound with 11½" × 11" interpoint braille pages. Student responses must be transcribed to a Form C answer document.
2. **Large-Print Test booklets** – The large-print version is a 9" × 12" spiral-bound booklet in 18-point sans serif type. Student responses must be transcribed to a Form C answer document.
3. **Loose-Leaf Test booklets** – These test booklets are printed single-sided and placed in 3-ring binders. The individual pages can be removed so that the students can write or type answers. This form contains one test question per page. The TA may remove and reinsert the pages for the student. All pages must be reinserted correctly if removed. Student responses must be transcribed to a Form C answer document.
4. **Form C Test booklets** – This booklet comes in an 8½" × 11" double-sided, saddle-stitched booklet printed in a 12-point font. Student responses must be gridded on a Form C answer document. The Form C test booklet is part of the oral administration materials and the sign language materials found in the Additional Order Request Form.
5. **Oral Administration Script/Audiocassette** – These materials should be used with a Form C, loose-leaf, Braille, or large-print test booklet.

   Scripts provide the directions to a TA regarding the appropriate way to read test questions, passages, and some answer choices to the student(s). The DTC must order the oral script through the test contractor according to the number of TAs who need them.

   Audiocassettes provide the students with the test questions, passages, and some answer choices. Audiocassettes must be ordered according to the number of students or TAs who need them.
6. **Sign Language Videotapes** – The sign language videotapes for Algebra 1/ Mathematics for the Technologies 2, English 1, Biology 1/Applied Biology 2, and Physical Science include the test directions, questions, and some answer choices. Videotapes are available for students in ASL and PSE.

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

E. SUPPLEMENTAL MATERIALS AND DEVICES

Students should be reminded to wear prescribed eyeglasses or hearing aids for testing.

Students with disabilities may use the following supplemental materials in conjunction with any test form. Supplemental materials and devices should be those used with the student's daily instruction and documented in the IEP or 504 Plan. **If any of these materials are used, the district or school must supply them.** (For materials and devices not listed, please see section H of this appendix for the special request form.)

- Amplification equipment or special acoustics (e.g., auditory trainer, sound field system)
- Magnifying device or special lighting (e.g., closed-circuit television, optical low-vision aid)
- Color overlays
- Pointer, noncalibrated ruler, template, or other devices to assist in maintaining visual attention
- Braillewriter, braille note-taking device, typewriter, or word processor
- Pencil grips or large-diameter pencil
- Special adaptive/assistive devices (e.g., adaptive keyboard, voice synthesizer, calculator)

  Note: If a student uses a computer-based calculator, the TA must disable any application not allowed by the calculator use policy beginning on page 10 of this manual.
- Tape recorder and cassette
- Television monitor and VCR
- Adaptive or special furniture
- Abacus or number line

  Note: If the student creates his or her own number line or the TA gives the student a blank number line, this is an accommodation. If the TA gives the student a completed number line, the use of the number line is a modifcation. The number line should be returned with the test booklet and other materials at the end of the testing period.
- Manipulatives

  Note: Certain manipulatives may be used as an accommodation or a modification depending on the subject area and the purpose of the tactile device. Generally, if the manipulative is used for counting, it is considered an accommodation.

F. ADMINISTRATION PROCEDURES

The TA will read directions as necessary. Wording changes may be needed depending on the mode of response by the student. (Example: Instead of telling a student to "Mark your answers in your test booklet," you may say, "Point to your answer and I will mark your answer in your test booklet.")

Some specific procedures for administering the EOCEP are listed below.

Scheduling

1. Estimate the duration of each testing session for the student. This should be based on IEP documentation of the time a student typically works on a task.
2. Determine whether the student can complete the test in one day or several days.
3. 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. 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.
4. 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.

Nonverbal Indication of Answer Choices

1. The entire administration must be videotaped **or** a monitor must be present during the administration to verify in writing that the student's responses were recorded correctly.
2. The student will indicate his or her answers nonverbally by pointing or by using an augmentative communication device. The TA will mark the student's answer on his or her Form C answer document.
3. The videotape (if applicable) must be identified to the contractor, along with the customized test booklet.
4. Follow the directions for identifying and returning materials beginning on page C-14.

Responding in the Customized Test Booklets or Separate Pages

1. The student may mark his or her answers directly in the test booklet or on separate pages.
2. The TA or other school designee must transfer the student's responses onto his or her customized answer document. The transfer must be completed by two individuals and be checked carefully for accuracy.
3. Follow the directions for return procedures beginning on page C-14.

Dictation of Responses

1. The entire dictated testing session must be tape-recorded **or** a monitor must be present during the entire session.
2. The student dictates the answer choice for items to the TA. The TA writes the student's responses on the customized answer document.
3. Follow the directions for return procedures beginning on page C-14.

Braille Responses

1. Students may use a braillewriter, slate and stylus, or electronic braille note taker, provided by the district, to answer test questions.
2. Answers marked in the test booklet or submitted in braille must be transcribed by the TA to a Form C answer document.
3. If the student reads the braille responses aloud to the TA, this portion of the administration must be audiotaped **or** a monitor must be present during the administration to verify in writing that the student's responses were recorded correctly.
4. The student's braille responses must be identified and returned with the braille test booklet to the contractor with the nonscorable shipment.
5. Follow the directions for identifying and returning materials beginning on page C-14.

Oral Administration

Oral Administration of English 1 is a modification. Oral Administration of Algebra 1/Mathematics for the Technologies 2, Biology 1/Applied Biology 2, and/or Physical Science is an accommodation.

To prepare for the oral administration of the test, the TA may review the Oral Administration Script or audiocassette forty-eight hours before the test. All reviews must take place at the school with no students present and be coordinated through the STC with adherence to test security procedures.

There are three formats available for administration:

Format 1: Tape Player Operated by TA

a. The TA operates a tape player provided by the school.

b. Students may be tested individually or in a small group. If the small-group option is used, it is strongly recommended that the students be compatible in terms of learning styles. Otherwise, pacing the test could be problematic.

Format 2: Tape Player Operated by Student

Students using this format should already know how to use a tape player, and oral administration should be one of their primary instructional modes. The tape player should be the type that the student ordinarily uses during instruction.

a. Each student uses headphones and operates a tape player provided by the school.

b. Students may be tested individually or in small groups. A tape player and headphones must be supplied for each student.

Oral Administration Procedures for Formats 1 and 2

1. Make sure that you have the appropriate and correct number of audiocassettes and tape players.
2. The TA begins by reading aloud the administrative directions from the appropriate pages in this *Test Administration Manual* (TAM).
3. Students may replay passages, questions, and/or answer choices as needed.
4. Students are directed to raise their hands and ask the TA for assistance if they need to have words in graphs, diagrams, and so on, read aloud to them. Therefore, if a TA is monitoring a small group of students using audiocassettes, it is advisable that the TA also have an oral script available.

Format 3: Oral Script to Be Read by TA

a. The TA reads aloud from the Oral Script.

b. Students may be tested individually or in small groups. If the small-group option is used, it is strongly recommended that the students be compatible in terms of learning styles. Otherwise, pacing the testing could be problematic.

Oral Administration Procedures for Format 3

1. Begin by reading aloud the administration directions from the TAM. The TA will be directed when to begin the Oral Script.
2. Read the script exactly as it is written. Be particularly aware of the grammatical make-up and structure of the items. No modifications in the wording of the test questions are allowed. An unconscious pause, or 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.
   - For the reading subtest, read the answer choices as directed in the oral script, even if the student chooses an answer before you have finished reading.
   - For the mathematics subtest, you are allowed to read only what is printed in the oral script; students may be required to read information presented in the graphics (e.g., tables, pictures, charts) or in the answer choices.

3. 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. Be sure to reread the **entire** passage or question. Questions may be repeated as many times as is necessary. During group administrations, if there are numerous requests for repetitions, the TA may choose to reread questions **only once** during the testing session and then repeat questions as necessary at the end of the testing session.
   - At the end of each section and at the end of the day's testing session, reread any specific passages and/or questions as requested by the student.
4. While some conversation between the student(s) and TA is expected, **discussion concerning interpretation of 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.

Signed Administration

Signed administration of English 1 is a modification. Signed administrations of Algebra 1/ Mathematics for the Technologies 2, Biology 1/Applied Biology 2, and Physical Science are accommodations. The sign language videotapes include the questions, directions, and most answer choices. For all subjects, there are sign language videotapes in ASL and PSE.

To prepare for interpreting the test, TAs and/or sign language interpreters may review the Signed Administration Videotapes forty-eight hours prior to EOCEP administration. All reviews must take place at the school with no students present and be coordinated through the STC with adherence to test security procedures.

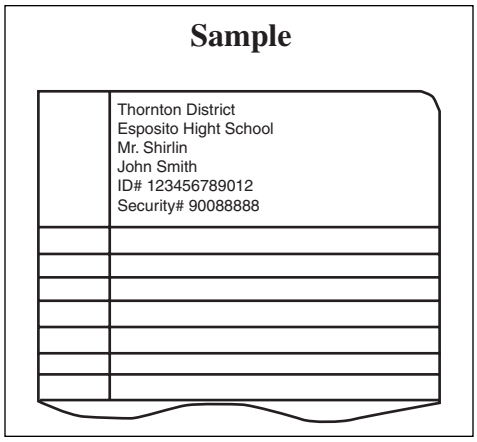
1. The TA will sign the necessary directions to the students.
2. Student will work at their own pace and may replay passages and/or questions as needed. Items may be repeated as many times as is necessary.
3. While some conversation between the student(s) and TA is expected, **discussion concerning interpretation of any test item content is not permitted.** Do not converse with the student(s) about any test questions. Respond to student questions by replaying the instructions, passages, or test questions as needed.

G. RETURN PROCEDURES

1. Identifying Student Materials

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

- District Name
- School Name
- Teacher Name
- Student Name
- Student ID
- Test Book Security Number of Form C test booklet

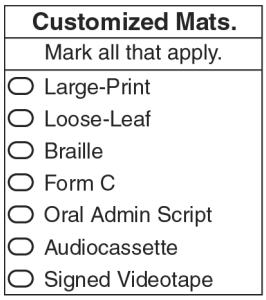


2. Transferring Students' Final Reponses

All student responses must be transferred to a Form C answer document by two individuals and be carefully checked for accuracy. One of the two individuals transcribing the student's answers also must grid the student's start and stop times on the answer document. Make sure that all the information on the answer document is completed.

3. Coding the Answer Documents

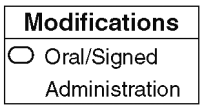
- Ensure that all applicable fields on the answer documents are coded correctly. The customized materials, accommodations, and modifications fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes. (See the following graphics of the coding fields.)



Algebra, English, Biology and Physical Science

Algebra and Biology

Physical Science



English Only

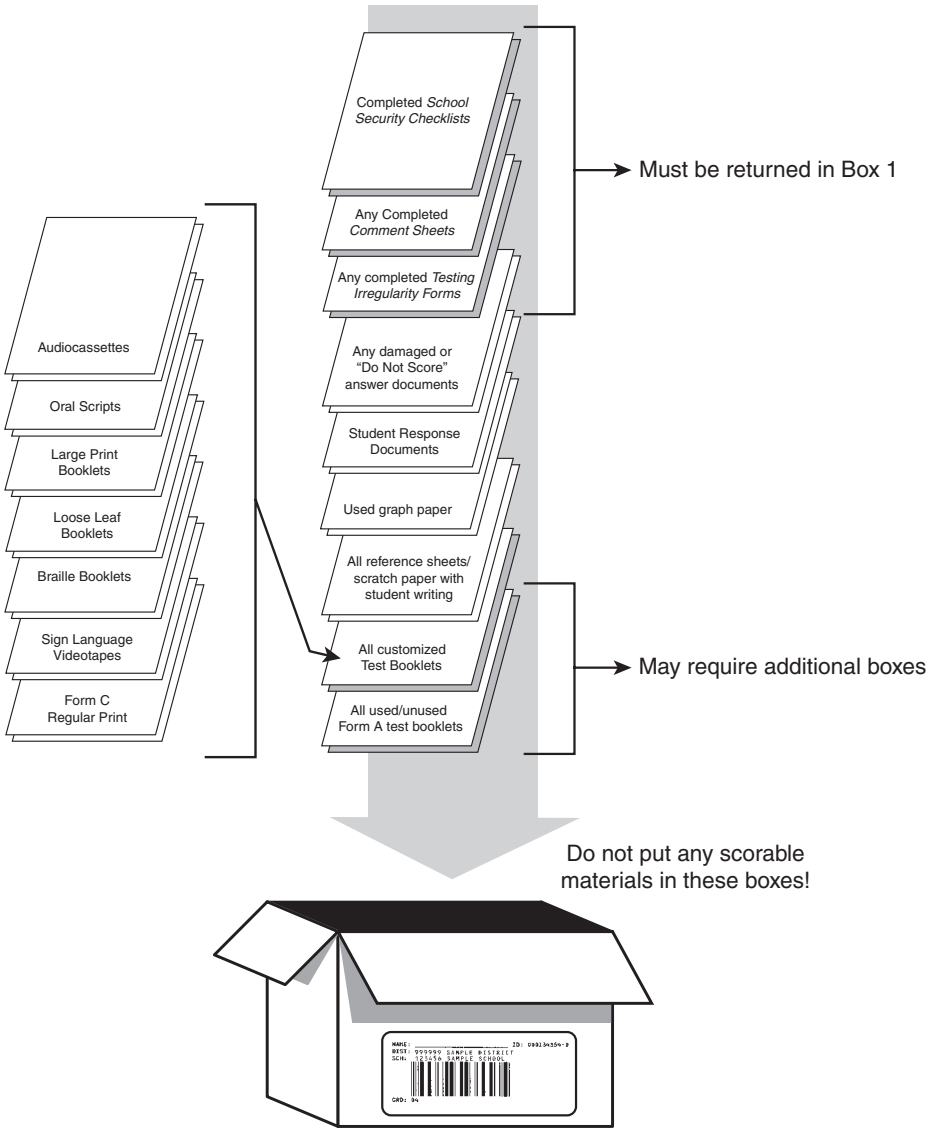
- Record on the Student Make-Up Roster the names of students who missed the test.

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

4. Packaging Test Materials

- Place the customized answer documents in the box with the scorable materials, under the appropriate completed class sheet.
- Return all the other customized materials with the nonscorable shipment (i.e., oral scripts, customized test booklets, student response documents for students who did not mark their answers on answer documents).
- Return all materials to the STC. Sign in secure materials on the School Security Checklist.

Returning Nonscorable Materials



Box 1

H. ADDITIONAL INFORMATION

In this section, you will find the following:

- Special Request Form – Use this form to request an accommodation, a modification, or a supplemental device that is not specifically addressed in this appendix. This requires IEP documentation to accompany the form.
- Accommodations and Modifications Tables for EOCEP – This page may be reproduced for school or district personnel as quick reference to the accommodations and modifications for EOCEP.
- Customized Materials Table – This page may be reproduced for school or district personnel as quick reference to the customized materials for EOCEP.

Office of Assessment Special Request Form
For the Fall 2005 Administration of EOCEP

Student Name: _____ SASI ID#: _____

District: _____ SUNS for Testing ID#: _____

School: _____

Content area(s) for which request will apply:

_____

Specific accommodation/modification requested:

_____

_____

Reason for requesting accommodation/modification:

_____

_____

_____

List of attached IEP documentation (e.g., state assessment information, instructional supports):*

_____ _____

_____ _____

*No request will be accepted without evidence of instructional and assessment alignment.

_____ _____
District Test Coordinator Name (Print) District Test Coordinator Fax Number

_____ _____
District Test Coordinator Signature Date

_____ _____
School Representative's Signature School Representative's Phone Number

Please fax this form and appropriate documentation to Courtney Johnson Foster at SDE at 803-734-8527 one week prior to testing. You will receive a response by fax within five business days.

Table I — Accommodations for EOCEP

Accommodation	Examples
Setting	preferential seating, separate location, small group, individual administration
Timing	frequent breaks, extended breaks
Scheduling	morning or afternoon administration, multiple testing sessions per day, multiple testing days
Presentation	highlighting, cues, reading aloud to self, repeating/signing directions, oral/signed administration, customized forms
Response Options	nonverbal indication of answer choices, dictation of responses, braille responses, responding in the test booklet or separate pages
Calculators	Physical Science only
Supplemental Materials and Devices	provided by the district, see section E
Special Requests	see form in section C

Table II — Modifications for EOCEP

Subject	Examples
English 1	oral/signed administration
Algebra 1/Mathematics for the Technologies 2	special request
Biology 1/Applied Biology 2	special request
Physical Science	special request

Table III — Customized Materials (Form C) for EOCEP

Test Materials	For the student who:	The TA will:
Braille	who reads classroom materials in braille and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a Form C answer document or transcribe the student's responses to the Form C answer document to return for scoring
Large-Print	has difficulty reading text in a standard size font and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a Form C answer document or transcribe the student's responses to the Form C answer document to return for scoring
Loose-Leaf	needs to remove individual pages, and/or needs one item per page, and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a Form C answer document or transcribe the student's responses to the Form C answer document to return for scoring
Form C test booklet	is deaf or hard of hearing, with or without a signed administration, or needs an oral administration and no other customized form	verify that the student's multiple-choice responses are marked on a Form C answer document or transcribe the student's responses to the Form C answer document to return for scoring
Oral Administration Script/ Audiocassette	needs an oral administration and can be used with any customized form	verify that the student's multiple-choice responses are marked on a Form C answer document or transcribe the student's responses to the Form C answer document to return for scoring
Sign Language Videotapes	needs a signed administration (all directions, questions and most answer choices are signed)	verify that the student's multiple-choice responses are marked on a Form C answer document or transcribe the student's responses to the Form C answer document to return for scoring

ACCOMMODATIONS FOR LEP STUDENTS

ESOL/LEP Students – A limited English proficient (LEP) student is defined as a student who has a primary language other than English and is not proficient in listening, speaking, reading, or writing in the English-speaking classroom as determined by a language assessment instrument and academic content area assessments (these students are coded 0 through 5 in SASI). ESOL/LEP students are required to take the EOCEP.

LEP students may use the following accommodations. These accommodations should be determined to be appropriate for individual students and should not be applied to all LEP students indiscriminately. Use of appropriate accommodations should be determined by the English fluency levels of individual students and should be recorded on the student's accommodations form and kept with the student's ESOL folder. If accommodations are used, complete the appropriate accommodation(s) codes on the inside front cover of the student's test booklet.

- LEP students may receive special test prep instruction prior to the administration of EOCEP. This instruction may cover test format, directions, answer document use, and test-taking strategies.
- LEP students may use a word-for-word bilingual dictionary during all EOCEP tests. The dictionary **must not** include any examples, pictures, or definitions.
- The directions may be reworded in any format or language necessary to enable the student to understand the task(s) by repeating in English, using the native language, and so on. No other parts of the test may be reworded or translated.
- LEP students may participate in individual or small-group administration by the ESOL teacher or other school or district designee.
- LEP students may receive an oral administration of the EOCEP tests. The ELA test cannot be administrated orally to LEP students unless they also have a documented disability and the IEP or 504 Accommodations Plan specifies oral administration of the ELA tests. See Appendix C for more information on oral administrations.
- LEP students may take additional time beyond the regularly scheduled test session to complete a test, but the test session cannot exceed the designated day.
- Answering the questions directly in the test booklet (transfer of student responses from the test booklet to a scannable answer document must take place before materials are returned to the contractor).

Note: The EOCEP tests are not available in alternate language formats.

FORMS

In this appendix, you will find the following forms:

- Two Security Agreement Forms
- Additional Materials Request Form
- School Security Checklist
- Testing – Do Not Disturb Sign
- Student Make-Up Roster
- Testing Irregularity Form
- Comment Sheet

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
Office of Assessment
Agreement to Maintain Test Security and Confidentiality
For District Test Coordinators, School Test Coordinators, and Test Administrators

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Department of Education must take every step to assure the security and confidentiality of the state test materials. It is the responsibility of those individuals who serve as test coordinators, test administrators, and monitors; those who handle test materials; and/or those who use the results to follow test security laws, regulations, and procedures. The test administration manual for each test provides detailed test security information and administration guidelines. DTCs, STCs, and TAs are expected to read and follow the instructions provided in these manuals.

To help all personnel involved in testing have a common understanding of test security and appropriate testing practices, District and School Test Coordinators must provide appropriate training for these individuals. Test administrators, monitors, and/or other individuals who assist in the distribution and packing of test materials must be familiar with test security laws, regulations, and procedures, as well as with their responsibilities for each test. Test administration manuals and/or other appropriate materials should be distributed to these personnel at least one week prior to the testing window. DTCs and STCs must review test security policies and procedures with them and must encourage them to read all appropriate materials.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide testing program: BSAP, End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), HSAP-Alt, PACT, or PACT-Alt. I acknowledge that I have or will provide appropriate training for all individuals involved in administering or monitoring the tests and/or handling test materials.

I understand the tests are secure, confidential, and proprietary documents owned by the Department of Education. I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the tests to anyone. I will not keep, copy, reproduce, or use in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content. I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secure test, secure administration manual, oral administration script, or any other secure test materials. I will return all test materials on time to the appropriate person or place (i.e., to the District Test Coordinator for School Test Coordinators; to the testing contractor for District Test Coordinators). I will follow all of the state laws and regulations regarding testing ethics and test security.

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 Print name

_____ _____
District and School Date

1429 Senate Street Columbia, South Carolina 29201 (803) 734-8492 Fax (803) 734-8624 www.myscschools.com

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
Office of Assessment
Agreement to Maintain Test Security and Confidentiality
For Monitors or Other Appropriate Personnel

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Department of Education must take every step to assure the security and confidentiality of the state test materials. It is the responsibility of those individuals who serve as test coordinators, test administrators, and monitors; those who handle test materials; and/or those who use the results to follow test security laws, regulations, and procedures. The test administration manual for each test provides detailed test security information and administration guidelines.

To help all personnel involved in testing have a common understanding of test security and appropriate testing practices, District and School Test Coordinators must provide appropriate training for these individuals and must encourage them to read and review all instructions provided. Monitors and/or other individuals who assist in the distribution and packing of tests materials must be familiar with test security laws, regulations, and procedures, as well as with their responsibilities for each test. Test administration manuals and/or other appropriate instructions should be distributed to these personnel at least one week prior to the testing window. DTCs and/or STCs must review test security policies and procedures with them and must encourage them to read all appropriate materials.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide testing program: BSAP, End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), HSAP-Alt, PACT, or PACT-Alt. I acknowledge that I (have read/will read) the test security laws, regulations, and procedures adn other appropriate information given to me about test security and/or my responsibilities regarding the test(s).

I understand the tests are secure, confidential, and proprietary documents owned by the Department of Education. I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the tests to anyone. I will not keep, copy, reproduce, or use in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content. I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secure test, secure administration manual, oral administration script, or any other secure test materials. I will return all test materials to the School Test Coordinator or the District Test Coordinator. I will follow all of the state laws and regulations regarding testing ethics and test security.

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 Print name

_____ _____
District and School Date

1429 Senate Street Columbia, South Carolina 29201 (803) 734-8492 Fax (803) 734-8624 www.myscschools.com

South Carolina
End-of-Course Examination Program

Additional Materials Request Form

School Test Coordinators should use this form to order additional materials. Place orders with your DTC far enough in advance to allow for materials to be shipped to the DTC and distributed to you before test day. All test materials will be shipped to district offices only.

Send this completed form to your DTC.

Date: _____

District Name: _____ BEDS Code: _____

STC Name: _____ School Name: _____

Phone #: _____ Fax #: _____

Item Name	Quantity	
Test Administration Manual		
Do Not Score Labels		48 per sheet – order number of sheets needed
School/Class Headers		
6-inch Card Stock Rulers		20 per pack – order number of packs needed
Other (specify)		

Item Name	Algebra 1/ Math for Tech 2	English 1	Physical Science	Biology 1/ Applied Biology 2
Form A				
Test Booklets				
Answer Documents				
Form C				
Braille Booklets*				
Large-Print Booklets**				
Loose-Leaf Booklets**				
Oral Administration*				
Sign Language Administration*				
Oral Script				
Audiocassette				
Signed Videotape – ASL				
Signed Videotape – PSE				

* Includes a print Form C Test Booklet and a Form C Answer Document
** Includes a Form C Answer Document

STC Signature and Date_____

Appendix E

SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

		Sign Out		Sign In		Packaged for Return	
Security Number	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials

Additional or Make-up Materials:

Use this section to record additional materials received from the District Test Coordinator (DTC) and for documenting materials signed out and in for make-up testing.

			Sign Out		Sign In			
Test Name	Security Number Range	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	Packaged for Return	

Comments:

Security Statement

I certify that I followed and that I instructed test administrators to follow the Test Security Legislation, Regulations, and Procedures and that the secure test materials shown on this Security Checklist have been packaged for return, as outlined in the Test Administration Manual.

Date: _____ School Test Coordinator's Signature: _____

Date: _____ Principal's Signature: _____

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

South Carolina
End-of-Course Examination
Program

DO NOT DISTURB

End-of-Course Examination Program

Testing is taking place in this room.

South Carolina
End-of-Course Examination
Program

STUDENT MAKE-UP ROSTER

District Name _____ **Test Administrator** _____

School Name _____ **EOCEP Subject** _____

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

Directions to the Test Administrator:

1. List the name of each student who needs to make up any test.
2. Complete one roster for each subject.

Directions to the Make-Up Test Administrator:

1. If a student attended the make-up testing, write "Yes" in the "Attended Make-Up?" column. If the student did not attend make-up testing, write "No" in the "Attended Make-Up?" column.
2. Upon completion of testing each day, return ALL materials to the STC.

Student's Name	Attended Make-Up? Yes or No
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Return this form to the person responsible for scheduling make-up testing.

South Carolina
End-of-Course Examination
Program

Testing Irregularity Form

Please document any disruption that occurred during testing if it could affect a student's test scores. Provide a description of the event and the actions that were taken in response to it.

School Name: _____

BEDS Code: _____

_____

_____

_____

_____

_____

_____

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_____

_____

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_____

_____

_____

_____

_____

Name of person completing this report: _____
(Please print)

Date: _____

Return this form with the SC EOCEP nonscorable test materials after testing.

South Carolina
End-of-Course Examination Program

Optional
Name:_____
District/School:_____
Date:_____
Phone:_____
E-mail:_____

Subject Tested: _____

Comment Sheet

We welcome your ideas and suggestions for improving the test administration procedures and manuals. If you have comments, please make them on this sheet, remove it from the manual, and return it in your shipment of nonscorable test materials.

RECEIPT AND RETURN OF MATERIALS

_____

_____

_____

_____

_____

_____

_____

_____

TEST ADMINISTRATION DIRECTIONS/MANUALS

_____

_____

_____

_____

_____

_____

_____

_____

Please complete reverse side.

TRAINING RECEIVED

TEST SECURITY/SECURITY CHECKLISTS

CODING ANSWER DOCUMENTS AND USING LABELS

MONITOR DUTIES

- Monitors are encouraged to walk around the room during testing to check that students are marking their answers in the correct sections of the answer documents. 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 or answer documents.**
- Distribute and collect materials needed during testing (e.g., No. 2 pencils, test booklets, calculators, handouts) as directed by the TA.
- Ensure that students receive the correct test booklets and answer documents.
- During testing, ensure that students
  - ✓ receive additional sharpened pencils when needed;
  - ✓ follow directions;
  - ✓ mark their responses in the appropriate area of the test booklet;
  - ✓ use only the allowable supplemental materials specified in this manual; and
  - ✓ do not give or receive help from other students.
- Help maintain test security.
- Refer all student questions to the TA.
- Check restrooms before allowing students to enter to make sure 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.)
- It is **not** permissible for a monitor to be left in charge of a test administration session.

LEGAL REQUIREMENTS FOR TEST SECURITY

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

S.C. Code Ann. § 59-1-445 (Supp. 2002) addresses violations of mandatory test security 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 State Department of Education.

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

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

STATE BOARD REGULATIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Q. Failing to return test materials for all examinees.

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

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

T. Altering test scores in electronic records or files.

U. Failing to report a security breach.

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

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

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

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

The South Carolina Department of Education does not discriminate on the basis of race, color, national origin, gender or handicap in admission to, treatment in, or employment in its programs and activities. Inquires regarding the nondiscrimination policies should be made to the Director of Office of Human Resources, 1429 Senate Street, Columbia, SC 29201, (803) 734-8781,