

South Carolina

Grade 2 Gifted and Talented Testing Program

Test Coordinator Manual



Fall 2016



**Houghton
Mifflin
Harcourt**

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Schedule of Important Dates 2016–17

Date	Event
September 27, 2016	Face-to-Face Pretest Workshop for District Test Coordinators
September 29	Pretest Workshop Webinar for DTCs (<i>morning and afternoon</i>)
October 3	<i>Iowa Assessments</i> and <i>CogAT</i> student test booklets and <i>Directions for Administration</i> arrive in district offices.
October 24– November 14	Test administration window
November 4	Final day for districts to order additional materials and large-print version of tests from HMH
November 14–16	Districts pack materials for return to HMH for scoring.
November 18	HMH receives test materials back for scoring.
November 19– December 12	HMH contacts districts regarding scoring alerts and missing materials.
December 14	Districts will receive CD-ROM PDF reports, student score labels, data files, and Student Profile Narrative paper copies.
December 14	Post-Test Administration Workshop via Webinar for District Test Coordinators
January 9, 2017	Last day for districts to order make-up test materials from HMH
January 17–24	Make-up test window
January 27	HMH receives make-up test materials back for scoring.
February 14	Districts that return their test materials by January 27 with no issues will receive their make-up test results back from HMH.

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Purpose of This Manual

This *Test Coordinator Manual* (TCM) provides important information to assist School Test Coordinators (STCs) and District Test Coordinators (DTCs) with the successful administration of the *Cognitive Abilities Test*™ (CogAT®) and *Iowa Assessments*™ in their districts. The TCM provides an overview of the Gifted and Talented state-administered tests, guidelines for administering the two assessments, and specific information regarding the receipt and return of the test materials.

Purpose of the Grade 2 Assessment Program

Districts are required to provide services for all gifted and talented students at the elementary and secondary levels. Students are identified for this program by demonstrating high performance ability or potential in academic and/or artistic areas. In accordance with State Board of Education (SBE) Regulation 43-220, the South Carolina Department of Education (SCDE) provides an aptitude and an achievement assessment for this purpose. Although the primary purpose of these assessments is to identify students for the Gifted and Talented programs, student results can be useful to teachers as they examine their instructional practices and can help them identify teaching strategies for all students.

The identification of gifted and talented students is a multi-step process that consists of screening and referral, assessment of eligibility, and placement. The objective of the grade 2 testing program is to evaluate each student for placement into a district gifted and talented program.

In accordance with SBE Regulation 43-220, students must meet the criteria for two out of the three dimensions outlined in this law. Dimension A (Reasoning Abilities) requires students to demonstrate high aptitude (93rd national age percentile) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three. Scores on CogAT may be used for this purpose.

Dimension B (High Achievement in Reading and/or Mathematical Areas) of the regulation requires that students demonstrate high achievement in reading and/or mathematical areas (94th national percentile and above) as measured by a nationally normed or statewide assessment. Scores on the *Iowa Assessments* may be used for this purpose.

The results from the administration of the aptitude (*CogAT*) and achievement (*Iowa Assessments*) tests are entered into the Gifted Identification Forms and Tasks (GIFT) software program, which identifies students who automatically qualify for a gifted and talented program. GIFT also identifies those students who may benefit from a secondary screening using the Performance Task Assessments (Dimension C).

Dimension C (Intellectual/Academic Performance) requires students to demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge, and creative productive thinking. One of the methods by which these characteristics may be demonstrated is with a score of sixteen on either the verbal or nonverbal component of the Performance Task Assessments for grade 3 placement.

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Information About the Tests

The following tests have been identified by HMH for administration to grade 2 students:

<i>Iowa Assessments</i> , Form F	Level 7
<i>CogAT</i> , Form 7	Level 8

All districts will be given the opportunity, at a discounted price, to provide the *CogAT* and *Iowa Assessments* to students in grades 3 through 8 across the state. Please contact Sue Rawls, your local HMH Account Executive, at 704.620.8262 for more information.

The following charts list the required sections for each test, the number of items on each section, and an estimated time for administration. All of the required sections are untimed.

Iowa Assessments Form F

Required Sections of Each Test	Number of Items	Estimated Time (minutes)
Reading: Picture Stories	11	10
Reading: Sentences	6	10
Reading: Stories	18	25
Reading Totals	35	45
Mathematics: Part 1	26	25
Mathematics: Part 2	15	25
Mathematics Totals	41	50

Districts may choose to administer additional tests included in the *Iowa Assessments* that are not required for the South Carolina Grade 2 Gifted and Talented Assessment Program, but the optional tests must be administered after the required tests are completed.

There is no extra charge for this service. The district simply administers the tests of interest, and the scores for these tests will be provided automatically. Districts

that wish to receive a Total Reading score must also administer the Vocabulary test, which is not required for the South Carolina Grade 2 assessment program.

Cognitive Abilities Test, Form 7

The nine tests listed below must be administered.

Required Sections of Each Test	Number of Items	Estimated Time (minutes)
Verbal Battery		
■ Picture Analogies	18	13
■ Sentence Completion	18	14
■ Picture Classification	18	13
Quantitative Battery		
■ Number Analogies	18	15
■ Number Puzzles	14	15
■ Number Series	18	15
Nonverbal Battery		
■ Figure Matrices	18	13
■ Paper Folding	16	11
■ Figure Classification	18	13

All of the *CogAT* tests are untimed. For screening into the gifted and talented program, a student must take all nine tests to receive all three scores: verbal, quantitative, and nonverbal.

Testing Dates

The *CogAT* and *Iowa Assessments* may be administered at any time during the statewide testing window: **October 24 through November 14, 2016**. A make-up testing session will be offered **January 17–24, 2017**.

Student Participation

South Carolina law requires districts to screen all students for a district Gifted and Talented Program. This includes students with disabilities and English language learners. Students who are repeating grade 2 must be included in the test administration. Districts may choose to administer the assessments offered by the state or develop and receive approval from the SCDE for an alternative methodology.

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Testing Students with Documented Disabilities and ELL Students

Given the structure of the *CogAT* and *Iowa Assessments*, the vast majority of students will be able to take both tests in the standard manner. Students who have disabilities that might make it difficult for them to demonstrate their abilities through standard testing procedures may use a variety of accommodations.

Testing Students with IEP/504 Plans

Definition of a Student with Disabilities

A student with a documented disability is either a student 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 a student who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

Student Participation

Students with a current Individualized Education Program (IEP) or 504 Accommodations Plan must participate in screening for identification for the academic gifted and talented program. Students should participate in the *CogAT* and *Iowa Assessments*, as appropriate, or in an alternative screening process that includes a documented review of existing data from a norm-referenced aptitude and norm-referenced mathematics and reading comprehension assessment.

The student's IEP team determines whether the student will participate in the assessment in the same manner as other students, or with accommodations. Students cannot be excluded from screening because of a disability.

IEP and 504 Plans

The IEP or 504 Accommodations Plan team determines how a student with disabilities participates in the *CogAT* and *Iowa Assessments*. Decisions about standard accommodations must be made on an individual student basis, not on the basis of the category of disability or instructional placement.

IEP and 504 Accommodation Plan Requirements

Accommodations are changes to content, format, or conditions (instructional, assessment) for a particular student that do not reduce learning expectations or change the construct, but do remove construct-irrelevant factors so that students are able to access the content and fully demonstrate what they know and can do. Please reference the 2014 *Standards for Educational and Psychological Testing* written by AERA, APA, and NCME.

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

South Carolina–Allowed Accommodations

The information that follows relates to the allowable accommodations for use in South Carolina. **Some accommodations listed in the *Directions for Administration (DFA)* for both *CogAT* (pages 7 and 8) and *Iowa Assessments* (pages 5 and 6) are not approved for use in South Carolina.** Make sure that test administrators (TAs) are aware that the accommodations listed in the section that follows are the only approved accommodations for the South Carolina testing program.

The design of *CogAT* and *Iowa Assessments* includes oral administration of the assessments and marking responses in the test booklet. Because these practices are available to all students, they do not appear in the following accommodations list.

Additionally, the *CogAT* and *Iowa Assessments* tests are designed to be administered over multiple days. The material presented each day is also broken into sections with breaks between each section. However, some students may need additional breaks or testing days based on individual need.

State-Allowed Accommodations

Setting

Individual or Small Group – The small-group size should be consistent with the group size used for routine classroom assessments.

Timing

Frequent and Extended Breaks – This accommodation is used if additional time is needed beyond the break structure of the assessment. These breaks may occur in the testing room with no contact between students or outside of the testing room, with contact between students monitored to ensure there is no discussion of the assessment.

Scheduling

Multiple Test Sessions/Days – The student may take portions of *CogAT* or the *Iowa Assessments* over several days, as long as all testing is completed by the last day of the testing window. Students must begin testing on the regularly scheduled testing date and may not go back to previously completed sections of the test.

- Estimate the duration of each testing session for the student. This should be based on documentation of the time a student typically works on a task. Determine whether the student can complete the test in one day or over several days, in one session or over several sessions.
- If it is determined that the student requires testing over several days, divide the test into sections according to the time allotted for each test session. 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.
- 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.

Presentation

Highlighting – The Test Administrator may highlight key words or phrases for students in the **directions** but not in any other part of the tests. The student may highlight words, phrases, sentences, etc., in passages.

Cueing – The Test Administrator may write cues, use cue symbols, or orally cue the directions only in the test booklet (e.g., providing arrows, stop signs, or phrases such as “Read the story and answer questions 6–10.”)

Read Aloud to Self – All items on *CogAT* are pictorial. For the *Iowa Assessments*, the student may read the test questions aloud to himself or herself. This accommodation requires an individual administration.

Signing the Directions – The student may need to repeat/sign the directions to the Test Administrator for clarification or to demonstrate his or her understanding.

Repeated Directions – Only test directions may be read aloud as many times as necessary to inform students of the *proper procedures to follow in responding*. This accommodation applies only to the general test directions prior to the first test item for each subtest. Additionally, any student may have the general directions

repeated or clarified to ensure the student knows the proper procedures to follow in responding.

Notice there are differences between the test administration directions for the *CogAT* and *Iowa* tests. These administration directions apply to all students.

- *CogAT DFA* p. 15 (bullet 2): You may repeat the directions or item prompts as many times as necessary. The pace will be based on your student response times.
- *Iowa DFA* p. 13 (bullet 2): Read the directions for each question only once. Do not repeat the directions. This applies to the entire test.

Response

Nonverbal Indication of Answer Choices – Students may indicate their answer choices nonverbally (e.g., pointing or using a personal communication device). A monitor must be present during this administration to verify the student's responses were recorded accurately. Depending on how the student indicates his/her answer choices, an individual administration may be required.

Dictation of Responses (Answers Recorded) – Students may dictate their answers to a scribe/monitor. This accommodation requires an individual administration with two adults present.

Signed Administration (Communication Assistance) – The Test Administrator or Interpreter may sign the entire administration to a student. The TA/Interpreter must sign exactly as written and may not interpret test item content beyond what is allowed by the subject. Care must be taken not to use signs that might convey answers to any test questions.

Customized Materials

Large Print – A large-print format is available for both *CogAT* and *Iowa Assessments* Complete Battery. The large-print version is a 12.5-inch by 15-inch spiral-bound booklet with text in 18-point sans serif type. Because the *Iowa Assessments* large-print test booklets are Complete Battery test booklets, students will be instructed to skip the Social Studies and Science subtests. **Responses will need to be transcribed into an overage machine-scorable test booklet (Refer to page 38 for details).**

The DTC can order the large-print version of the test by contacting HMH's Project Manager, Joe Adduci, via e-mail at joseph.adduci@hmhco.com. These materials must be ordered by November 4, 2016.

Braille – Braille test booklets are not available for *CogAT* or the *Iowa Assessments* at the second-grade level. Braille test booklets are provided for the *Iowa Assessments* test levels that correspond to grades 3–12. Grade 2 students who are blind may be administered the *Wechsler* (verbal) and the *Woodcock-Johnson® III Tests of Achievement* to establish eligibility for gifted and talented services.

Testing English Language Learners (ELLs)

Definition of English Language Learners

An English Language Learner (ELL) is a student who has a primary language other than English and is not proficient in listening, speaking, reading, writing, or comprehension in the English-speaking classroom as determined by a language proficiency instrument.

Student Participation

ELL students must be given the opportunity to participate in the *CogAT* and *Iowa Assessments*. The Individual Modification Plan (IMP) or other ELL Student Accommodation Plan team determines how an ELL student participates in these assessments. Decisions about standard accommodations must be made on an individual student basis. All ELL students must take these tests in English.

Accommodation Plan Requirements

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

State-Allowed Accommodations

Accommodations should be used only as appropriate for individual students and should not be applied to all ESOL students indiscriminately. Appropriate accommodation should be based on the student's English proficiency test results, teacher judgments, and other evidence, including the accommodations used in the classroom for individual students.

The following accommodations may be used by ESOL students on these tests:

Bilingual Dictionary

- Students may use a word-to-word bilingual dictionary. However, the dictionary must not include any examples, pictures, or definitions. During test administration, ESOL students may consult only a conventional, published book. The word-for-word dictionary used during testing should be one used by the student for instruction and assessment throughout the school year.

Translate Directions

- The general test directions may be translated into the student's native language. This translation cannot go beyond the scope and meaning of the directions. Test questions/individual test question directions may not be translated.

Scheduling

- The student may take portions of the tests over several days as long as all testing is completed by the last day of testing. Students may not go back to previously completed sections of the tests.

Individual or Small Group Administration/Setting

- The *CogAT* and *Iowa* tests may 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 administration in a separate location.
 - Individual administration in a separate location.

Timing

- Students may take as long as they need to complete each test during the school day. Any timing accommodations, however, must be monitored to maintain test security. Timing accommodation may include the following:
 - Frequent breaks in the testing room without contact with other students.
 - Extended breaks that may involve contact with other students.

Coding Accommodations for ELL Students and Students with Disabilities

The types of accommodations provided to students may be recorded on the student test booklet in the “Test Administrator Use Only” block. The first column of the Code section is used for this purpose. See sample documents showing this information on pages 74 and 75.

Even though more accommodations are allowed for testing, the codes listed below are the only accommodations that must be marked on the student’s test booklet. This information will be included in the student data file that is provided to the district and school, but it will not appear on any of the reports.

Code	Accommodation
A	Large Print
B	Signed Administration
C	Individual/Small-Group Administration
D	Timing or Scheduling
E	Presentation
F	Responses
G	Bilingual Dictionary (word-to-word)
H	Translate Directions

Testing in the Primary Grades

Children in kindergarten through grade 3 show considerable differences in their experiential backgrounds, attention spans, ability to work on their own, and persistence in staying with a task. In recognition of these differences, some considerations are suggested.

- The *CogAT* and *Iowa Assessments* are designed to be **group-administered** tests. The tests and directions are constructed for relatively easy administration by classroom teachers. Someone who is familiar to the students and who has a good rapport with them should administer the tests. No special training in testing is required.
- Studies show that young children are capable of taking the *CogAT* and *Iowa Assessments*. Nevertheless, it is important to monitor students to make sure that each one understands the test instructions, is working on the correct question, and is marking the test booklet properly.
- The pace at which the test questions are presented should be adjusted to suit the characteristics of the children being tested.

Making the Testing Meaningful

Most young children have had little or no experience with standardized tests and, therefore, do not have any preconceived notions, either positive or negative, about such tests. There is no need to be anxious about the testing.

Students can be told that the teacher will use the results to better understand each student's progress. They should understand that the test will help teachers find out how the students learn and solve problems.

Addressing Test-Taking Skills

Some students taking these tests may not have taken tests of this type before and will benefit from some discussion about test-taking procedures. Students need to know how to mark answers and how to move from one question to the next. Students need to know that they will be expected to work independently.

Students should be told in advance that there might be a few questions that they will not know how to answer. They should be told that they are not expected to know the answers to all of the questions and that it is acceptable to leave some questions blank. For each question, students should think about the answer choices and decide which one would make the most sense. Students should be encouraged to persevere and not give up quickly, even if they encounter questions that they find difficult.

Practice Tests

Districts may purchase practice tests for the *CogAT* and *Iowa Assessments*. These tests will give students an opportunity to become familiar with the various formats for test questions. Contact Joe Adduci at joseph.adduci@hnhco.com to inquire about costs and to order these tests.

Scheduling the Tests

Districts may develop testing schedules that fit their circumstances. The *CogAT* and *Iowa Assessments* are untimed and the pace at which the test questions are presented should be adjusted to suit the characteristics of the children being assessed. HNH believes that no more than one hour of testing per day is appropriate for grade 2 students. If a district chooses to administer any of the optional tests, they must be scheduled after the required tests are completed.

Although districts may set their *CogAT* and *Iowa Assessments* testing schedule, a sample schedule for administration is provided. The chart shows approximate test times for each section, although this may vary with different groups of students. The estimated times shown include time for distributing and collecting test booklets, explaining the testing task to the students, working through practice items, and answering students' questions.

Sample Schedule for the Administration of *CogAT* and *Iowa Assessments*

Day	Test	Test Booklet Page Numbers	Directions for Administration Page Numbers	Estimated Time (minutes)
Day 1	<i>CogAT</i>			
	Picture Analogies	Pages 1–7	Pages 15–23	13
	Sentence Completion	Pages 9–14	Pages 24–27	14
	Picture Classification	Pages 15–24	Pages 28–32	13
Day 2	<i>CogAT</i>			
	Number Analogies	Pages 25–31	Pages 33–37	15
	Number Puzzles	Pages 33–38	Pages 38–41	15
	Number Series	Pages 39–45	Pages 42–46	15
Day 3	<i>CogAT</i>			
	Figure Matrices	Pages 47–53	Pages 47–51	13
	Paper Folding	Pages 55–63	Pages 52–56	11
	Figure Classification	Pages 65–70	Pages 57–60	13
Day 4	<i>Iowa Assessments</i>			
	Reading: Picture Stories	Pages 12–14	Page 23–24	10
	Reading: Sentences	Page 15	Page 24–25	10
	Reading: Stories	Pages 16–20	Pages 26–27	25
Day 5	<i>Iowa Assessments</i>			
	Mathematics: Part 1	Pages 33–37	Pages 44–49	25
	Mathematics: Part 2	Pages 38–41	Pages 50–55	25

*Begins with Practice Items

Informing Parents

Communication between school and home before testing begins can help make testing run smoothly and make it possible for students to do their best on the tests.

- Inform parents regarding the purpose of the testing and how the results will be used. Inform parents that there is no opt-out provision. All grade 2 students must be given the opportunity to test.
- Parent permission to take these tests is **not** required.
- All parents should be told in advance the dates and times each test and/or subject will be administered in their schools. Send them the testing schedule.
- Schools should emphasize to parents the importance of getting their children to school on time. Ask parents to avoid making doctor appointments and scheduling other out-of-school functions during testing hours.

- Identify students who need customized administrations and make appropriate arrangements for accommodations as documented in the students' IEP or 504 Plans.

Testing Environment

Planning for and providing an appropriate test setting is essential to ensure standardized testing conditions for all students.

- Tests should be administered in a familiar classroom to reduce student test anxiety and simplify test security.
- Students should be tested in classrooms that have good lighting and are well-ventilated with a reasonable temperature.
- Adequate space (three feet or more) between students is necessary to increase test security and to reduce distractions. Partitions may be used.
- Classrooms should be quiet and free from interruptions or distractions of any type.
- TAs and monitors must not work or communicate on a computer, tablet, phone, or similar device during a test administration. Any electronic devices must be silenced during testing.

District/School Guidelines for Disruptions

Schools should have policies and procedures in effect for classroom disturbances that interrupt testing. Such disruptions could include unruly students, students who sleep during the test, students who will not take the test, and students arriving late to school or leaving early because of appointments. **TAs should know what to do in each of these situations.**

Student Illness

If a student becomes ill during testing or displays other severe distress symptoms, the following guidelines should be implemented, as needed.

- The sick student should be excused from the testing room. The determination to remove a student depends on the severity and the timing of the sickness.
- If possible, send a monitor to accompany the student to the restroom, nurse's office, or other sick room.
- Students can take a supervised break until the sick student is situated and the student's desk and the classroom have been cleaned.
- The student's test booklet should be examined to determine whether or not it is damaged.
- If a student's test booklet was damaged due to illness, student responses can be transferred from the damaged test booklet to a new overage test booklet in a supervised, secure setting.

- Test booklets damaged due to illness must also be documented on the Security Checklist so that the test integrity is maintained at all times. School Test Coordinators should note that, if a test booklet is damaged due to a student's illness, the total count on the School Packing List will be less. District Test Coordinators should be made aware of any test material that is destroyed due to illness.
- Damaged test booklets must be destroyed or disposed of in a secure manner (e.g., shredding, burning).
- Do not return test booklets damaged due to illness to HMH.

Student Cheating

The school should follow policies and procedures established by the district for investigating and documenting suspected student cheating incidents. Schools should invalidate the test if cheating is confirmed. The school may choose to re-test the student during the make-up window. Student cheating does not need to be reported to the SCDE.

Cover Sheets or Scratch Paper

Cover sheets or scratch paper may be distributed to students for the purpose of keeping their place in the test booklet or to cover their responses. The TA must collect and securely destroy any scratch paper with student writing.

Color Overlays, Highlighters, and Colored Pencils

All students may use colored overlays, highlighters, and colored pencils for the paper/pencil tests.

Students may use highlighters to only highlight text in the Reading: Stories portion of the *Iowa Assessment*. Highlighting in the *CogAT* test booklet may interfere with the accurate scoring of the student's response; therefore, it is not recommended.

All students may use black lead or colored pencils to underline text, take notes, or do scratch work within the test booklets.

If colored pencil or highlighters are used, students must not do any underlining or highlighting in the test booklet where the answer bubbles are located because it may interfere with the accurate scanning of the student responses.

Students must not use highlighters, pens, or colored pencils to mark through answer options or bubbles. Only a No. 2 pencil can be used to mark answers in the test booklet.

5 General Procedures

Test Security

Every effort should be made to ensure that the administration of these tests is completed in a manner that is fair to all students. For this reason, the state has put in place test security procedures to limit the potential for disclosure of test content and the opportunity for students to gain an unfair advantage.

District Test Coordinators (DTCs), School Test Coordinators (STCs), and teachers must adhere to all of the South Carolina test security laws, regulations, and policies before, during, and after the administration of the *CogAT* and *Iowa Assessments*. These are secure tests, and test materials must be treated in a careful and responsible manner. Appendix A contains the South Carolina test security law and regulations, as well as the guidelines regarding the reporting, investigation, and documentation of test security violations.

The students' classroom teacher may administer these tests. Although teachers should be familiar with the tests prior to the administration, they must not review the test content with students in advance of the test date and must make every effort to avoid any inadvertent disclosure.

All materials from *Iowa Assessments* Form F have been restricted by HMH's Customer Service department and have never been and never will be sold, sampled, or distributed in any way within the state of South Carolina except as part of this contract. To ensure security, HMH will carefully control the distribution of the state-selected test materials and will sell only norm-referenced tests for grades not included in the statewide assessment system.

Secure Materials

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

Do not leave secure materials unattended at any time. If a TA must leave the room before testing begins, all secure materials should be placed in a secure, locked cabinet, closet, or drawer. If there are no children in the classroom, materials are secure if the door to the room is locked.

Test Security Agreement Forms

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

The confidentiality agreement forms that must be signed by staff participating in the test administration are provided in Appendix A. The test security agreement forms can also be downloaded from the following link: <http://ed.sc.gov/agency/ie/Assessment/TestSecurity.cfm>. Districts may add their own test security agreements. Test security forms must be signed and returned to the DTC after each person has participated in training. The DTC is responsible for collecting and storing the forms for five years.

Security Checklist for Paper/Pencil Testing

The STC is responsible for inventory control within the school. STCs must account for and return all of the test booklets and *Directions for Administration* manuals to HMM. Schools and districts are required to use the security checklists to track the distribution and return of all secure test materials.

Schools receive pre-assigned/preprinted test booklets for all students. The security numbers or barcode numbers on each test booklet are assigned to each teacher, and the secure numbers on the *Directions for Administration* manuals are assigned to particular schools.

For each day of testing, the STC and TA must use the Security Checklist to sign out and sign in secure paper/pencil test materials. The Security Checklists include names of the students and the barcode numbers. The STC should include the checklists with the test materials returned to the DTC. An example of a Security Checklist is provided below.

Assembled by _____

**Houghton Mifflin Harcourt
Security Checklist**

Checked by _____

Run #: 45522 **District:** Riverside School District 1403
Sequence: 1 **School:** Riverside Woods Elem 019
Grade: 2 **Class:** J Smith 51
Document Count: 10 **Document:** 165444 COGAT Lvl 8 Frm 7(F)

Test Administrator: _____ **Materials Returned Date:** _____

RPC #	Barcode No	Last Name	First Name	Day 1		Day 2		Day 3		Day 4		Day 5	
				Out	In	Out	In	Out	In	Out	In	Out	In
01 -	2400293005	Amerson	Hunter										
02 -	2400293013	Avins	Mikayla										
03 -	2400293021	Brogdon	Demetrius										
04 -	2400293030	Burgess	Blake										
05 -	2400293048	Calvin	Tyjhai										
06 -	2400293056	Crooks	Kenneth										
07 -	2400293064	Evans	Maxwell										
08 -	2400293072	Feagin	Dakota										
09 -	2400293081	Floyd	Rebecca										
10 -	2400293099	Gamble	Timothy										

List barcode number and reason if not returned:

After testing, all test booklets and *Directions for Administration* manuals will be returned to HMH Scoring Service, and each barcode number will be scanned into a computer file. The numbers scanned will be compared with the master computer file. A list of any missing documents will be produced and HMH will e-mail districts to retrieve any missing documents.

6 Test Materials

Test Materials Sent to the Schools and Districts

The following lists identify the test materials that HMH will send to the District Test Coordinators and School Test Coordinators to use with the Grade 2 Assessment Program. Explanations for the use of each form or list will be provided in the DTC and STC sections of this TCM.

District

Packing Lists

Acknowledgment of Receipt of Test Materials

Request for Additional Test Materials

Iowa Assessments Form F and *CogAT* test booklets

Directions for Administration for *Iowa Assessments* Form F and *CogAT*

South Carolina Grade 2 Gifted and Talented TCM

Return Kit Materials

Building Identification Sheets

Grade/Class Identification Sheets

Prepaid UPS RS 2nd Day Air Shipping Labels

Return Shipping Labels (orange for scorable and blue for nonscorable materials)

Security Checklists and Return Envelope

Additional Materials

Order Form for HMH Scoring Service (OSS)

Teacher Reference Guide (Tests to Administer reference sheet)

School

Packing Lists

Grade 2 CogAT

- CogAT Form 7 Level 8 machine-scorable test booklets
- CogAT Form 7 Level 8 Directions for Administration (1 per 18 students)

Grade 2 Iowa Assessments

- Iowa Assessments Form F Core Level 7 machine-scorable test booklets
- Iowa Assessments Form F Complete/Core Level 7 *Directions for Administration* (1 per 18 students)

Tests to Administer Reference Sheet

Building Identification Sheets (1 pre-identified)

Grade/Class Identification Sheets

Summary of Test Materials Returned

Security Checklists and Return Envelope

Classroom Security Checklist

Large-Print Materials (if ordered)

General Overview of Procedures

District Test Coordinators (DTCs) will distribute the test materials to the School Test Coordinators. The School Test Coordinators (STCs), in coordination with school principals, will provide for the physical security of the test materials at the school site. The STCs will be responsible for the proper administration of each test. The tests will be administered during the prescribed test administration period according to the procedures described in this *Test Coordinator Manual* and the *Directions for Administration*.

During the test administration period, all test materials must be handled in accordance with state test security procedures. A Security Checklist is provided with each package of secure test materials to help ensure that all security barcoded materials have been received and then returned to HMH Scoring Service. The STCs will pack the *Iowa Assessments* and *CogAT* student test booklets and the *Directions for Administration* following the recommended shipping instructions. The largest six districts in the state (plus the South Carolina Public Charter School district) will be provided separate instructions for the return of test materials directly from each school in their district. In other districts, STCs will return all materials to the district office. The DTCs will be responsible for shipping all materials to HMH by the specified date.

HMH will scan and score the *Iowa Assessments* and *CogAT* test booklets and provide to each DTC a CD-ROM containing PDF versions of the student, school, and district reports. The district office will also receive student, school, and district data files. Each district will receive two copies of the student data file. One copy should immediately be given to the Gifted and Talented Coordinator so that he or she can begin loading the data into the Gifted Identification Forms and Tasks (GIFT) program. The second copy should be retained for district records. The District Test Coordinator will then distribute the school CD-ROMs to each school.

Before Testing

Inventory Test Materials

- Step 1.** Inventory the test materials immediately upon receipt. The **District Summary Packing List** is located in Box 1 of your shipment. Count and make note on the Summary Packing List of the number of boxes you have received.
- Step 2.** Fill out the Acknowledgment of Receipt of Test Materials Fall 2016 Form (Appendix K) to indicate that you have received all of the materials sent to the district. Fax the form to HMH.

Prepare for Test Administration

- Step 1.** Review this *Test Coordinator Manual* and the *Directions for Administration*.
- Step 2.** Develop a test administration schedule for the district. See page 14 of this *Test Coordinator Manual* for a sample testing schedule.
- Step 3.** Distribute test materials to the School Test Coordinators.
- Step 4.** Advise School Test Coordinators that they should **save the boxes** in which materials were shipped so that they can be used to return all test booklets and *Directions for Administration* manuals to HMH. HMH is including extra boxes in school and districts shipments. However if additional boxes are needed, send a request to HMH's Project Manager, Joe Adduci, via e-mail at joseph.adduci@hmhco.com.
- Step 5.**
- Ensure that schools have sufficient materials.
 - Use the Request for Additional Test Materials Fall 2016 form (Appendix J) to order additional copies of the *Directions for Administration* and student test booklets.
 - Ensure that your schools receive one blue Grade/Class Identification Sheet (Appendix E) for each class or group to be tested.
 - Also check that schools have the purple pre-identified Building Identification Sheet (Appendix D).
- Step 6.** Ensure that arrangements have been made for any student who requires accommodations to respond to the test. Make certain that large-print editions are available if needed.

After Testing

Finalize the packaging and shipping of materials once you have received boxes from the STC. Return labels have been provided for this purpose.

Returning Materials after Test Administration


Step 1

- Collect all boxes of scorable and nonscorable materials from your School Test Coordinators.

Step 2

- Complete the Order Form for HMH Scoring Service (OSS) for your district. A sample of this form is on page 25.
- Complete the Answer Document Count section on the OSS. The totals on the OSS should come from the Summary of Test Materials Returned form sent to the DTC by the School Test Coordinator. See page 79 (Appendix L) for a sample of this form.
 - **Note:** Please enter the **scorable** test booklet document count for both *Iowa Assessments* and *CogAT* for each school and then add the two counts together to give the final total for all **scorable** test booklets being returned for scoring.
- **Complete the remaining pages of the OSS only if your district would like to purchase additional reports or extra copies of reports.**
- **Place the OSS on the top of Box 1 of the SCORABLE MATERIALS.** The DTC should mark the orange identifier label "Check if this box contains the Order Form for HMH Scoring Service" with a check mark.
- Districts should carefully select the data file option they want. For grade 2, the district files are nondelimited unless districts choose to change this on their OSS forms.
- For off-grade levels, districts dictate how the data file is burned onto a CD by what is checked on the OSS forms they return to the Scoring Center. The default is ASCII fixed-width.

An alert will be created if your OSS Form is not in Box 1 of your scorable materials shipment. This can delay the shipment of your reports.

	SOUTH CAROLINA GRADE 2 GIFTED AND TALENTED TESTING PROGRAM FALL 2016 ORDER FORM FOR HMH SCORING SERVICE Grade 2	HMH Use Only Program No. Data Set ID 118866462 Est. N-Count Attachments - Yes <input type="checkbox"/> Complete - No <input type="checkbox"/> # of Packages Received																																																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="15" style="text-align: left;">System Name for Reports</td> <td colspan="3" style="text-align: center;">Test Date</td> </tr> <tr> <td colspan="15"></td> <td style="text-align: center;">Month</td> <td style="text-align: center;">Day</td> <td style="text-align: center;">Year</td> </tr> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">B</td><td style="text-align: center;">B</td><td style="text-align: center;">E</td><td style="text-align: center;">V</td><td style="text-align: center;">I</td><td style="text-align: center;">L</td><td style="text-align: center;">L</td><td style="text-align: center;">E</td><td style="text-align: center;">6</td><td style="text-align: center;">0</td><td style="text-align: center;"></td><td style="text-align: center;"></td><td style="text-align: center;"></td><td style="text-align: center;"></td><td style="text-align: center;">11</td><td style="text-align: center;">04</td><td style="text-align: center;">2016</td> </tr> </table>			System Name for Reports															Test Date																		Month	Day	Year	A	B	B	E	V	I	L	L	E	6	0					11	04	2016
System Name for Reports															Test Date																																									
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A	B	B	E	V	I	L	L	E	6	0					11	04	2016																																							
Ship to <small>Please verify or correct the shipping address for your score reports</small> JEAN SMITH ABBEVILLE 60 400 Greenville Street Abbeville SC 29620										Bill To Same as ship to <input type="checkbox"/> <small>(For additional orders only)</small> Name Title System Address City State SC Zip					Other Information # of Shipped Packages Phone # (864) 366 - 5427 Fax # E-mail jsmith@acsd.k12.sc.us Purchase Order # Signature _____ Date ____ / ____ / ____																																									
Check the Test(s) Administered for grade 2. ___ ITBS ___ CogAT																																																								
Enter the names of buildings and the number of test documents.										Enter Answer Document Count by Grade																																														
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Cherokee Trail Elem																																																								
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Diamond Hill Elem																																																								
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Total Number of Documents																																																								
Ship answer documents to the HOUGHTON MIFFLIN HARCOURT SCORING SERVICE, 761 District Drive, Itasca, IL 60143-1319 Test materials should be picked up by UPS no later than Wednesday, November 16, 2016.																																																								

Step 3

- Included in the HMH Return Kit are UPS RS labels for use in returning your shipment of scorable documents to HMH Scoring Service. Each box must have a UPS RS label affixed to it. Affix the label to the top center of the box(es).
- Please **write down your UPS tracking number or photocopy or save your UPS tracking number receipt label** and keep this number for your records. Neither HMH nor UPS will be able to trace the package without this number.
- **When shipping the test materials back to HMH, be certain to cover the original shipping labels with black marker or paper.**

<p>JEAN SMITH (864) 366-5427 ABBEVILLE COUNTY SCH 400 GREENVILLE STREET ABBEVILLE SC 29620</p> <p style="text-align: right;">25 LBS</p> <p style="text-align: right;">2 OF 10</p> <p style="text-align: center; font-size: 2em; font-weight: bold;">RS</p> <p>SHIP TO: SHIPPING DEPARTMENT (800) 323-9540 HOUGHTON MIFFLIN HARCOURT 761 DISTRICT DRIVE ITASCA IL 60143-1319</p>	<p style="text-align: right;">2 OF 10</p> <p style="text-align: center;">RETURN SERVICE CUSTOMER RECEIPT</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>SHIP TO: SHIPPING DEPARTMENT (800) 323-9540 HOUGHTON MIFFLIN HARCOURT 761 DISTRICT DRIVE ITASCA IL 60143-1319</p> </div> <div style="width: 35%; border: 1px solid black; height: 20px; margin-top: 10px;"></div> </div> <p style="text-align: right; font-size: 0.8em;">CUSTOMER SERVICE ☎ 800-742-5877</p>																																												
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<p style="font-size: 0.8em;">THIS RECEIPT IS TO BE RETAINED BY THE CUSTOMER RETURNING THE MERCHANDISE</p> <hr/> <div style="display: flex; justify-content: space-between;"> <p>UPS 2ND DAY AIR</p> <p>TR#: 1Z RV7 896 87 6178 6002</p> </div>																																													
<p style="font-size: 0.8em;">IMPORTANT NOTICE TO ANYONE HANDING OVER GOODS TO UPS This document is a receipt only and you are named on the attached label/document exclusively for identification purposes. The contract of carriage is between UPS and its customer. There is no contract between you and UPS. By handing over the goods to UPS, you agree that UPS collects the goods on behalf of its customer and accepts no liability whatsoever to you or anyone other than its customer for any loss, delay, or damage to goods resulting from negligence or any other cause.</p>																																													

If you need more labels, please e-mail HMH's Project Manager, Joe Adduci, at joseph.adduci@hnhco.com.

Step 4 (Scorable Materials)

- Do not intermix boxes of nonscorable materials with the shipment of scorable materials.
- Place the **orange** identifier label titled "South Carolina Grade 2 Gifted and Talented Testing Program Scorable Materials" on the side of each box.

These boxes must contain ONLY scorable test materials (Pre-ID Iowa Assessments and CogAT Student Test Booklets), School Headers, and Grade/Class Headers.

- Indicate box number ____ of ____ on each box of scorable materials to ensure that your boxes are easily identified when they arrive at HMH Scoring Service.
 - Boxes should be assembled in order by school.
 - **Boxes must be numbered consecutively by district, not by school within the district.**

**SOUTH CAROLINA GRADE 2
GIFTED AND TALENTED TESTING PROGRAM
NONSCORABLE MATERIALS
FALL 2016**

District Name _____

To:

HMH Scoring Service
761 District Drive
Itasca, IL 60143-1319

BOX _____ of _____

- ☐ Check if this box contains the Order Form for Houghton Mifflin Harcourt Scoring Service.

Step 5 (Nonscorable Materials)

- **Do not intermix boxes of nonscorable materials with the shipment of scorable materials.**
- Nonscorable materials include:
 - *Directions for Administration - Iowa Assessments and CogAT;*
 - unused overage test booklets;
 - large-print test booklets; and
 - Security Checklists/return envelopes
- Place the **blue** identifier label titled “South Carolina Grade 2 Gifted and Talented Testing Program Nonscorable Materials” **on the side** of each box.
- Indicate box number ____ of ____ on each box of nonscorable materials to ensure that your boxes are easily identified when they arrive at Houghton Mifflin Harcourt Scoring Service.
 - Boxes should be assembled in order by school.
 - **Boxes must be numbered consecutively by district, not by school within the district.**

**SOUTH CAROLINA GRADE 2
GIFTED AND TALENTED TESTING PROGRAM
NONSCORABLE MATERIALS
FALL 2016**

District Name _____

To:

HMH Scoring Service
761 District Drive
Itasca, IL 60143-1319

BOX _____ **of** _____

Step 6

- Districts are responsible for shipping the test materials back to HMH for scoring **no later than Wednesday, November 16. If desired, districts can send test materials back for scoring prior to this date.**
- HMH uses a “first in/first out” scoring approach. This means that those districts whose materials reach HMH first in processable condition will be scanned, scored, and reported first.
- Districts are responsible for scheduling their own UPS pickup of test materials at the end of the test administration. When your shipment of scorable materials is ready, please have it in an accessible location for the UPS pickup.
- If your district has regular UPS service, UPS can collect the boxes during your regular pickup time.
- If your district does not have regular UPS service, follow these instructions:
 1. Schedule a UPS pickup by calling 1.800.PICK.UPS® (1.800.742.5877).
 2. Choose “Send a Package.”
 3. Choose “Schedule a Pickup.”
 4. Choose “Prepaid Return” with a tracking number.
 5. Give your tracking number from one of your RS labels to the attendant.
- You may also take the boxes, with the RS labels affixed, to any UPS facility or any facility that will handle UPS shipments. To find the nearest location, visit the “Find Locations” quick link at UPS.com® or call 1.800.PICK.UPS® (1.800.742.5877).

Materials should be returned to:

**HMH Scoring Service
761 District Drive
Itasca, IL 60143-1319**

- Track your packages’ progress back to HMH Scoring Service through UPS.com 24 hours a day, 7 days a week. Please remember to retain your tracking information by removing the sticker with the tracking number information at the bottom portion of your RS label.

For your convenience, arrangements have been made to “Bill 3rd party” for this shipment. Therefore, **do not pay UPS.**

Step 7

It is imperative that all District Test Coordinators respond promptly to HMH to resolve all open alerts.

DTC Checklist of Major Activities

Before Testing	After Testing
<ul style="list-style-type: none"> ■ Attend Pretest Workshop on September 27th or 29th. 	<ul style="list-style-type: none"> ■ Receive materials from School Test Coordinators, including the Summary of Test Materials Returned form.
<ul style="list-style-type: none"> ■ Schedule the tests. 	<ul style="list-style-type: none"> ■ Complete the Order Form for HMH Scoring Service (OSS).
<ul style="list-style-type: none"> ■ Inform parents of the test schedule. 	<ul style="list-style-type: none"> ■ Make sure Security Checklists are completed and placed in Security Checklist Return Envelopes. (It is recommended that you copy the Security Checklists for your records.)
<ul style="list-style-type: none"> ■ Read and review the <i>Test Coordinator Manual</i> and the <i>Directions for Administration</i>. 	<ul style="list-style-type: none"> ■ Separate scorable and nonscorable boxes.
<ul style="list-style-type: none"> ■ If large-print test booklets are needed, call HMH's Project Manager to request them by October 16, 2016. 	<ul style="list-style-type: none"> ■ Number scorable boxes consecutively by district.
<ul style="list-style-type: none"> ■ Train School Test Coordinators. 	<ul style="list-style-type: none"> ■ Number nonscorable boxes consecutively by district.
<ul style="list-style-type: none"> ■ Receive shipment of test materials. Inventory quantities in the shipment. 	<ul style="list-style-type: none"> ■ Arrange for the shipping of materials to HMH Scoring Service.
<ul style="list-style-type: none"> ■ Distribute test materials to each school. 	<ul style="list-style-type: none"> ■ Test materials should be picked up by UPS no later than Wednesday, November 16, 2016.
<ul style="list-style-type: none"> ■ If additional quantities are needed, use the Request for Additional Test Materials form included with the test materials. 	<ul style="list-style-type: none"> ■ Return calls from the HMH Project Manager promptly, so that all open issues with test materials can be resolved in a timely manner. Any open "alerts" will delay receipt of reports.

Before Testing

What to Do

- Step 1. Conduct training at your school for all test administrators and monitors.** Inform teachers of the test schedule.
- Step 2.** Use the School Packing List pages to inventory test materials **immediately** upon receipt at the school site. The barcode numbers are in sequence for each class. (The last digit in the barcode can be ignored; it is used only by HMH.)
- Step 3.** Report the receipt of materials and any shortages to the District Test Coordinator.
- Step 4.** Complete the Building Identification Sheet and Grade/Class Identification Sheets.

Building Identification Sheet

- In your package of materials, find the purple Building Identification Sheet (Appendix D) that has been pre-identified with your school information. This sheet determines how your school reports will be ordered, so it is important that this sheet is included with the returned materials.
- Since there is a limit of 20 letters for a school's name, it is possible that your school's name has been shortened. Call your DTC if there are any problems with your Building Identification Sheet.

Grade/Class Identification Sheets

- Provide one sheet for each group of students tested. There must be a separate Grade/Class Identification Sheet (Appendix E) for each class or group to be tested.
- Complete a Grade/Class Sheet for the new teachers and put all test booklets for his/her class with this sheet.
- **Do not photocopy this sheet.** If you need additional Grade/Class Identification Sheets, please call your District Test Coordinator.

Instructions for districts that administer both assessments

- Return both *Iowa Assessments* and *CogAT* test booklets under one Grade/Class Identification Sheet.
- **Bubble in the letter "F" in Box 5 (Form) of the Grade/Class Identification Sheet.**

Instructions for districts that administer only one assessment

- Return *CogAT* test booklets under one Grade/Class Identification Sheet.
- **Bubble in the number "7" in Box 5 (Form) of the Grade/Class Identification Sheet.**

- Step 5.** From overage materials, provide enough blank test booklets for all students who are new to the school and were not included on the packing list. See the following section on student identification information to find out how to complete the back of the blank test booklets.
- Step 6.** Ensure that arrangements have been made for any student who requires accommodations to respond to the test. Make certain that large-print editions are available if needed.
- Step 7.** Verify there is one Pre-ID or overage test booklet for each student.
- Step 8.** Use the School Security Checklist to check out and check in test booklets on a daily basis.

Completing Student Identification Information

Pre-identified Barcode Test Booklets

- The test booklets for the Gifted and Talented Testing Program have a Pre-ID barcode label that contains the student's name, birth date, school, district, and the teacher's name, ID number, and code. This information was submitted through the Department of Education's precode extraction.
- It is critical that each student's birth date is accurate as this information will be used to report student results.
- If a student has an incorrect date of birth on the barcode label, cover the printed barcode label with a **white label** and bubble in **all** demographic information to ensure data is accurately scanned and recorded.

Students New to the School

- If a student is new to the school, use a blank test booklet from your overage materials. If you do not have extra test booklets, contact your District Test Coordinator. **Do not** use a Pre-ID test booklet assigned to another student.
- For new students, enter the following demographic information on the back page of both the *Iowa Assessments* and *CogAT* test booklets.

Field Name	Instructions for Completion
TEACHER	Print the teacher's last name.
SCHOOL	Print the elementary school name.
CITY (SYSTEM)	Print the district name.
STATE	Print South Carolina or SC.
GRADE	Fill in the number 2.
LAST NAME	Print the student's last name and darken the corresponding circles.
FIRST NAME	Print the student's first name and darken the corresponding circles.
DATE OF BIRTH	Fill in the student's birth date and darken the corresponding circles. Month and year are all that is required.
GENDER	Fill in the appropriate circle. (Mark only one.) - Male - Female
ETHNICITY	Fill in the appropriate circle. (Mark only one.) - Hispanic or Latino - Not Hispanic or Latino
RACE	Fill in the appropriate circles that apply. (Mark one or more that apply.) - American Indian or Alaska Native - Asian - Black or African American - Native Hawaiian or Other Pacific Islander - White
PROGRAMS	Fill in the appropriate circles for IEP (Special Education), 504, Free and Reduced Lunch (F/RL), GT, English Language Learner (ELL), MG, TI L, TI M, Other 1, and Other 2.
ID NUMBER	Fill in the student's primary 10-digit ID number.
ADDITIONAL ID NUMBER	Fill in the student's Power School number. Five- through nine-digit IDs should be left justified with no leading or trailing 0's. Twelve-digit IDs should be left justified and the last two digits omitted.

Test Administration

The same test administration procedures must be used across the state to ensure that test results for the South Carolina Grade 2 Gifted and Talented Testing Program are valid, reliable, and equitable. To provide uniform test administration, Test Administrators must carefully follow the instructions provided in the *Iowa Assessments* and *CogAT Directions for Administration* (DFA) manuals.

To prepare for the test administration, the TA may review the *Directions for Administration* manual up to two weeks prior to the district's testing window. Review sessions must be coordinated by the STC and held at the school with no students present. Review sessions must comply with all test security procedures.

Notice there are differences between the test administration directions for the *CogAT* and *Iowa* tests. These administration directions apply to all students.

- *CogAT DFA* p. 15 (bullet 2): You may repeat the directions or item prompts as many times as necessary. The pace will be based on your student response times.
- *Iowa DFA* p. 13 (bullet 2): Read the directions for each question only once. Do not repeat the directions. This applies to the entire test question.

Be sure your teachers administering tests understand the differences between the *repeat directions* accommodation and the different procedures between these two tests.

Accounting for All Students

The state requires that all students have the chance to take the tests. For students who missed part or all of the test(s) administered, you will need to know which students were absent or are no longer in the school (moved). Remember, all students who are absent during testing should be given every opportunity to make up any tests missed during the testing window.

You will also need to know whether a student's test booklet was damaged and had to be replaced.

Make-Up Tests

If any students are absent at the time of testing, **every effort should be made to give them the opportunity to take the tests.** If the school has not been able to schedule a time for a student to take parts/sections of the assessment(s) or the entire required assessment(s), indicate on the back page of the test booklet that the student was absent. You should bubble in the Z bubble under the **OFFICE USE ONLY** box at the bottom of the test booklet for each student. If a student took

some of the tests, do not count the student as absent or excused. An additional test window, January 16–23, 2017, is scheduled for testing new students and for any necessary testing.

Damaged Test Booklets

It is also possible for a student's test booklet to be damaged and to need to be replaced. It is acceptable to transfer student responses from the damaged test booklet to a new test booklet using the overage test booklets.

Overage test booklets are not pre-identified. You will need to fill in the demographic information on the back page. Please enter the demographic information as described on page 34 of this manual.

On the damaged test booklet, under **TEST ADMINISTRATOR USE ONLY** column A, fill in the circle with the 4 inside it. This will identify the test booklet as "Book damaged/Replaced." All pre-identified damaged student test booklets should be included with the SCORABLE MATERIALS shipment.

After Test Administration

Check Test Booklets after Testing

The best way to ensure accurate and timely reports is for the Test Administrator to carefully prepare the test booklets for scoring. Immediately after the testing session, the Test Administrator should collect the test materials from the students and check the physical condition of the test booklets and the accuracy of the student identification information.

Some conditions may interfere with the electronic scoring process. Remove scratch paper, tape of any kind, Post-it® sticky notes, staples, pins, and paper clips.

Each test booklet should be checked for accurate student identification information on the barcode label or the information filled in by hand. Review the birth date on the barcode or hand-entered data for accuracy, checking for legibility of any entries that have been made manually. Any inaccurate demographic information should be corrected by covering the barcode label with a white sticker and bubbling in all correct student information.

Check Test Booklets in a Secure Setting

Additional checks may be completed by the test administrator in a secure setting coordinated by the School Test Coordinator. No students may be present and

all test security procedures must be followed. During the review session, Test Administrators may erase any stray marks. The Test Administrator may check that students have adequately darkened bubbles and that the marks fill the circles. Ensure that students have not used incorrect marks such as checks, x's, or strikethroughs.

Failure to do any of the above may result in a delay in getting your test scores back from HMH Scoring Service.

Students Who Were Absent, Moved, or Had a Damaged Book

For students who do not take all of the tests, you will need to indicate which students were absent, had damaged books, or are no longer in the school (moved).

Do not indicate that the student was absent or excused if the student completed only part of the test(s). If a student's test booklet was damaged, make a note that it had to be replaced.

If necessary, districts can bubble in Z in the **OFFICE USE ONLY** field to exclude students from group averages. This is a 2-step process.

- **Step 1** - On the back page of the student's test booklet, in the **OFFICE USE ONLY** field, bubble in Z.
- **Step 2** - In column A of the **TEST ADMINISTRATOR USE ONLY** field, use the following codes to indicate the reason the student did not take either or both of the tests. Fill in the circle as follows:
 - A 1** = Absent (Student is enrolled in the district and efforts were made to make up these tests.)
 - A 2** = Moved (Student moved before testing.)
 - A 3** = Book damaged/Replaced (See page 15 for further information.)
 - A 4** = Refused (Documented student refusal)

<input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec	<input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 8 <input type="radio"/> 9	GENDER <input type="radio"/> Female <input type="radio"/> Male	TEST ADMINISTRATOR USE ONLY																																																																																																																																							
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Remember: Even if a student has a Z code on his or her test booklet, it should still be returned with the SCORABLE MATERIALS.

Student Transfers

All complete or partially complete test booklets should be submitted for scoring, even if a student moves to another school within the district or if the student moves to a new district in South Carolina.

It is the new district's responsibility to test the student during the testing window if there is sufficient time to complete the assessments. Schools should use an overage test booklet for this purpose. If there is not sufficient time to complete testing during the primary testing window, schedule the new student for make-up testing during mid-January.

Large-Print Test Booklets

The large-print test booklet is provided, when requested, for students who have difficulty reading text in a standard size font. Students' responses may be marked in the large-print test booklet, but must be transferred into the appropriate scannable answer document.

Two individuals must complete this task. Be sure to use a No. 2 black pencil for this purpose. Make sure that all student responses are carefully checked for accuracy and that all appropriate student demographic information (name, month, birth date, gender, teacher, school, system, and grade) is completed on the back cover of the assessments.

In addition, write the student's demographic information on the back cover of each large-print test booklet so that HMH Scoring Service can identify the answer document that corresponds to each large-print test booklet.

The large-print test booklets should be packaged with nonscorable materials and the scannable test booklet is returned in the scorable box.

Packing Materials for Return

At the conclusion of the test administration period, the School Test Coordinators will pack all test materials for shipment to the contractor. In most schools, the STC will take the boxes to the district office for UPS pick-up. School Test Coordinators are responsible for ensuring that all *Iowa Assessments* and *CogAT* scorable and nonscorable test materials have been collected from each Test Administrator and are appropriately packaged.

If your district administered both the *Iowa Assessments* and *CogAT*, follow the stacking instructions for the match/merge combined reporting. If only *CogAT* was administered, ignore the reference to *Iowa Assessments*.

Scorable and nonscorable test materials are packed in separate boxes. The following chart lists the materials that comprise each of these two categories.

A scorable material is defined as:

- A Building Identification Sheet
- A Grade/Class Identification Sheet
- All Pre-ID barcoded Student Test Booklets

A nonscorable material is defined as:

- All *Directions for Administration (CogAT and Iowa Assessments)*
- All unused Overage Test Booklets
- All Large-Print Test Booklets
- Security Checklists/Return Envelope

Building Identification Sheet (Purple) for Grade 2 Documents

Each school receives two Building Identification Sheets (Appendix D). One pre-identified sheet must be returned with the test materials to be scored and the other sheet is an extra, in case it is needed. There is nothing to be completed on these pre-identified sheets.

If the pre-identified sheet is damaged, use the extra sheet and write or fill in the following information:

1. complete the INFORMATION BOX (testing date, district, city, and state);
2. write in the school BUILDING NAME and fill in the corresponding circles;
3. write in the school BUILDING CODE and fill in the corresponding circles; and,
4. stack the document on the top of the scorable materials in Box 1 of your school **scorable materials**.

Grade/Class Identification Sheets (Blue)

The purpose of the Grade/Class Identification Sheet (Appendix E) is to identify the way in which the student test booklets should be organized for reporting purposes.

The School Test Coordinator should verify that the teachers correctly completed one Grade/Class Identification Sheet for each class in the school.

School Packing Lists

The purpose of the School Packing List is to verify that all secure test materials are received and returned to HMH for scoring. Secure test materials that are returned to HMH include:

- all *Iowa Assessments* and *CogAT* test booklets;
- all *Directions for Administration* for the *CogAT* and *Iowa Assessments*.

School Test Coordinators should retain the School Packing List upon receipt of materials. This list should be used as a reference when returning the test materials to the District Test Coordinator.

Summary of Test Materials Returned

Complete the Summary of Test Materials Returned Form (Appendix L) by indicating the number of student test booklets that are being shipped to HMH. STCs should show the total number of *Iowa Assessments* booklets (completed, absent, refused, damaged, or moved) and the total number of *CogAT* booklets (completed, absent, refused, damaged, or moved).

Provide this form to your District Test Coordinator. If any test materials are missing, **please make every effort to recover them prior to sending the materials back to the District Test Coordinator.**

Packing Materials for Return to the District Test Coordinator

After the School Test Coordinator has received **all test materials** from the Test Administrators, follow these step-by-step procedures to prepare materials for shipment to your District Test Coordinator.

Step 1

Separate scorable and nonscorable materials into two separate stacks.

Stack A (Scorable Materials)

- Building Identification Sheet
- Grade/Class Identification Sheet
- **ALL** Pre-ID barcoded *Iowa Assessments* and *CogAT* test booklets

Stack B (Nonscorable Materials)

- All unused Overage Test Booklets
- All *Directions for Administration* (*CogAT* and *Iowa Assessments*)
- All Large-Print Test Booklets

- Security Checklists/Return Envelope

Step 2

Scorable Materials (Stack A)

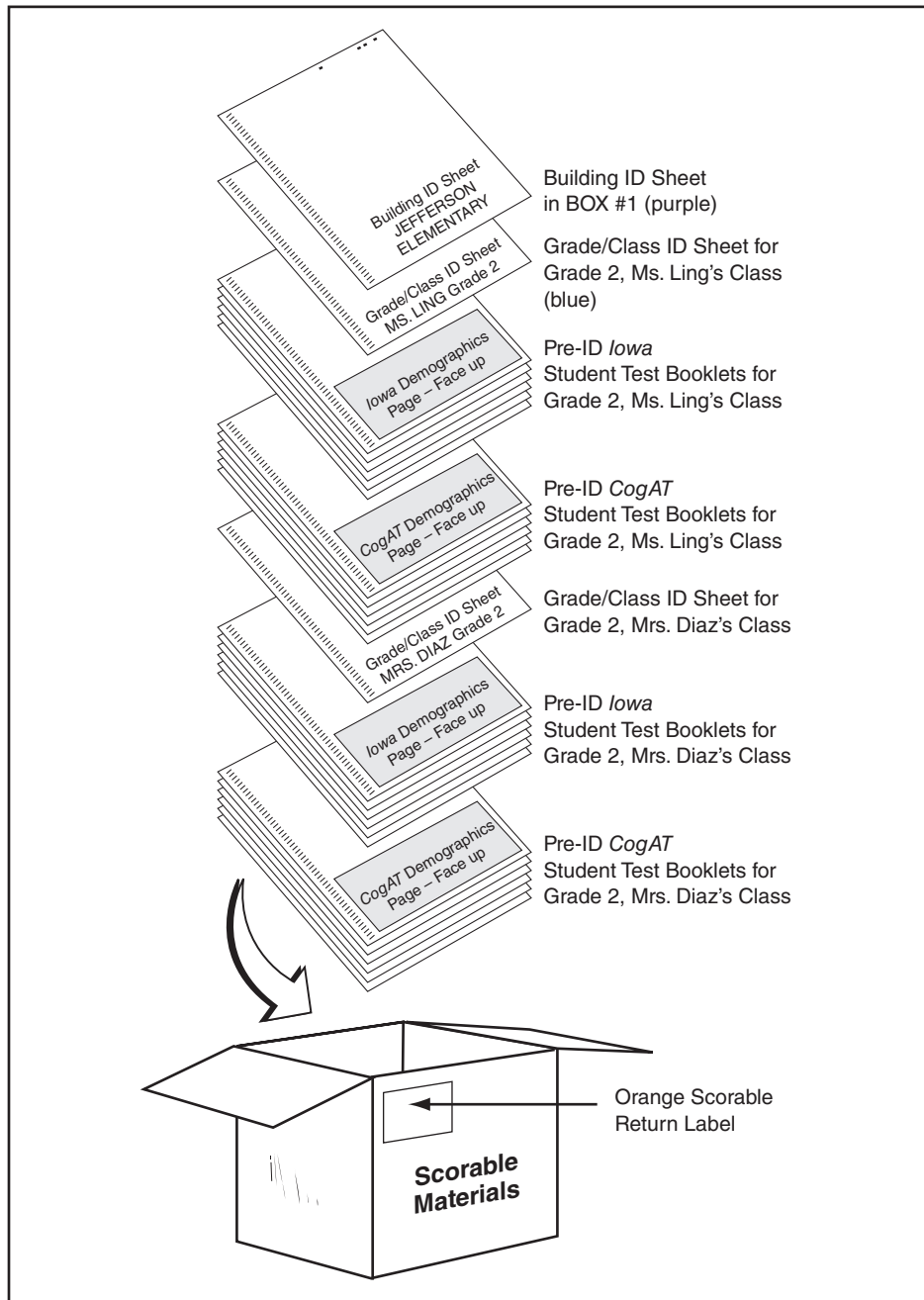
Check the stack of student test booklets and verify that:

- all test booklets were completed with No. 2 black pencils
- all miscellaneous materials are removed
- all Grade/Class Identification Sheets have been correctly filled in for each class. (The total number of completed test booklets must equal the number gridded on the Grade/Class Identification Sheets; Z-coded students are included in the totals.

Additional tasks include:

- Complete the Summary of Test Materials Returned Form.
- Stack the test booklets in groups of five to prevent curling. Each group of five booklets should be turned opposite from the previous five booklets.
- **Put the *Iowa Assessments* booklets on top of the *CogAT* booklets.**
- Assemble test booklets with the demographic page facing up.
- First, stack all of the *CogAT* booklets for the class. Then, on top of those, stack all of the *Iowa Assessments* booklets for the same class. Place one Grade/Class Identification Sheet on top of the stack of both the *CogAT* and *Iowa Assessments* booklets.
- Put the second class of test booklets in the box on top of the Grade/Class Identification Sheet for the first class. Repeat the above process for the second class. **An entire class should be in the same box; do not split a class between two boxes.**
- When the box is nearly full, place a Building ID Sheet on top of the top Grade/Class ID Sheet, and start another box.
- Pack the remaining classes in the box(es). Continue to fill your box(es) by placing a Grade/Class Identification Sheet on top of each class.
- Place crumpled paper in the boxes to prevent the test booklets from shifting during transit. Since most districts will be able to reuse the boxes that the materials arrived in, it is especially important to tape boxes securely with heavy-duty tape. Masking tape and cellophane are not strong enough and are not recommended.
- Affix an ORANGE Scorable Return Label on the side of the box. **Do not fill in numbers in the Box ____ of ____.** This will be completed by your District Test Coordinator.
- Be certain to cover the original shipping labels with the new label or paper, or cross out original shipping information with black marker.

Scorable Materials Packing Diagram



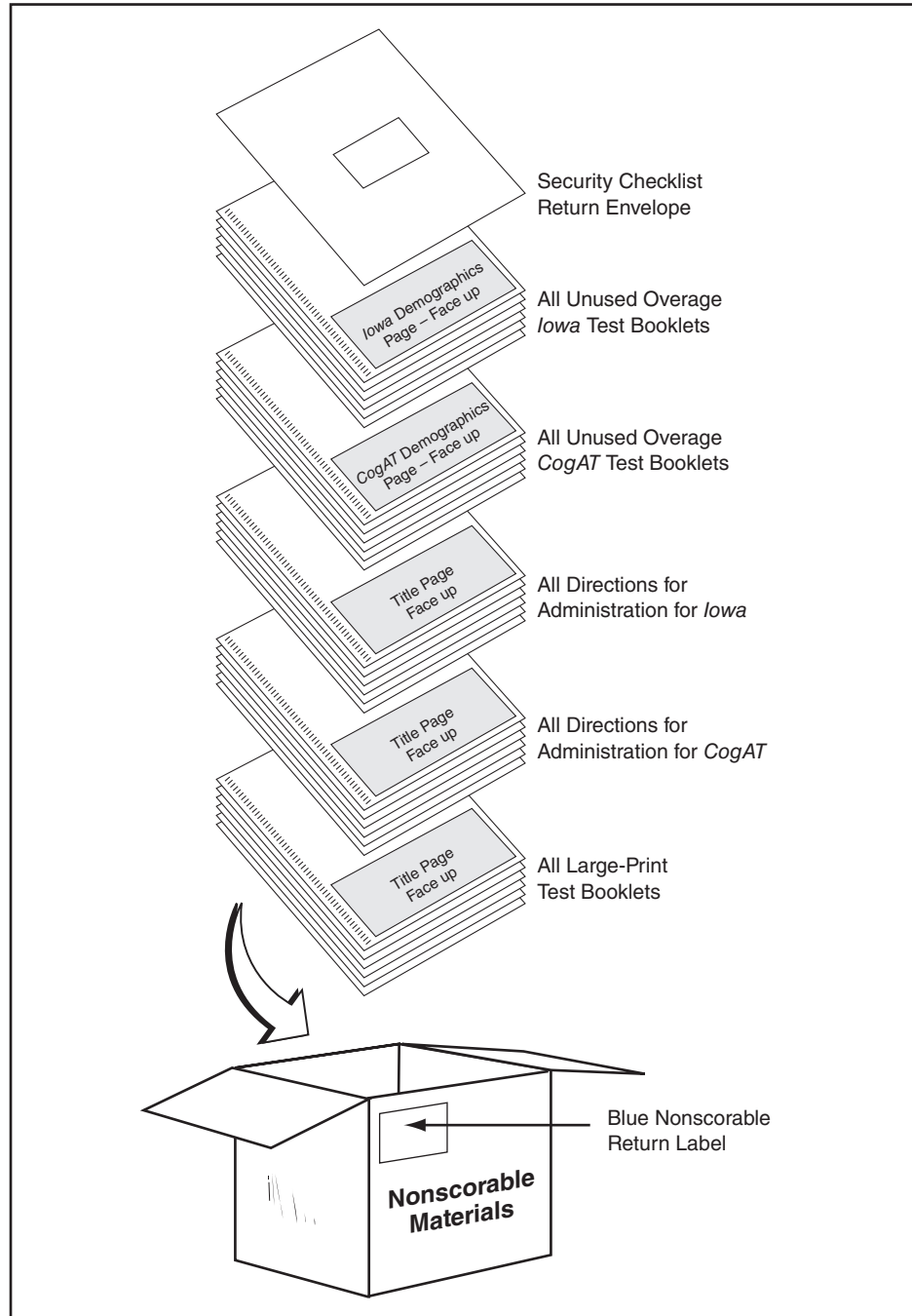
Note: All Scorable Materials should be sorted by class, using the corresponding Grade/Class Identification Sheet to separate each class.

Step 3

Nonscorable Materials (Stack B)

- Place all nonscorable materials into boxes separate from the scorable materials. Nonscorable materials include: *Directions for Administration*, unused overage test booklets, large-print test booklets, and Security Checklists. Multiple materials can be placed in a single box.
- **Ensure that NO pre-identified barcode student test booklets are mixed with the nonscorable (unused overage) test booklets.**
- Ensure that all large-print test booklets have been transferred into overage test booklets and that the student demographic information has been completed.
- Complete all information on the Security Checklist including (1) Test Administrator name; (2) the date materials are given to the DTC; and (3) the reason any item is not returned, if any.
- Place all Security Checklists in the envelope labeled “Security Checklist Return Envelope.” It is recommended that you make a copy of the Security Checklist for your records.
- Affix a BLUE Nonscorable Return Label on the side of the box. Do not fill in numbers in the Box ____ of ____ on the label. This will be completed by your District Test Coordinator.
- Tape all boxes securely, including sides and bottoms of boxes.
- Return the Summary of Test Materials Returned Form (Appendix L) to your District Test Coordinator.

Nonscorable Materials Packing Diagram



Step 4

Verify secure test materials are accounted for by using the School Packing List which was included in Box 1 of the material shipment. See the example provided on the next page.

- The Returned Materials Total in the far right column should be used to tally the secure test materials count at the end of testing. This count should match the Quantity Received Total found on the packing list.

Once all materials counts have been verified, School Test Coordinators should:

- Complete all information on the Security Checklist including: (1) Test Administrator name; (2) date materials were returned to the School Test Coordinator; (3) reason item is not being returned, if any.
- Place all Security Checklists in the envelopes labeled "Security Checklist Return Envelope" and place the envelopes in the nonscorable boxes.

Step 5

Return all boxes of scorable and nonscorable grade 2 materials and the Summary of Test Materials Returned Form to your District Test Coordinator.

School Packing List

Cherokee Trail Elem 018

Abbeville 60 0160

Enrollment: 49

RPC Initials	Item	Quantity Received Total	Returned Materials Total
	1. School Packing List	1	
	2. Summary of Test Materials Returned	1	
	3. Security Checklist Return Envelope	1	
	4. Grade / Class Headers	5	
	5. Building Headers (1 pre slugged and 1 blank)	2	
	6. <i>Directions for Administration – Iowa Assessments</i>	3	
	7. <i>Directions for Administration – CogAT</i>	3	
	8. <i>Iowa Assessments</i> (IA) Total Test Booklets	52	
	8a. IA Assigned Student Test Booklets	49	
	8b. IA Unassigned Overage Test Booklets	3	
	9. <i>CogAT</i> Total Test Booklets	52	
	9a. <i>CogAT</i> Assigned Student Test Booklets	49	
	9b. <i>CogAT</i> Unassigned Overage Test Booklets	3	
	10. Teacher Reference Guide	3	

Remember to include any overage materials received from the District Test Coordinator in your counts.

STC Checklist of Major Activities

Before Testing	After Testing
<ul style="list-style-type: none"> Receive shipment of test materials from the District Test Coordinator. 	<ul style="list-style-type: none"> Receive materials from Test Administrators. Check test booklets for correct bubbling and order of assembly.
<ul style="list-style-type: none"> Immediately upon receipt, inventory quantities in the shipment. If additional quantities are needed, contact the District Test Coordinator. 	<ul style="list-style-type: none"> Check to make certain that answers from the large-print test booklets have been transferred to the students' standardized test booklets and that accommodations used have been coded on the back pages of the students' Pre-ID test booklets.
<ul style="list-style-type: none"> Let your District Test Coordinator know if you have students who require large-print test booklets. 	<ul style="list-style-type: none"> If the large-print test booklet answers haven't been transferred, then transcribe them to an overage test booklet, check it for completeness, and make sure the demographic page is bubbled in.
<ul style="list-style-type: none"> Read and review the <i>Test Coordinator Manual</i> and the <i>Directions for Administration (Iowa Assessments and CogAT)</i>. 	<ul style="list-style-type: none"> Count and verify that the number of test materials received on the School Packing List matches the number of test materials being shipped back to HMM. Make sure Security Checklists are completed and placed in Security Checklist Return Envelopes. (It is recommended that you copy the Security Checklists for your records.) Complete the Summary of Test Materials Returned form and send to the District Test Coordinator.
<ul style="list-style-type: none"> Count the materials for each class. 	<ul style="list-style-type: none"> Check to make sure you have removed all miscellaneous materials that do not belong in the boxes. See page 36 for details.
<ul style="list-style-type: none"> Distribute test materials to each class. Please note that the Security Checklist has a sign in/out log to assist with test security. 	<ul style="list-style-type: none"> Place test booklets into sturdy boxes. Use the boxes that the materials came in. Make sure that test booklets are stacked in groups of five to prevent curling.
	<ul style="list-style-type: none"> Add filler to boxes that are not completely filled.
	<ul style="list-style-type: none"> Place an orange scorable or blue nonscorable shipping label on each box.
	<ul style="list-style-type: none"> Send materials to the District Test Coordinator.

A “first in/first out” reporting approach will be used when shipping the results back to districts. This means that those districts whose materials reach HMH first in processable condition will be scanned, scored, and reported first. Districts returning any test materials after November 17 or with open issues will receive their reports fifteen business days after they arrive at HMH Scoring Service.

Students Included in Reports

- All students who participated in the test administration of the *Iowa Assessments* and/or the *CogAT* will be included in the reports received by the district.
- Students who were absent, excused, or refused to take any of the tests will not receive scores, but will appear on the List of Student Scores Report with a code for absent, excused, or refused. These students are not included in the calculations for summary reports.
- Students who are absent during part of the test administration and complete at least one battery will receive scores and their results will be included in the summary calculations.
- Students must complete all 5 subtests of the *Iowa Assessments* and all 9 subtests of the *CogAT* to receive a composite score.
- Students who are absent on one or more days of the district-wide test administration must be administered the tests upon their return to school.
- Students who were enrolled in a school at the beginning of the year but moved by the time of testing will not be included in the reports for the school from which they have moved.

District Reports

The following is a list of reports each **district** will receive on a CD-ROM.

- Profile Narrative
- List Report of Student Scores
- Classroom Summaries
- School Summaries
- District Summary

The following is a list of reports each district will receive on a separate CD-ROM.

- Student Data File - Each district will receive two copies of the student data file. One copy is for the District Test Coordinator, and the other copy should be given immediately to the Gifted and Talented Coordinator (or appropriate person) so that this data can be imported into the Gifted Identification Forms and Tasks [GIFT] program.
- In addition, the district will receive one paper copy of the Student Profile Narrative.

School Reports

The following is a list of reports each **school** will receive.

- Student Profile Narrative
 - List Report of Student Scores
 - Classroom Summaries
 - School Summaries
 - Student Score Labels
- Schools will also receive a Student Data File on a separate CD-ROM.

Please respond promptly to HMM to resolve all open alerts for scoring and reporting. Failure to respond can cause a delay in shipping reports.

Appendix A

Test Security Regulations, Violations, and Forms

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

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

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

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

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

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

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

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 2. S.C. Code Ann. Regs. 43-100 (2011), are reprinted below:

43-100. Test Security.

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
 - A. The statewide tests; as defined in the State Board of Education Regulation 43-262 including field tests and pilot tests;
 - B. Examinations for admission to teacher education program and teacher certification tests;
 - 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 that 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 tests, the tests for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).
- IX.** Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59–1–445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- X.** Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
 - A.** Failing to administer tests on the test dates specified by the 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 might 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.

Reporting Test Security Violations

All suspected test security violations as defined in S.C. Code Ann. §59-1-445 (2004) or 2 S.C. Code Ann. Regs. 43-100 (2011) must be reported to the South Carolina Department of Education (SCDE). The District Test Coordinator (DTC) and School Test Coordinator (STC) are responsible for conducting a comprehensive investigation of each allegation. The DTC must prepare and submit to the SCDE all required documentation.

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

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

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

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

Required Documentation

This section discusses the documents that must be submitted if a test security violation occurred during testing.

Submit the Action Form and supporting documentation, as outlined below, to Kathryn Rhodes in the Office of Assessment. All documentation must be submitted via secure fax (803.734.8886) or encrypted before sending via e-mail to KRhodes@ed.sc.gov. Do not send unencrypted TSV forms or documentation via e-mail. The TSV and the supporting documentation may also be sent by postal mail to:

South Carolina Department of Education
Office of Assessment
1429 Senate Street, Suite 210A
Columbia, SC 29201

1. Test Security Violation (TSV) Action Form – DTC must complete this form with Adobe Reader or Adobe Acrobat. A PDF file may be downloaded from the Office of Assessment Web page at: <http://ed.sc.gov/agency/ie/Assessment/TestSecurity.cfm>. Click on the Test Security Violation Action Form link.

The Action Form must include all of the requested information including the identification of the person who allegedly committed the violation and his or her certificate number. Indicate the law that is violated, if applicable. See page 49 for the appropriate letters (a-f) to use for the legislative violation(s) and page 51 and 52 to select the appropriate letter(s) (A-U) for the specific violation(s) of state regulations. Use the exact wording of the violation. For example, if a teacher assisted a student on the test, the following should be typed on the Action Form for a regulation violation: "H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing."

The Description of Violation section of the Action Form should provide a concise summary of the incident. The summary should include the basic elements of "who, what, where, when, and how" the violation occurred. This section does not replace an overall summary to be written by the DTC.

2. Supporting Documentation – This information would include all of the following items:
 - a. written statement from all adults involved in the incident;
 - b. summaries of any interviews with students;
 - c. IEP or 504 team meeting minutes or a DTC/STC statement with an indication of their recommendations regarding the violation, if applicable; and
 - d. a summary written by the DTC, highlighting all appropriate information and indicating actions, if applicable, taken by the DTC or the district office.

How to Conduct an Investigation and Document the Information

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

- A. If a test security violation is observed within a school, the individual(s) observing the incident must notify the School Test Coordinator (STC) or the District Test Coordinator (DTC) as soon as possible. The STC must notify the DTC immediately regarding the violation. The DTC must notify the appropriate Office of Assessment program manager.
- B. The DTC and the STC are responsible for conducting a comprehensive investigation to reconstruct what occurred to cause the alleged violation. The investigation should capture information including the "who, what, where, when, and how" of the incident.

- C. The STC and/or the DTC should obtain a written statement of events (affidavit) from each adult involved in the situation, including the accused. Affidavits must be signed and dated in ink by the person making the statement. It is not necessary to have individual statements from students.
- D. As appropriate, the STC and DTC may need to interview some or all of the persons involved in each incident. All interviews should be conducted individually to elicit the most reliable information. Open-ended questions should be used during the interview process to obtain the most compelling evidence. In the case of student interviews, the STC should write a summary of the information learned from each student. It is not necessary to have the students provide a written statement.
- E. The DTC must write a summary of events. This summary should be in the form of a letter written to Kathryn Rhodes. If appropriate, the DTC may want to provide additional details regarding the incident such as action taken as a result of the investigation, if the district referred the violation to the South Carolina Law Enforcement Division, or any information that supports or refutes the credibility of any witness. The additional information regarding the incident may be attached to the Action Form.

Violations and Students with Disabilities

DTCs and STCs should work closely with special education coordinators and teachers within the schools to ensure that all accommodations are provided for students with disabilities in accordance with each student's Individual Education Program (IEP) or 504 Plan.

The State Board of Education Regulations [2 S.C. Code Ann. Regs. 43-100 (2011)] state that **not providing accommodations** (to include customized test forms) as specified for students with IEPs or 504 Plans or **providing more accommodations** than specified is considered a breach 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.

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

In addition, the school/district must convene the IEP/504 Plan team to review the test security violation. During the meeting of the IEP/504 Plan team, the team may consider only the testing accommodations as written in the IEP/504 Plan and may not change the accommodations specified in the plans. The IEP or 504 Plan team must address the test security violation as follows:

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

If the IEP/504 Plan team determines that:

- **the test administration is valid**, the test is returned for scoring. Remember to mark the appropriate accommodation code(s)—i.e., the code(s) for the accommodation(s) actually used—on the student's answer document.
- **the test administration is not valid**, the school/district must invalidate the score by darkening the IEP Invalidation bubble on the student's answer document. Return the answer document to the contractor **in a scorable box**.

Test Security Agreement Forms

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

The DTC/STC, TA, and monitor test security agreement forms are provided in this appendix. Districts may add their own test security agreements.

Test security forms must be signed and returned to the DTC after each person has participated in training. The DTC is responsible for collecting and storing the forms for five years.

2016–17 Test Security Violation (TSV) Action Form

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

School District: School:

DTC Name:

Form Completed By (Name): Telephone:

Date Form Completed:

Testing Program: Test Administration:

Test Subject: Grade Level of Test:

Date(s) of Alleged Test Security Violation:

Violation Reported By:

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

Certification Number

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Legislative Violation(s)(see TAM):

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

For Office Use Only

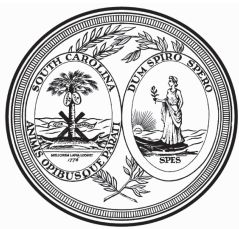
Initials/Date:

A B C D E F G H I J K L M N O P Q R S T U

2016-17 SCDE

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

2016-17 SCDE



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

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

CogAT, IA, and PTA

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

The test coordinator manual (TCM) for each assessment program provides detailed test security information and administration guidelines. The TCM and/or other appropriate instructions must be distributed to testing personnel *at least two weeks prior* to the testing window so that STCs, Test Administrators (TAs), and monitors will have the opportunity to read the TAM and become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom. The *Directions for Administration* for each assessment may be distributed one-week prior to the testing window.

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

As a DTC or STC, I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: Cognitive Abilities Test (CogAT), Iowa Assessments (IA), and the South Carolina Performance Tasks Assessment (PTA).

As a DTC, I acknowledge that I have distributed TCMs to the STCs two weeks prior to the testing window and have required each STC to read all sections of this manual.

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

As a STC, I acknowledge that I have distributed TCMs and *Directions for Administration* to the Test Administrators (TAs) and the monitors prior to the testing window and have required each person involved with testing to read all sections of each manual.

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

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

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

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

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

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

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

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

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

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

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

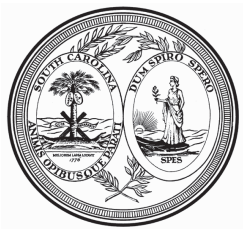
I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Date

Print Name

District and School



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

Agreement to Maintain Test Security and Confidentiality for Test Administrators

CogAT, IA, and PTA

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

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

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: Cognitive Abilities Test (CogAT), Iowa Assessments (IA), and the South Carolina Performance Tasks Assessment (PTA).

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

I acknowledge that I have the responsibility to read the *Directions for Administration* prior to the testing window.

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

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

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

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

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

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

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

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

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

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

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

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

Signature

Date

Print Name

District and School



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

Agreement to Maintain Test Security and Confidentiality for Testing Monitors

CogAT, IA, and PTA

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

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

DTCs and/or STCs must review test security policies and procedures with monitors and require monitors to read all sections of the TCM and other appropriate materials and documents provided to them.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide assessment program: Cognitive Abilities Test (CogAT), Iowa Assessments (IA), and the South Carolina Performance Tasks Assessment (PTA).

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

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

I acknowledge that it is my responsibility, as a monitor, to follow all of the testing procedures as outlined in the test administration manual.

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

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

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

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

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

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

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

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

Signature

Date

Print Name

District and School

Appendix B

Frequently Asked Questions

1. *Is there a test schedule that I should follow?*

Both *Iowa Assessments* and *CogAT* were standardized under a variety of test administration schedules. This gives local districts the flexibility to create a test schedule that best matches their local needs and calendar. However, testing periods should be distributed over several days. A sample administration schedule is provided on page 13 of this *Test Coordinator Manual*, and the *Directions for Administration for Iowa Assessments* (pages 2 and 3) and the *Directions for Administration for CogAT* (page 3) have estimated testing times for each of the subtests.

2. *Is the student penalized for “guessing”?*

Teachers can inform their students in advance that they are not expected to know the answers to all the questions, and that it is acceptable to make no mark for a question. Although random marking of answers should not be allowed, students should be encouraged to make “thoughtful guesses” to individual questions.

3. *Do you have practice materials?*

Separate practice tests are available for *Iowa Assessments* and *CogAT*. They are sold in packages of 25 with one *Directions for Administration* per grade level. Please note that the actual tests also include practice items to help students understand the format of the tests. HMH recommends that districts request a free sample of any practice materials for review before ordering.

4. *What is a PDF report?*

A Portable Document Format (PDF) report is an electronic version of a score report. The report can be viewed/printed with Adobe® Reader® and gives users the ability to print reports on demand without storing a large stack of paper throughout the school year. HMH will send PDF files to your district on CD-ROM. Adobe Reader software can be downloaded free of charge at <https://get.adobe.com/reader/otherversions/>.

5. *The grade 2 test booklet is barcoded with student information, but the student is a third grader. The student’s Power School information was incorrect. How should the administrator code the grade 2 answer sheet: Absent, Moved, Excused, Damaged, or Refused?*

Moved. Return this test booklet in the same class test booklet stack. This score will not be part of any class totals.

6. What does CogAT measure?

CogAT appraises the cognitive development of students from kindergarten through grade 12. The test measures students' learned reasoning abilities. Although grounded in biological processes, these abilities are developed through in-school and out-of-school experiences.

The questions on CogAT require students to demonstrate their reasoning abilities in each of the three symbol systems most closely related to success in school: verbal reasoning, quantitative reasoning, and nonverbal reasoning.

- The Verbal Battery assesses students' abilities to use search, retrieval, and comparison processes that are essential for verbal reasoning.
- The Quantitative Battery assesses students' abilities to reason about patterns and relations using concepts that are essential in quantitative thinking.
- The Nonverbal Battery assesses students' abilities to reason with somewhat more novel questions that use spatial and figural content.

7. I need more UPS RS shipping labels. Where do I request more labels?

Contact the HMM Project Manager, Joe Adduci, at 630.467.6366 for any additional materials that you may need.

Appendix C

Definition of **CogAT**

What Is **CogAT**?

CogAT assesses *learned reasoning abilities* of students from kindergarten through grade 12. The questions on *CogAT* test students in verbal, quantitative, and nonverbal reasoning.

Since cognitive growth is a developmental process, performance on *CogAT* can be given meaning by comparing an individual's scores with those of a representative sample of peers who are the same age or who are in the same grade in school. This type of normative comparison is used to interpret scores on *CogAT*.

Is **CogAT** an IQ Test?

Even though it measures reasoning abilities that are a critical component of all definitions of intelligence, *CogAT* is not an intelligence test. Good intelligence tests measure *a broader range of thinking, memory, and learning abilities* than *CogAT*. Furthermore, the Standard Age Scores (SAS) reported on *CogAT* should not be confused with IQ scores. IQ tests are standardized on representative samples of the entire population. In contrast, *CogAT* is standardized on those children who attend school and can take the test. If *CogAT* were an intelligence test, it would measure a broader array of cognitive abilities and be normed using a sample that represents the entire population. Although *CogAT* is not an intelligence test, it has high correlations with the total scores on such tests. This means that students who obtain high scores on *CogAT* will generally obtain high overall scores on individually administered intelligence tests.

How Does Aptitude Differ from Abilities?

Old ideas of innate aptitude have long since been discarded. Current theories define aptitude as *readiness to learn and perform well in a particular situation*. Aptitudes are those characteristics that people bring to situations that help them succeed in those situations—a much broader concept than abilities. Abilities are an important class of aptitudes. For example, reasoning abilities are particularly helpful aptitudes when students must understand new relationships, when their existing knowledge is limited, or when they must go beyond the information given. Aptitudes for success in school also include existing knowledge and skill (i.e., achievement to date), motivation (especially persistence), interest, etc. Ability test scores function as measures of aptitude if the scores are used to make inferences about a person's potential for future achievement in a particular environment.

Building Identification Sheet



The purpose of this sheet is to identify the building in which the accompanying answer documents were used. One **BUILDING IDENTIFICATION SHEET**, properly filled in, **must** accompany the answer documents for each building in the system.

Use a #2 pencil to mark this sheet.

1. INFORMATION BOX

1. INFORMATION BOX
Print all of the information requested.

2. BUILDING NAME

In the row of boxes at the bottom of the grid, **print the building name as it must appear on all reports.** Abbreviate if necessary. Put only one letter or number in each of the 20 boxes.

Next, blacken the corresponding letter or number circle above each box. Blacken the blank circle at the top of the column for any boxes that are blank.

BUILDING IDENTIFICATION SHEET

9-68190

3. BUILDING CODE

3. BUILDING CODE
This section is optional. If building codes are to print on the reports, enter the building code in the boxes at the bottom of the grid and then blacken the corresponding letter or number circle above each box.

4. SCORING SERVICE ONLY

7. SCORING SERVICE ONLY
This is for Scoring Service use only. Do not mark in this screened section.

Place this sheet on top of all the answer documents for this building.

1. INFORMATION BOX

Testing Date	11	4	2016
	MONTH	DAY	YEAR
System Name	Abbeville Cnty Schls		
City	State		

[illegible][illegible]

4. SCORING SERVICE ONLY					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
1	2	3	4	5	6

Grade/Class Identification Sheet



The purpose of this sheet is to identify the names of grades and classes in which the accompanying answer documents were used. If class reports ARE to be identified, please complete one of these sheets for each class in each grade, making sure that the CLASS NAME and GRADE are entered. If class reports ARE NOT required, you must complete these sheets for each grade in a building, leaving the CLASS NAME section blank, but entering the GRADE.

Use a #2 pencil to mark this sheet.

1. INFORMATION BOX

I. INFORMATION BOX
Print all of the information requested.

2. CLASS NAME

If a class is to be identified, print the class name in the row of boxes below **as it must appear on all reports**. Abbreviate if necessary.

Next, blacken the corresponding letter or number circle above each box. Blacken the blank circle at the top of the column for any boxes that are blank.

3. CLASS CODE

3. CLASS CODE
This optional grid is for customer use.

4. GRADE

4. GRADE
At the bottom of this grid, enter the grade and then blacken the corresponding circle above it.

GRADE/CLASS 9-68191
IDENTIFICATION SHEET

9-68191

5. FORM

At the bottom of this grid, enter the test form and then blacken the corresponding circle above it.

6. ANSWER DOCUMENT COUNT

3. ANSWER DOCUMENT COUNT
At the bottom of this grid, enter the count of answer documents in this grade/class, using all four boxes. For example, if there are 28 answer documents, enter "0028." Then blacken the corresponding number circle in the column above each of the four boxes.

7. SCORING SERVICE ONLY

7. SCORING SERVICE ONLY
This is for Scoring Service use only. Do not mark in this screened section.

Place this completed Grade/Class Identification Sheet on top of the answer documents for this class. If class reports **ARE NOT** required, place this completed Grade/Class Identification Sheet on top of the answer documents for this grade.

[illegible]

3. CLASS CODE			
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
1	2	3	4

4. GRADE

Enter one grade.

PRE K

K

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

6. ANSWER DOCUMENT COUNT

0

0

1

1

1

2

2

2

2

3

3

3

3

4

4

4

4

5

5

5

6

6

6

6

7

7

7

7

8

8

8

8

9

9

9

9

1

2

3

4

0

0

1

5

5. FORM

0	(A) N
1	(B) O
2	(C) P
3	(D) Q
4	(E) R
5	(F) S
6	(G) T
7	(H) U
8	(I) V
9	(J) W
	(K) X
	(L) Y
	(M) Z

OR

0	(A) N
1	(B) O
2	(C) P
3	(D) Q
4	(E) R
5	(F) S
6	(G) T
7	(H) U
8	(I) V
9	(J) W
	(K) X
	(L) Y
	(M) Z

7. SCORING SERVICE ONLY

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

1. INFORMATION BOX

Testing Date 11 4 2016
MONTH DAY YEAR

Building Name Westwood Elem

System Name Abbeville Cnty

City Abbeville State SC

5.
FORM

0 A N
1 B O
2 C P
3 D Q
4 E R
5 **S**
6 G T
7 H U
8 **V**
9 I W
J X
K Y
L Z
M

OR

IA and
CogAT
districts

CogAT only
districts

46 47 48 49 50 51-DRO-19 18 17 16 15 14

Appendix F

Definition of Race and Ethnicity Categories

Ethnicity

Hispanic/Latino A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Race Categories

American Indian or Alaska Native A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian A person having 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.

Black or African American A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

NOTE: The above list has been updated to reflect the federally mandated changes for ethnicity and race categories on the new demographic pages for both *Iowa Assessments* Form F Level 7 and *CogAT* Form 7 Level 8 machine-scorable test booklets.

Back Page (Demographic) CogAT Form 7

Cognitive Abilities Test™

Form 7

Level 8

[illegible]

Place barcode label in the space above.

[illegible]

DATE OF BIRTH					
	Day	Year			
<input type="radio"/> Jan					
<input type="radio"/> Feb	<input type="text" value="0"/>	<input type="text" value="19"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	
<input type="radio"/> Mar	<input type="text" value="1"/>	<input type="radio"/> 20	<input type="text" value="1"/>	<input type="text" value="1"/>	
<input type="radio"/> Apr	<input type="text" value="2"/>			<input type="text" value="2"/>	
<input type="radio"/> May	<input type="text" value="3"/>			<input type="text" value="3"/>	
<input type="radio"/> Jun	<input type="text" value="4"/>			<input type="text" value="4"/>	
<input type="radio"/> Jul	<input type="text" value="5"/>			<input type="text" value="5"/>	
<input type="radio"/> Aug	<input type="text" value="6"/>			<input type="text" value="6"/>	
<input type="radio"/> Sep	<input type="text" value="7"/>			<input type="text" value="7"/>	
<input type="radio"/> Oct	<input type="text" value="8"/>			<input type="text" value="8"/>	
<input type="radio"/> Nov	<input type="text" value="9"/>		<input type="text" value="9"/>	<input type="text" value="9"/>	
<input type="radio"/> Dec					

ETHNICITY/RACE

ETHNICITY (*Mark only one*)

☐ Hispanic or Latino

☐ Not Hispanic or Latino

RACE (*Mark one or more*)

☐ American Indian or Alaska Native

☐ Asian

☐ Black or African American

☐ Native Hawaiian or Other Pacific Islander

☐ White

GENDER

☐ Female

☐ Male

[illegible]

HOME REPORTING

PROGRAMS
(Mark all that apply)

☐ IEP ☐ F/RL ☐ ELL ☐ T1 L ☐ Other 1
☐ 504 ☐ GT ☐ MG ☐ T1 M ☐ Other 2

Z-Code (Z)

OFFICE
USE ONLY

☒ Z ☐ V ☐ Q ☐ N ☐ S

Accommodations	Additional Z-Codes
----------------	-----------------------

[illegible]

Grade

School

District

System/District

City/State

Back Page (Demographic) *Iowa Assessments* Form F

Iowa Assessments™ Core

Form F

**IA
Level
7**

[illegible]

Place barcode label in the space above.

[illegible]

DATE OF BIRTH					
<input type="radio"/> Jan					
<input type="radio"/> Feb	(0)	(0)	<input type="radio"/> 19	(0)	(0)
<input type="radio"/> Mar	(1)	(1)	<input type="radio"/> 20	(1)	(1)
<input type="radio"/> Apr	(2)	(2)		(2)	
<input type="radio"/> May	(3)	(3)		(3)	
<input type="radio"/> Jun		(4)		(4)	
<input type="radio"/> Jul		(5)		(5)	
<input type="radio"/> Aug		(6)		(6)	
<input type="radio"/> Sep		(7)		(7)	
<input type="radio"/> Oct		(8)		(8)	
<input type="radio"/> Nov		(9)		(9)	(9)
<input type="radio"/> Dec					

ETHNICITY/RACE	
ETHNICITY (<i>Mark only one</i>)	
<input type="radio"/>	Hispanic or Latino
<input type="radio"/>	Not Hispanic or Latino
RACE (<i>Mark one or more</i>)	
<input type="radio"/>	American Indian or Alaska Native
<input type="radio"/>	Asian
<input type="radio"/>	Black or African American
<input type="radio"/>	Native Hawaiian or Other Pacific Islander
<input type="radio"/>	White

GENDER

☐ Female

☐ Male

[illegible]

HOME REPORTING

PROGRAMS
(Mark all that apply)

☐ IEP ☐ F/RL ☐ ELL ☐ TI L ☐ Other 1
☐ 504 ☐ GT ☐ MG ☐ TI M ☐ Other 2

Z-Code (Z)

OFFICE USE ONLY

Z 1 2 3 4 5 6 7

Accommodations	Additional Z-Codes
----------------	-----------------------

[illegible]

Teacher _____ Grade _____

School

System/District

City/State

Appendix I

Program Definitions

PROGRAMS				
(Mark all that apply)				
<input type="radio"/> IEP	<input type="radio"/> F/RL	<input type="radio"/> ELL	<input type="radio"/> TI L	<input type="radio"/> Other 1
<input type="radio"/> 504	<input type="radio"/> GT	<input type="radio"/> MG	<input type="radio"/> TI M	<input type="radio"/> Other 2

IEP	Individualized Education Program
504	Section 504
F/RL	Free and Reduced Lunch
GT	Gifted and Talented
ELL	English Language Learner
MG	Migrant
TI L	Title One Language
TI M	Title One Math

Appendix J

Request for Additional Test Materials Form

South Carolina Grade 2 Gifted and Talented Testing Program

Write in the number of test materials requested below and fax this form to Joe Adduci.

IA Level 7

_____ Test Booklets
_____ Directions for Administration
_____ Large Print Test Books

CogAT Level 8

_____ Test Booklets
_____ Directions for Administration
_____ Large Print Test Books

Send the test materials to the following: (please print)

District: _____

District Test Coordinator: _____

Phone Number: _____

Signature: _____

Date: _____

Please fax to Riverside Project Manager: Joe Adduci

630-467-7150

For HMH/Riverside Use Only

Materials Shipped Date: _____ Tracking Number: _____

Appendix K

Acknowledgment of Receipt of Test Materials Form

South Carolina Grade 2 Gifted and Talented Testing Program

Acknowledgment of Receipt of Test Materials Fall 2016

The School Test Coordinators in our district have reviewed the test materials received and we can report (check which applies):

- A. _____ All materials have been received as indicated on the packing slips.
- B. _____ All materials have been received as indicated on the packing slips except the following:

District

District Test Coordinator

Phone Number

Signature

Date

Please fax to HMH Project Manager: Joseph Adduci
630.467.7150

Appendix L

Summary of Test Materials Returned Form

South Carolina Grade 2 Gifted and Talented Testing Program

Summary of Test Materials Returned Fall 2016

School _____

School Test Coordinator _____

Date _____

	IA Form F	CogAT	Total
SCORABLE MATERIALS: Total number of test booklets being returned (including: completed, absent, excused, damaged, moved, or refused)			

	IA Form F	CogAT	Total
NONSCORABLE MATERIALS: Total number of <i>Directions for Administration</i> , unused overage test booklets, and large-print test booklets			

Please use your School Packing List and the Security Checklist to verify that the total number of test materials you are returning to the District Test Coordinator (DTC) matches the total number of test materials you received.

If you are not returning any of a particular test material, this should be documented on the Security Checklist. All discrepancies should be resolved before returning test materials to the DTC. Please make a copy for your records and fax this form to the DTC when completed.

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, SC 29201 (803.734.8781). For further information on federal nondiscrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1.800.421.3481.

