



**South Carolina
Alternate Assessment
(SC-Alt)**

Test Administration Manual

Spring 2021

Important Contact Information

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Telephone: 877-231-7789

SC-Alt Portal

The SC-Alt Portal is the gateway to all systems and resources for the SC-Alt. It includes training resources, online system user guides, and fact sheets. The SC-Alt Portal can be accessed at sc-alt.portal.cambiumast.com.

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Common Abbreviations and Acronyms

AA-AAS	Alternate Assessments Based on Alternate Achievement Standards
AAC	Augmentative and Alternative Communication
APH	American Printing House for the Blind
AT	Assistive Technology
CAI	Cambium Assessment, Inc. (South Carolina Alternate Assessment testing vendor)
CRS	Centralized Reporting System
DTC	district test coordinator
DTC-Alt	district test coordinator for alternate assessment
ELL	English language learner
ELA	English language arts
ESSA	Every Student Succeeds Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
RTF	Residential Treatment Facility
SC-Alt	South Carolina Alternate Assessment
SCDE	South Carolina Department of Education
SRC	Student Response Check
SSID	State Student ID
STC	school test coordinator
TA	test administrator
TAM	Test Administration Manual
TDS	Test Delivery System
TIDE	Test Information Distribution Engine
TM	testing monitor

Spring 2021 Administration Important Dates

Testing Window

The spring 2021 test administration has only one testing window, which opens March 8, 2021, at 8:00 a.m. and closes May 14, 2021, at 6:00 p.m. There will be no extensions. Important dates related to the spring 2021 test administration are listed in Table 1.

Table 1: Important Dates

Activity	Dates
DTC-Alt Virtual Training District test coordinators for alternate assessment (DTCs-Alt) will attend a virtual training.	December 9, 2020
Online TA Certification Course Available All test administrators (TAs), including new TAs, must complete the Online TA Certification Course and quiz before administering the South Carolina Alternate Assessment (SC-Alt) . To access the online training course, TAs must have a user account in the Test Information Distribution Engine (TIDE). Once TAs complete the course and quiz, their TIDE account will be certified, and they be available to administer the SC-Alt.	January 6, 2021
TIDE Order Window Orders of paper-accommodated testing materials will be automatically delivered to districts based on the number of students flagged in TIDE as having a Paper Test Accommodation. The DTCs-Alt will contact the SC-Alt Help Desk to request that a student be flagged. At this time, DTCs-Alt may also order Test Administration Manuals (TAMs).	February 15–May 7, 2021
TIDE Pre-ID Window DTCs-Alt are required to pre-identify students in TIDE who are eligible to take the SC-Alt during the spring 2021 administration.	January 21–February 12, 2021
SC-Alt LCI Window The Learning Characteristics Inventory (LCI) is accessed through the Test Delivery System (TDS) just like the rest of the SC-Alt tests. Unlike the other assessments, the LCI is completed by only the TA because it is comprised of questions regarding the student’s abilities and achievement throughout the school year. TAs must complete the LCI before each student is to be administered the SC-Alt.	February 15–May 14, 2021

Activity	Dates
<p>SC-Alt Testing Window</p> <p>Students may take the assessment at any point during the testing window. All online tests must be administered through the TDS Student Interface via the Cambium Assessment, Inc. (CAI), Secure Browser by May 14, 2021.</p> <p>Students testing on paper-accommodated materials will have their responses transcribed by the TA into the TDS. These responses will need to be entered into the TDS Student Interface after confirming that the student is marked as a paper-accommodated tester in TIDE. This must occur prior to the end of the testing window so that responses can be submitted for scoring.</p> <p>Operational Invalidations Window</p> <p>DTCs-Alt can request an invalidation of an assessment due to test security violations, incorrect administration procedures, errors in scoring, and errors in administration procedures during the testing window.</p>	<p>March 8–May 14, 2021</p>
<p>Secure Materials Returned to CAI</p> <p>All printed paper test materials must be returned to CAI.</p>	<p>May 20, 2021</p>
<p>Centralized Reporting System</p> <p>Preliminary scores will be available in real time within 24 hours of test completion and submission.</p>	<p>In Real Time</p>
<p>Paper Score Reports Arrive in District</p> <p>Districts will receive printed family reports on this date.</p>	<p>August 9, 2021</p>

Section I: Introduction

This manual provides DTCs-Alt and school test coordinators (STCs), technology coordinators, test administrators (TAs), and testing monitors (TMs) with specific information about administering the SC-Alt. It is imperative that those involved in the administration of the assessments read this manual in its entirety and attend required training sessions for administering the SC-Alt.

Legal Requirements for the SC-Alt

The inclusion of students with significant cognitive disabilities in state assessments is based on state and federal regulations. The Individuals with Disabilities Education Act (IDEA; 1997, 2004), Section 504 of the Rehabilitation Act of 1973, and Title I of the Elementary and Secondary Education Act (ESEA) require inclusion for all students with disabilities in the state assessment system. The State Education Accountability Act of 1998 provides for the establishment of a performance-based accountability system that includes all students.

The 2004 amendments to the IDEA created the mandate for states to develop alternate assessments for students who cannot participate in the state assessments, even with appropriate accommodations, and to develop guidelines for the participation of these students in the alternate assessments. The 2002 amendments to ESEA require the participation of all students in the state academic assessment system. The 2003 ESEA regulations related to alternate assessment clarify that to serve the purposes of assessment under Title I, an alternate assessment must be aligned with the state's content standards, yield results in English language arts (ELA) and mathematics, be designed and implemented in a manner that supports use of the results as an indicator of Adequate Yearly Progress (AYP), and exercise the same technical rigor as other state assessments. Beginning in the 2007–2008 school year, student participation in science has been included in the federal participation calculations.

According to Every Student Succeeds Act (ESSA) regulations, an alternate assessment may be based on alternate achievement standards, and the results may be included in the federal accountability calculations as long as the number of “proficient” students and the number of students tested does not exceed 1% of the total student population for the state.

An alternate achievement standard is an expectation of performance that differs in complexity from grade-level achievement standards. Alternate achievement standards must be aligned with the state's academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible.

All students must be included in the state's assessment system by participating in the state assessments with or without accommodations, or in the state Alternate Assessments Based on Alternate Achievement Standards (AA-AAS). Decisions regarding the method of assessing students with disabilities must be made on an individual basis by the student's Individualized Education Program (IEP) team and documented in the student's IEP.

Training Requirements

All TAs administering the SC-Alt during the spring 2021 administration must complete the online TA Certification Course, available on the Portal at sc-alt.portal.cambiumast.com/. At the end of the course, they will take a short certification quiz. To be flagged as “TA Certified” in the Test Information Distribution Engine (TIDE), TAs must correctly answer 80% of the questions in the online TA Certification Course. TAs must be TA Certified to administer tests. The TA Certification Course is completely online, and there is not an in-person training for TAs in 2021.

Notable Changes for the 2021 Administration

SC-Alt has transitioned from the Online Reporting System (ORS) to the Centralized Reporting System (CRS).

SC-Alt Overview

The following assessments make up the SC-Alt for the spring 2021 administration:

- SC-Alt ELA and mathematics in grades 3–8
- SC-Alt science in grades 4 and 6
- SC-Alt English, Algebra, Biology, and US History and Constitution in high school

The primary purpose of the SC-Alt is to ensure that students with significant cognitive disabilities have the opportunity to participate in a challenging, standards-based curriculum that encourages high academic expectations. An assessment facilitates this goal by providing a measure of student achievement and an opportunity to participate in the state’s education accountability system.

Grade Test Assignments

Table 2 provides information on which assessments each student should take based on their grade level. Students take assessments based on their enrolled grade.

Table 2: Grade Reference Table

Grade	Subject
Grade 3	ELA Mathematics
Grade 4	ELA Mathematics Science
Grade 5	ELA Mathematics
Grade 6	ELA Mathematics Science
Grade 7	ELA Mathematics
Grade 8	ELA Mathematics
High School	English Algebra Biology US History and Constitution

For high school students meeting the eligibility criteria for alternate assessments, the district will determine when it is most appropriate for these students to receive instruction on the standards for each subject for which the alternate assessment is aligned. The students should be scheduled for the assessment by the end of the year in which they receive instruction. All high school assessments must be completed by the end of a student's third year of high school. Please direct your questions about eligibility to the designated DTC-Alt assigned to your district.

The ESSA requires that all students take the high school assessment for accountability purposes by their third year of high school. If a student took the SC-Alt for accountability purposes in high school in previous years, he or she is not required to take it again. If you have any questions, please reach out to your DTC-Alt.

The SC-Alt

The 2021 SC-Alt is a fully online, computer-adaptive test (CAT). Preliminary scores will be available in real time upon test submission. The SC-Alt is administered across multiple grades and subjects.

Key aspects of the SC-Alt include the following:

- Each assessment should be administered by a TA under the supervision of a TM.
- The assessment is grade based.
- The assessment is based on performance items in each content area and grade.
- For students with vision impairments, the DTC-Alt can request SC-Alt paper response options through TIDE by contacting the SC-Alt Help Desk and requesting that the student be flagged as having a Paper Test Accommodation. During the order window, paper response options will be sent automatically to the district for each student flagged in TIDE.
- During the order window, DTCs-Alt can manually order paper response options and paper test booklets with a script. The paper response options may be brailled for those students with visual impairments.

More information on the SC-Alt can be found in Section V: The Spring 2021 SC-Alt.

Grades 3–8

New legislation in 2019 changed the requirements for science and social studies tests. Beginning with the 2020 administration, science is now tested only in grades 4 and 6. Social studies will not be tested in spring 2021. ELA and mathematics are delivered in grades 3–8.

High School

Districts will determine in which grade high school students will take each of the four subject tests so that assessments align with classroom academic instruction. Students must take all subject tests prior to their third year of high school.

Standard Allowable Accommodations

For SC-Alt programs, an *accommodation* is defined as a change in the testing environment, procedures, or presentation that does not alter what the test measures or the comparability of scores. The purpose of an accommodation is to enable students to participate in an assessment in a way that allows knowledge and skills, rather than disabilities, to be assessed. The following are examples of allowable accommodations for the SC-Alt. Additional accommodations are enumerated in the [Non-Embedded Allowable Accommodations](#) section.

Setting

The assessment may be administered in a setting appropriate to the student's individual needs. Some options include

- administering the tests individually in a separate location;
- administering the tests in a location with minimal distractions;
- providing special lighting;
- providing adaptive or special furniture; and
- providing special acoustics.

Note: If the assessment is administered in a location other than the classroom (e.g., a conference room or office), make sure that the seating and lighting are appropriate to the student's needs.

Timing

Because SC-Alt tests are not timed, students may take as long as they need to complete the test within the testing window. Some considerations include

- administering the test in the afternoon rather than the morning;
- extending the time typically allotted to complete the test; and
- allowing extended breaks.

Scheduling

The student may take portions of the assessment over several days as long as all testing is completed by the last day of the testing window. Some options include

- administering the test over several days with several sessions per day; and
- administering the test over several days with one session each day.

Note: When resuming testing, do not re-administer any items that the student has already completed.

Response Options

The student may require an alternate response mode. Some examples include the following:

- **Non-Verbal Indication of Answer Choices.** The student may indicate the answer choices non-verbally (e.g., by eye gazing or pointing or through the use of Augmentative and Alternative Communication [AAC] devices).
- **Dictation of Responses.** The student may verbally dictate his or her answers to the TA.
- **AAC Devices.** The student may use the communication system and/or device typically used in instruction.
- **No Response.** For students who do not respond, TAs can select the "mark as **[No Response]**" option in the Student Interface.
- **Paper Response Options.** For students who do not interact well with a computing device or who require blind or low-vision accommodations, DTCs-Alt may order paper response options through TIDE. Please see [Section VIII: Ordering and Returning Paper](#) for more details.

Presentation

All items and passages are read aloud to all students. The student may require another form of presentation. Some examples include the following:

- **Sign Language.** TAs may use a sign language interpreter to sign, cue, or communicate any directions or pieces of information that are normally read aloud to students.
- **Enlargement of Paper Response Options.** The student may require response options to be enlarged on a smartboard or similar technology to accommodate their visual needs. The TA may enlarge materials as appropriate. If the enlarged materials are provided on paper, they must be sent to CAI after the assessments are completed.
- **Braille Test Materials and Tactile Graphics.** TAs may use braille or create tactile graphics and tactile symbols for any other SC-Alt paper response option cards that they feel are appropriate for a particular student. A test booklet and script can be ordered via the SC-Alt Help Desk; these are intended to aid the TA with the creation of braille and/or tactile graphics. The TA may assist the student in examining tactile graphics to orient him or her to the materials. If your student requires braille test materials, please see the [Braille and Paper](#) section.

Note: Some tactile teaching aids available from the American Printing House for the Blind (APH) may be used in instruction related to the South Carolina Academic Standards. Materials may be ordered for legally blind students from APH through the state Quota Account at the SCDE at no cost to the school or district. The contact for information on ordering these materials is as follows:

Marty McKenzie

South Carolina School for the Deaf and the Blind

101 Executive Center Drive, Suite 120

Columbia, SC 29210

Email: MMcKenzie@scsdb.org

Telephone: 803-896-9787

Cell Phone: 803-351-3043

Calculators

Students may use a basic four-function calculator, including a talking calculator, with the mathematics test. The calculator should be the same type used during routine instruction and assessment. To maintain test security, the memory of the calculator used during testing must be reset before and after testing to clear all applications. Please note that an online four-function Desmos calculator is available in the Student Interface for all mathematics tests.

Assistive Technology

Assistive technology (AT) that is listed in the student's IEP and used routinely during instruction may be used to access the content and respond to items during the assessment; however, providing an accommodation or access to AT only during the assessment will not ensure that the student will be able to use it effectively. Prior to the assessment, students need opportunities to use the technology during daily instruction to ensure that they can use it appropriately and effectively. TAs should also allow the students to take the practice test using the AT. For more information, see [Appendix C: Information on Assistive Technology](#).

SC-Alt Online Systems

The SC-Alt uses online systems to facilitate test administration. These systems are accessed via the SC-Alt Portal at sc-alt.portal.cambiumast.com/. A summary of the systems can be found in Table 3.

Table 3: Online Systems

System	Description
Test Information Distribution Engine (TIDE)	<p>TIDE stores a district’s and school’s student demographic information and test material paper orders. It provides DTCs-Alt with multiple features to add and manage users for administrative tasks associated with the SC-Alt.</p> <p>TIDE allows authorized users to add, view, edit, and remove district- and school-level users; add, view, edit, and remove student information; order test materials and track shipments; and submit test irregularities, including invalidating or resetting an assessment.</p> <p>Through the Monitoring Test Progress task, authorized users can monitor student participation and testing throughout the testing window.</p>
TA Certification Course	<p>All TAs are required to complete the online TA Certification Course. Completing the course will flag your TIDE account as “TA Certified,” which is required to administer any of the SC-Alt assessments.</p>
TA Interface	<p>TAs use the TA Interface to establish test sessions, approve students to test, update accessibility features, and mark accommodations. Using the TA Interface, TAs can also pause students’ tests and stop test sessions. The TA Interface is part of the Test Delivery System (TDS).</p>
Student Interface	<p>The live, operational Student Interface, or student testing site, can be used only by pre-identified students and their TAs to access the SC-Alt. It is accessible only via the CAI Secure Browser or mobile device app, which must be installed on the student’s device before testing. The Student Interface is part of the TDS.</p> <p>The Learning Characteristics Inventory is also available via the Student Interface.</p>
Student Interface Practice Site	<p>Students, parents, and district/school personnel can use the Student Interface Practice Site section of the Portal to review sample content and item types, become familiar with online test navigation, practice responding to items, and practice using online test tools, including audio recordings.</p> <p>The Student Response Check is also available via the Student Interface Practice Site.</p>
TA Interface Practice Site	<p>TAs can use the TA Interface Practice Site to administer practice sessions and to become familiar with features of the TA Interface before the testing window opens.</p>

Centralized Reporting System

Authorized users can view student performance data, access downloadable data files, and download individual student reports in the Centralized Reporting System (CRS).

User Accounts

Each user will need secure login credentials to access the following systems: TIDE, TA Interface, and CRS. The same username and password are used for these three systems.

New DTCs-Alt must contact the SC-Alt Help Desk to activate their accounts. They will receive a temporary password via an activation email from TIDE. The activation link is valid only for 15 minutes. After that time, the activation link will expire, and you will need to click the second link to request a new activation email. DTCs-Alt are responsible for ensuring that their contact information is up to date in TIDE. Account inquiries and requests for shipping address changes must be submitted through the SC-Alt Help Desk at 877-231-7789, or via email to schelpdesk@cambiumassessment.com.

DTCs-Alt are responsible for creating user accounts for all STCs and TAs. Directions for creating user accounts can be found in the [TIDE User Guide](#). Descriptions of the different roles and responsibilities are available in the [User Role Matrix](#) and are also located on the Portal at sc-alt.portal.cambiumast.com/.

TAs who will be administering assessments to students in multiple schools must have a user account associated with each school. The same username (i.e., email address) can be used to associate the user with multiple schools. Follow the instructions provided in the [TIDE User Guide](#), located on the Portal at sc-alt.portal.cambiumast.com/, for adding users to multiple entities.

Demographic Information

DTCs-Alt will use TIDE to confirm that all students participating in the SC-Alt are pre-identified, or registered, in TIDE. All students participating in the SC-Alt must be pre-identified in TIDE prior to testing. If a student is not registered in TIDE, he or she will not be able to access the online test.

Beginning on January 21, 2021, DTCs-Alt can review the students pre-identified in TIDE, add students who are eligible for the alternate assessments but are not registered in TIDE, and make demographic updates as needed. When adding students to TIDE, DTCs-Alt will need to provide various required demographic information. Tests are assigned based on the grade in which the student is enrolled during the 2020–2021 school year. DTCs-Alt can use the [Grade Reference Table](#) to determine which tests are assigned to the student. More information on viewing and editing student information and adding students can be found in the [TIDE User Guide](#) located on the Portal at sc-alt.portal.cambiumast.com/.

State Student ID Numbers

All students are required to have a State Student ID (SSID) number. TAs will need access to students' SSIDs to start test sessions in the CAI Secure Browser.

Additional Online Systems Resources

DTCs-Alt, STCs, and TAs should refer to the systems' user guides (including TIDE, CRS, and the TDS) located on the Portal at sc-alt.portal.cambiumast.com/. Before each online system opens, user guides and other resource documents will be posted on the Portal.

Section II: Guidelines for Participation in the SC-Alt

Student Participation

The decision about a student's participation in required state assessments is made by the student's IEP team and documented in the student's IEP. To document that the SC-Alt is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets all the following criteria:

- The student demonstrates a significant cognitive disability and adaptive skills that result in a performance that is substantially below grade-level achievement expectations, even with the use of accommodations and modifications. Refer to the [Participation Guidance for IEP Teams](#) document available on the Portal for more assistance.
- The student accesses the state-approved curriculum standards at less complex levels and with extensively modified instruction.
- The student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments.
- The student is unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction.
- The student's inability to achieve the state grade-level achievement expectations is not the result of excessive or extended absences or social, cultural, or economic differences.
- The SC-Alt should be administered to students who meet all of the participation criteria for alternate assessment, as determined by their IEP team. Please see the [Grade Reference Table](#) for a list of tests assigned to students of a given grade.
- Students identified as requiring alternate assessment who are receiving instruction outside of the school setting must also be assessed with the SC-Alt. These situations include students who have been placed in medical homebound or home-based instruction. The district must administer the assessment to a student who is sick and homebound if the student is physically and/or mentally able to take the test during the testing window.
- Students who demonstrate a significant cognitive disability and meet the participation guidelines for alternate assessment on alternate achievement standards may be from any of the disability categories listed in the IDEA.

Special Groups of Students

The tests must be administered by a certified school district employee who meets the criteria for conducting the SC-Alt, and a TM must be present. Parents or other relatives may not serve as TMs or be present in the room with the student during testing. Public school students who are determined to be eligible for the SC-Alt and meet the criteria for one of the special groups of students on the following list must be tested:

- **Students Enrolled in One School or District Who Are Testing in Another.** The enrolled (reported) district or school and the attending (testing) district or school should coordinate which district will be responsible for administering the test. TAs administering the tests must be added to TIDE in the student's attending district or school. More information can be found in *SC-Alt Guidance for Special Testing Scenarios* document, located on the Portal at sc-alt.portal.cambiumast.com/.
- **Suspended Students.** The district or school can delay the suspension dates, bring the students into the school during the suspension period for testing purposes only, or test the students in an alternative location.
- **Expelled Students with an IEP.** The district or school can bring the students into the school for testing purposes only or test the students in an alternative location.
- **Home-Schooled Students.** *Home-schooled* students are defined as those students whose parents or guardians teach them at home. Students whose home-school program is registered through the district must be tested according to S.C. Code Ann. § 59-65-40 (A)(6)(2004) either with public school students or by special arrangement at the student's place of instruction, at the parent's discretion. The parent is responsible for paying the TA if the test is administered at the student's home.
- **Homebound Students.** These students receive instruction at home or in the hospital because they cannot attend school due to illness, accident, or pregnancy, even with the aid of transportation (24 S.C. Code Ann. Regs. 43-241 [1976 & Supp. 2008]). The district must administer the required tests to a student who is homebound if the student is physically and/or mentally able to take the test during the testing window.
- **Home-Based Students.** A home-based student is a student who normally receives instruction at a place other than school because that student's IEP team has determined this placement to be the appropriate, least restrictive environment for the administration of the student's educational program. The district must send a trained TA and TM to the place of instruction.

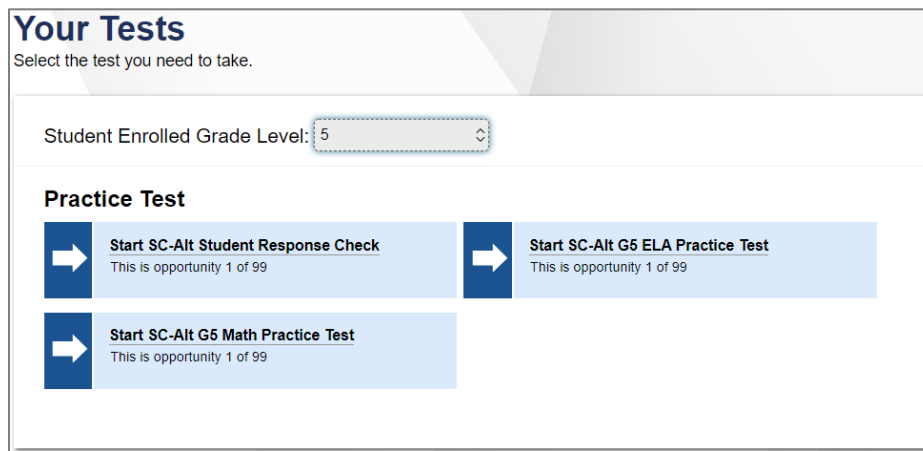
Note: Private school students and home-schooled students who are registered through one of the professional home-school organizations (SC Code Ann. § 59-65-47) (2004) are not enrolled in public school and are not tested with state assessments.

Students Without an Observable Mode of Communication

If a TA believes that a student eligible for the SC-Alt does not have an observable mode of communication, he or she must complete all the steps included in the [Early Stopping Rule Flowchart and Checklist](#). As directed in the flowchart, the TA must administer the Student Response Check (SRC) to the student three times. The Early Stopping Rule Flowchart and Checklist is in the [Resources section of the Portal](#). Under Test Administration Resources, click **[Testing Support Documents]** to access this information.

The SRC is accessed via the practice test on the Portal (see [Figure 1](#)). A paper version is also available in [Appendix E: The Student Response Check](#). No scores are recorded for the SRC, and TAs may access it as many times as necessary. Please note that there is no audio playback for the SRC. The TA will simply read the questions and answer choices aloud to the student. TAs can adjust the size of the text, background color, and pointer size prior to beginning the SRC. Please see the [Practice Test Administration](#) section for details.

Figure 1: Student Response Check



Your Tests
Select the test you need to take.

Student Enrolled Grade Level: 5

Practice Test

- Start SC-Alt Student Response Check
This is opportunity 1 of 99
- Start SC-Alt G5 ELA Practice Test
This is opportunity 1 of 99
- Start SC-Alt G5 Math Practice Test
This is opportunity 1 of 99

The SRC should be administered at a different location and different time of day. The SRC is available in the practice test on the Portal. For details about using the practice test, please see the *Practice Test Guidance Document*, also available in the [Resources section of the Portal](#) under the TDS.

If the student shows any observable mode of communication during any administration of the SRC, the TA must administer all assessments assigned to that student. If the student does not show any observable mode of communication, the TA should contact the DTC-Alt assigned to their district. The DTC-Alt will review the student's IEP to ensure that communication is addressed in the student's present levels, goals, and services. If developing communication is addressed on the student's IEP, the DTC-Alt will fax the student's IEP to the South Carolina Department of Education (SCDE).

IMPORTANT: To submit an IEP to the SCDE, DTCs-Alt will fax the student's IEP to the SCDE at a secure fax: 803-734-8886.

Once the SCDE receives the student's IEP and confirms the DTC's findings, CAI will flag the student as having no observable mode of communication in TIDE and notify the DTC-Alt. Once the student's test is flagged, the TA and TM may administer the student's assigned tests. Each test will present only the first four items, followed by the two affidavit questions.

If the student does respond to an answer during administration, please contact the DTC-Alt assigned to your district.

A [guidance document and the flowchart](#) with more details are available on the Portal.

Note: For students flagged in TIDE as having no observable mode of communication, they will no longer appear flagged as having a Paper Test Accommodation in TIDE. This is expected.

Students Placed in Residential Treatment Facilities

State Placement of Students

A proviso requires that the school district in which a Residential Treatment Facility (RTF) is located provide the necessary education programs and services for RTF students, both with and without disabilities, who were referred to or placed in the RTF by the state. This requirement includes the administration of all state assessments. For accountability purposes, a student residing in an RTF is attributed to a specific school only if the child physically attends that school. All other students are reported separately in the districts' accountability calculations.

School District Placement of Students

Any time a school district places a student in a group home or RTF, the district that facilitated the student's placement remains responsible for ensuring that the student participates in the state assessment(s). The state assessment(s) may be administered by the placing school district or through an arrangement with the district in which the RTF resides, if applicable. In either case, test materials are returned to the placing school district, and the scores are reported for accountability in the student's home district or the local school district.

More information can be found in the [Guidance for Special Testing Scenarios](https://sc-alt.portal.cambiumast.com/) document, located on the Portal at sc-alt.portal.cambiumast.com/.

FAQs: Student Participation and Eligibility

1. Do all students need to participate in state assessments?

Participation in state assessments is required by 95% of students. With the passage of IDEA 1997, there is no longer a question of whether students will participate in state assessments; the question is how they will participate.

2. Who determines which students will participate in the SC-Alt?

Decisions concerning a student's participation in state- and district-wide assessments are made at least annually by each student's IEP team. Please see the [Guidance for IEP Teams on Determining Participation in SC-Alt](https://sc-alt.portal.cambiumast.com/) document located on the Portal at sc-alt.portal.cambiumast.com/.

3. Does the 1% "cap" limit the number of students who take an alternate assessment?

With the passage of the ESSA, states are required to restrict the number of qualifying students who may participate in the alternate assessments to 1% of the student population, beginning with the 2017–2018 school year. Be mindful of this requirement when determining which students will participate in the SC-Alt. As many students as possible should participate in the general assessment. For more information, please refer to the [Guidance for IEP Teams on Determining Participation in the SC-Alt](https://sc-alt.portal.cambiumast.com/) document located on the Portal at sc-alt.portal.cambiumast.com/.

4. Should students who are not expected to do well on the general assessment participate in the SC-Alt?

The decision about a student's participation in the SC-Alt must not be made based on the student's "perceived probability" of poor achievement on the general assessment. As many students as possible should participate in the general assessment. For more information, please refer to the [Guidance for IEP Teams on Determining Participation in the SC-Alt](https://sc-alt.portal.cambiumast.com/) document located on the Portal at sc-alt.portal.cambiumast.com/.

5. If a new student arrives in my classroom during the testing window, do I have to administer the SC-Alt to him or her?

If a student enrolls in a district at any time prior to the last day of the administration and the student's IEP indicates that he or she is to be assessed through the SC-Alt, then the district must administer the SC-Alt. Depending on the exact timing of the transfer, the sending district may have already begun the administration. The receiving district should work with the sending district to determine the remaining assessments that need to be administered, if any. If part of an assessment was already administered, the new district must finish administering that assessment. More information can be found in the [Guidance for Special Testing Scenarios](#) document, located on the Portal at sc-alt.portal.cambiumast.com/.

6. My student is 9 years old and in grade 3. What assessment must my student take and why?

Unlike previous administrations where tests were assigned based on the student's age, tests in 2021 are assigned based on their enrolled grade. A student that is 9 years old and in grade 3 will take all tests assigned to students in grade 3. Please refer to the [Grade Reference Table](#) for more information.

A student who is in grade 3 must take the following assessments:

- SC-Alt ELA
- SC-Alt mathematics

7. Can students who do not demonstrate an observable mode of communication be excused from the assessment?

All students need to participate in the alternate assessments. TAs administering the SC-Alt who believe their student does not have an observable mode of communication should follow the steps in the [Early Stopping Rule Flowchart and Checklist](#), available under [Resources on the Portal](#).

8. Can students who do not respond be excused from the assessment?

If the student does not respond, the TA may select the "mark as **[No Response]**" option in the Student Interface drop-down menu to skip the question. See [Figure 10](#) for details. If the student does not respond to the first four items in the test, the TA must determine why the student is not responding.

- Option 1: If the student is ill, tired, or having a bad day, then select another day within the testing window to administer the test.
- Option 2: If the student refuses to take the test after multiple attempts, the district has fulfilled its obligation. Record the refusal as appropriate. The student will not receive a score, and it will count against the district's participation rate.

Section III: Test Security

Maintaining test security is one of the most important responsibilities of personnel who participate in the administration of the SC-Alt. The SC-Alt is subject to provisions of the state test security legislation, South Carolina Code of Laws, Section 50-445, and the regulations of the State Board of Education (see [Appendix A: Test Security Regulations and Violations](#) for test security legislation). Interfering with student responses or fabricating data is a violation of the security legislation. The responses submitted in the online Data Entry Interface (DEI) and the Student Interface must reflect authentic student work and responses. All paper test materials must be maintained in a secure location on site.

Test Security Violations

Any breach of test security must be reported to the SCDE in accordance with the Test Security Legislation and State Board of Education regulations. See [Appendix A: Test Security Regulations and Violations](#) for the test security legislation, Code of Laws Section 59-1-445 and 59-1-447, State Board of Education (SBE) regulations on test security and guidelines for Reporting Test Security Violations and the Test Security Violation Action Form.

All secure materials, including any adapted materials, must be returned with the other test materials.

Teaching staff may not use any portion of the scripted task, item, or related materials for practice with the student prior to conducting the actual assessment. TAs may rehearse administering the assessment tasks and items prior to administering them, either alone or with another TA who is trained to administer the SC-Alt.

The content of the items may not be shared with other teachers or staff (except as part of rehearsing the task administration).

Some examples of security violations are listed below (this is not an exhaustive list):

- Giving any student access to secure test items or materials except in the regular course of an authorized administration of the state assessment system
- Giving unauthorized individuals or other persons access to secure test items or materials
- Copying, reproducing, using, or otherwise disclosing any portion of secure test materials in any manner inconsistent with test security regulations and procedures
- Providing answers orally, in writing, or by any other means to any student during test administration
- Coaching any student during testing by giving the test taker the answers to secure test questions, directing or guiding a response, or altering or interfering with the student's response in any way
- Failing to follow security regulations and procedures for the storage, distribution, collection, and return of secure test materials, or failing to account for all secure test materials before, during, and after testing
- Failing to properly monitor the test administration or failing to return materials used by the students during testing
- Emailing, faxing, or inappropriately reproducing any student identification numbers associated with student names or other personally identifiable student data
- Producing unauthorized printed copies of test content, failing to properly destroy authorized printed copies, or allowing printed copies to leave the test site
- Allowing tests to be administered by unauthorized personnel
- Administering secure tests on dates other than those authorized
- Participating in, directing, aiding, counseling, assisting, encouraging, or failing to report any of the prohibited acts
- Refusing to disclose information regarding test security violations

- Refusing to cooperate in the investigation of a suspected breach of test security, whether this investigation is conducted by a school district or the SCDE; the investigation should include a review of mitigating circumstances, if applicable
- Changing any student’s incorrect answers to correct answers
- Discussing test questions with other people
- Taking home test materials
- Emailing information to anyone regarding the content of a test

Agreement to Maintain Test Security and Confidentiality

All school and district personnel who may have access to SC-Alt materials or to the location in which the materials are securely stored must sign the Agreement to Maintain Test Security and Confidentiality form before accessing the materials (see [Appendix B: Agreement to Maintain Test Security and Confidentiality](#)). This [form](#) may also be downloaded from the SC-Alt Portal. Before handling materials, all DTCs-Alt must place a signed Test Security Agreement form on file in the district office for the current school year. TAs, TMs, and other personnel who have access to secure materials must read and sign the second version of the Test Security Agreement. Please make sure each person signs the appropriate version of the security agreement before testing begins. Enough copies of these forms will be included in the district and school materials shipments. DTCs-Alt are responsible for collecting the signed Test Security Agreement forms and storing them for three years.

Test Administration Security Affidavit

TAs and TMs must validate the Test Administration Security Affidavit for each subject in which the student is assessed to confirm that all security procedures were followed during the assessment. Only the TA and TM validate the affidavit. Failure to complete the validation of the Test Administration Security Affidavit for each subject by May 14, 2021, will result in the test not being scored and scores not being reported for the student in the subject. There are no exceptions.

The Test Administration Security Affidavits are the last two items in every assessment. To complete and submit a test, both the TA and TM must validate the affidavit in the Student Interface. These last two items are directed only to the TA and TM, and not to the student. The text in the item reads:

By clicking “Yes” on the Test Administration Security Affidavit, you are verifying the student was assessed with adherence to the administration procedures provided in the Test Administration Manual. The test security requirements for this assessment were followed, and the scores from the assessment represent the authentic responses of the student.

Once the two affidavits are validated, exit full-screen mode by clicking on the light gray box (see the red box in [Figure 2](#)) at the top left, enter the student’s first name (as it appears in TIDE) as the password, and then click **[End Test]**.

Figure 2: Security Affidavit for the Test Administrator

The screenshot shows a web interface for a security affidavit. At the top right, there is a green button labeled "Next" with a right-pointing arrow. In the top left corner, there is a small red square highlighting a white square button. Below the header, the text reads: "For validation only by the Test Administrator." followed by a paragraph: "By clicking 'Yes' on the Test Administration Security Affidavit, you are verifying the student was assessed with adherence to the administration procedures provided in the Test Administration Manual. The test security requirements for this assessment were followed, and the scores from the assessment represent the authentic responses of the student." At the bottom, there are two large, light gray buttons labeled "Yes" and "No".

Testing Irregularities

Incidents that can impact a student's scores may occur during testing. These testing irregularities are defined as any situation that interferes with usual or prescribed testing procedures as specified in this Test Administration Manual (TAM).

Test administrators (TAs) should report any incident that occurred during testing if it could affect a student's test score (e.g., an error in administration) to the district test coordinator for alternate assessment (DTC-Alt) so that a decision can be made regarding the validity of the student's score. Testing irregularities may necessitate DTCs-Alt to request the invalidation of test scores through the Test Information Distribution Engine (TIDE). It is not necessary to report minor incidents (e.g., uncooperative students, sleeping students) or accidental noises in the environment (e.g., garbage truck, public-address system). For more details about submitting requests, please see the [TIDE User Guide](#) located on the Portal at sc-alt.portal.cambiumast.com/. Table 4 lists additional irregularities that the DTC-Alt can submit in TIDE.

Table 4: Test Irregularities

Type	Description
Invalidate a Test	Eliminates the test opportunity, and the student has no further opportunities to take the test. You can submit these test invalidations until the end of the testing window.
Restart a Test	Allows the data entry operator to restart data entry. You can submit these requests until the end of the testing window.
Reopen a Test	Reopens a test that was completed, invalidated, or expired.
Restore a Reset Test	Allows the user to revert to the original test opportunity before the test was reset. You can submit these requests until the end of the testing window.

Test Invalidation

Possible reasons to invalidate an assessment include but are not limited to

- violations of test security;
- administration of the wrong grade assessment; or
- errors in administration procedures and scoring.

If a TA or a school test coordinator (STC) suspects that invalidation is needed, he or she should notify the DTC-Alt. The DTC-Alt should log in to TIDE and submit a request to invalidate the student's score.

There may be some circumstances where the test needs to be reset for the student. Only DTCs-Alt can submit a test reset in TIDE.

TAs should report any incident that occurred during testing if it could affect a student's test score (e.g., an error in administration) to the DTC-Alt. It is not necessary to report minor incidents (e.g., uncooperative students, sleeping students) or accidental noises in the environment (e.g., garbage truck, public-address system).

Deadline to Submit Test Irregularity Requests

All test irregularity requests for the SC-Alt must be submitted in TIDE by May 14, 2021, the last day of the testing window. Please be mindful that all requests must be reviewed and approved by the SCDE before re-entering student scores or retesting a student. Please note it can take at least 24 hours for an irregularity to process.

Section IV: Roles and Responsibilities for the SC-Alt

Roles and Responsibilities

Before beginning the SC-Alt, each DTC-Alt, STC, and TA should review this manual to become familiar with the responsibilities of all parties, as several responsibilities have changed for the spring 2021 administration.

DTC-Alt Responsibilities

The following are the responsibilities of DTCs-Alt:

- Identify all TAs, STCs, and testing monitors (TMs) in the district.
- Ensure that all STCs and TAs have a TIDE account.
- Identify all students residing in the district who are participating in the SC-Alt and ensure that they are all included in TIDE.
- Serve as the contact person between the school district and Cambium Assessment, Inc. (CAI).
- Order and distribute any required paper testing materials to schools and ensure that all materials are returned to CAI. For students with vision impairments, request SC-Alt paper response option cards and, if necessary, braille test materials through TIDE.
- Review a student's Individualized Education Program (IEP) if a TA believes that his or her student does not have an observable mode of communication. The TA must first complete all the steps included in the [Early Stopping Rule Flowchart and Checklist](#), available on the Portal at sc-alt.portal.cambiumast.com/. If a student does not have an observable mode of communication per their IEP, the DTC-Alt should fax their IEP to the South Carolina Department of Education (SCDE) at 803-734-8886. If the SCDE agrees that the student has no observable mode of communication, CAI will flag the student in TIDE as such, and notify the DTC-Alt. At this point, the TA can administer the test, which will present only the first four items followed by the two security affidavit questions.
- Work closely with STCs to distribute materials to TAs.
- Ensure that TAs have administered the SC-Alt by May 14, 2021.
- Ensure that all personnel assigned to testing are adequately trained in proper test administration and test security.
- Ensure that all TAs and TMs understand how to validate the Test Administration Security Affidavit in the Student Interface.
- Ensure that lines of communication between the district of residence and the district of service (or service agency) are clear when students are served by a facility that is outside of the student's district of residence.
- Sign the Agreement to Maintain Test Security and Confidentiality.
- Collect the Agreement to Maintain Test Security and Confidentiality from STCs, TAs, and TMs and keep them on file for three years.

School Test Coordinator Responsibilities

The following are the responsibilities of STCs:

- Serve as the liaison between the school and the DTC-Alt.
- Review packing lists of paper materials delivered to the school.
- Distribute any required SC-Alt paper test materials to personnel who will administer the test.
- Ensure that all TAs and TMs understand how to validate the Test Administration Security Affidavit in the Student Interface.
- Pack the school's SC-Alt paper test materials, if applicable. Confirm that all test materials listed in the School Packing List are being returned. Arrange the materials for delivery to the DTC-Alt by the designated deadline. For 2021, the only paper testing materials are the paper-accommodated paper response options and test booklets for use with brailled or tactile materials.
- Sign the Agreement to Maintain Test Security and Confidentiality and submit it to the DTC-Alt.

Test Administrator Responsibilities

The following are the responsibilities of TAs:

- Choose a TM.
- Play a key role in implementing the student's IEP.
- Offer guidance to the IEP team regarding the student's current abilities, skills, and social integration as related to the decision-making process for selecting the appropriate assessment.
- Complete the [TA Certification Course](#), available on the Portal.
- Be knowledgeable about test administration procedures and test security policies.
- Sign the Agreement to Maintain Test Security and Confidentiality and submit it to the DTC-Alt.
- Administer the SC-Alt.
- Validate the Test Administration Security Affidavit and ensure that the TM also validates the Test Administration Security Affidavit.
- Review [Appendix D: TA Checklist for the SC-Alt](#).

Requirements for Test Administrators

TAs must be trained to administer the SC-Alt and must be one of the following:

- A certified employee of the district
- An employee of the district who is a critical-needs teacher and has a letter of eligibility, an interim certificate, or a critical-needs certificate
- A substitute teacher who is certified and employed by the district on an as-needed basis
- A previously-certified teacher who has allowed the teaching certificate to expire due to retirement, change of career, or some other reason and who has been approved by the DTC-Alt as a qualified TA
- Someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC-Alt as a qualified TA

TAs may not administer the assessment to close relatives (e.g., children, grandchildren).

If the SC-Alt is administered in a location other than the school, the TA must meet the same criteria specified above.

Testing Monitor

A TM is required and must observe all assessment sessions and verify the use of proper assessment procedures and the authenticity of student responses for each completed assessment. Parents, guardians, foster parents, or other family members may not serve as TMs for any student in that class. TMs must receive training to become familiar with the performance task administration procedures and scoring.

Prior to the assessment, the TA or the DTC-Alt must meet with the TM and review the following:

- The expected schedule of the assessment sessions
- Test security requirements
- How the various assessments will be administered and scored
- Purpose of the Test Administration Security Affidavit and how to validate it in the Test Delivery System (TDS)

The TM's responsibilities include the following:

- Signing the Agreement to Maintain Test Security and Confidentiality and submitting it to the DTC-Alt
- Observing all administration sessions without interfering or distracting the TA or the student
- Assisting the TA with logistics, if requested
- Validating the Test Administration Security Affidavit in the Student Interface

FAQs: Roles and Responsibilities

1. How are TAs trained to administer the SC-Alt?

For the spring 2021 administration, all TAs must complete the online TA Certification Course. The course will be available on January 6, 2021. There is no in-person TA training for the 2021 administration. All personnel are also strongly encouraged to review all the resources located on the Portal at sc-alt.portal.cambiumast.com/ before the 2021 testing window.

2. How do TAs determine which students are registered for the SC-Alt?

TAs and other personnel with proper user roles can view the students registered for the SC-Alt through TIDE. For assistance on viewing student information in TIDE, please refer to the [various TIDE resources](#) located on the Portal at sc-alt.portal.cambiumast.com/.

3. Will I need a TM for each assessment?

Yes. TAs will need a TM for all assessments. The TM for each subject assessment will be required to validate the TA Security Affidavit at the end of the test, verifying that test security procedures were followed. TMs do not need a TIDE account.

4. Does the same person have to administer each content area test to the student?

No. Each content area should be administered in its entirety by one person; however, it is possible to have a different person administer separate content areas. Although it is highly recommended that the same person serves as the TA for a student across all content areas, it is not required. Consider what is best for the student in these decisions.

5. Who needs a TIDE account to access South Carolina's online systems?

DTCs-Alt, STCs, and TAs need a TIDE account to access the TDS, TIDE, the TA Certification Course, and CRS. Test Coordinators must create these accounts in TIDE. TMs and technology coordinators (TCs) do not need a TIDE account. More information on user roles can be viewed in the [User Role Matrix](#) found on the Portal at sc-alt.portal.cambiumast.com/.

6. Do users need multiple TIDE accounts if they have two or more roles?

Users can hold multiple TIDE accounts. If a user is a TA for two different schools, the user will have one TIDE account but will be able to pick the appropriate school from the TIDE drop-down list upon logging into TIDE. All accounts are accessed via the same TIDE username and password. Users can simply switch between their different accounts upon logging in to the TIDE system.

7. Can a person have different user roles across schools or districts?

Yes. A user can be assigned the TA role in multiple districts. The DTC-Alt or STC will have to enter the person's information for each user role that that person needs. For more information, please see the [TIDE User Guide](#).

8. If a TA (or any other user) is associated with multiple schools or districts, will he or she have multiple logins and passwords?

No. DTCs-Alt or STCs will provide the user's email address when adding a user to a new school or district in TIDE, and the email address will serve as the username. The same email address can be associated with multiple schools and multiple districts. When the user logs in, he or she will have access to students associated with any district or school for that user account. For more information, please see the [TIDE User Guide](#).

Section V: The Spring 2021 SC-Alt

Overview of the SC-Alt

All tests are administered online as the SC-Alt. Students take the SC-Alt for

- ELA and mathematics in grades 3–8;
- science in grades 4 and 6; and
- ELA, Algebra, Biology, and US History and Constitution in high school.

All tests are administered online as item-based, grade-specific assessments. There is also a paper accommodation for students who are blind or have low vision. Online tests have 40 items and paper-accommodated test have 32 items.

The SC-Alt is administered individually, not in a group. No other students should be within the viewing or hearing range of the test administration.

Scores for the SC-Alt will be available in real time upon test submission. Paper score reports will be delivered to districts in August 2021.

More information on the design of the SC-Alt can be found in the [SC-Alt Overview](https://sc-alt.portal.cambiumast.com/), located on the Portal at sc-alt.portal.cambiumast.com/.

SC-Alt Format

The format of the SC-Alt is as follows:

- The TDS uses scripted directions to pose specifically-worded questions to the student through audio recordings.
- The response options for each item will be presented as a series of images on the screen. Each response option image may contain a combination of Mayer-Johnson Picture Symbols, words, or numbers.
- Each item includes an introductory sentence and various stimuli, including images and short reading passages, to help a student respond.
- Students may take the online tests independently by responding to items with a computer mouse, touch screen, or other interactive technology.
- Students may also take the online test with TA assistance; therefore, the student can respond using the mode of communication that they use during instruction. These response modes include but are not limited to oral response, pointing, eye gaze, sign language, or an Augmentative and Alternative Communication (AAC) device. Once the student has communicated a response, the TA may need to assist the student in touching the on-screen response option or may touch the response indicated if the student is unable to do so, even with assistance.
- The SC-Alt assesses prioritized South Carolina Academic Standards. Individual students are assessed on a sample of standards.

Learning Characteristics Inventory

Cambium Assessment, Inc. (CAI), and the SCDE will deploy a revised version of the Learning Characteristics Inventory (LCI) to collect evidence to analyze student data for external validity purposes. Through the LCI, the TA provides information on a student's achievement based on observations conducted throughout the school year. The survey responses will then be correlated with the student's performance on related items administered on the SC-Alt.

The LCI will be accessed through the TDS just like the rest of the SC-Alt tests (see [Figure 6](#) for details). Unlike the other assessments, the LCI is completed only by the TA because it is comprised of questions regarding the student's abilities and achievement throughout the school year.

Before the SC-Alt can be administered to students, TAs must complete the LCI. Students will not be able to access the SC-Alt until the LCI has been submitted. The LCI needs to be entered only once each year for each student who will be tested. The LCI will be available on February 15, 2021, which is four weeks before the testing window begins.

IMPORTANT: The LCI must be completed once per student per year before administration of any SC-Alt assessments. The LCI can be completed up to four weeks prior to testing a student as it will be available on the portal prior to the SC-Alt assessment.

Students Who Do Not Provide a Response to the Question

If a student does not respond to a question, the TA can select the “mark as **[No Response]**” option to move on to the next item. The system will ask the TA to confirm that the item is to be skipped. Please note that this feature is not available in the practice test.

Braille and Paper Testing Materials

A TA may ask the DTC-Alt to request printed paper response options through TIDE for students with documented vision impairments. To order paper test materials, DTCs-Alt should contact the SC-Alt Help Desk and request a student be flagged in TIDE as having a Paper Test Accommodation. It is critical that the student have the Paper Test Accommodation flagged in TIDE to see the correct assessment.

Schools with students eligible for Paper Test Accommodations will receive paper manipulatives that students can use to respond to the items included in the SC-Alt. These paper response options are intended to be used with multiple students. Similarly, if students requires braille or tactile graphic materials, the DTC-Alt will first ensure that the students are flagged for a Paper Test Accommodation in TIDE.

The students' DTCs-Alt may also submit a request to order a paper test booklet and script via the SC-Alt Help Desk. The test booklet and script are designed for students with visual impairments and guide the TA in the creation of braille and tactile graphic materials. A PDF of the test booklet will be provided for use with refreshable braille. If the students need braille test materials, the DTCs-Alt must also order paper response options.

IMPORTANT: Please note that braille and tactile graphic materials are not provided by CAI and will need to be created at the district/school level.

The manipulatives are paper versions of the several response options that appear for items in the Student Interface. The manipulatives are organized in the same order they appear in the Student Interface. Each response option on the testing device's screen has a unique paper version. The TA lays the manipulatives in front of the student in the same order they appear on the screen. The TA uses the Student Interface to activate the audio recordings for the item and can indicate each manipulative in turn as the recorded audio describes the response option. The student uses the manipulatives to indicate their chosen answer. The TA then enters the student's choice in the Student Interface and proceeds to the next item. For each item, the TA clears the manipulatives from the previous item and presents the next item's manipulatives before activating the audio recording.

Other Administration Tips

The following may or may not be performed during administration, if needed:

- The TA may have the audio recordings reread any portion of the item as needed or requested by the student. The TA may also reread any portion of the questions, but he or she must not provide any cues to the correct answers when rereading the script or story.
- The TA cannot teach a skill while administering the assessment.
- The assessment is not timed, and the student can take multiple breaks if needed. The TA will need to pause the assessment testing session.
 - The TA can stop the assessment at any time and resume it later within the testing window.
 - If the student requires a break before completing all the items in the assessment, the student can pick up where he or she left off. After the break, students simply log back in to the Student Interface using the same session ID.
 - TAs must not re-administer any previously-administered items.
- Ensure that all technology, including AAC devices, are ready for testing.
- Make sure that two devices, one for the TA Interface and one for the Student Interface, are ready for administration before a student begins the assessment.

Section VI: Test Delivery System

The Test Delivery System (TDS) consists of two subsystems: 1) the Test Administrator (TA) Interface and 2) the Student Interface. These secure systems can be accessed via the Portal at sc-alt.portal.cambiumast.com/. Log in to the TA Interface with your TIDE username and password. Contact your district test coordinator if you need a user account. The TDS Student Interface is accessed via the CAI Secure Browser, which must be downloaded on the student’s testing device prior to administration. Log in to the Student Interface with the student’s first name, State Student ID (SSID), and a session ID created in the TA Interface by the TA who will be administering the assessment.

Student Interface and Test Administrator Interface

The TA Interface will allow the TA to set up the student testing session, and the Student Interface will deliver the SC-Alt assessment to students. TAs will need access to two computers or devices so the TA Interface and the Student Interface can be open at the same time on the separate computers.

The Student Interface is the system that students use to take the SC-Alt. It is accessed via the CAI Secure Browser. The CAI Secure Browser must be downloaded from the SC-Alt Portal before testing can begin. The CAI Secure Browser is designed to ensure test security by prohibiting students from accessing any other programs or websites during testing. If any other programs or websites are running when the student is logged in to the CAI Secure Browser, the student will not be allowed to start the test.

When helping the student respond to test items, the TA serves in the role of a scribe. The TA may use the student’s mouse to select responses in the test based on the student’s mode of communication. For example, the TA may select an answer based on the student’s verbal response, pointing, or eye gaze. In this case, the student’s response must be clear and unambiguous. If a student’s response is ambiguous, the TA must ask him or her to verify the response. Under no circumstances may the TA provide cues to the right answer or enter a response other than what the student has indicated.

Logging in to the Test Administrator Interface and Creating a Test Session

Perform the following four steps to log in to the TA Interface and create a test session:

1. Prior to starting the assessment, log in to the TA Interface to create a test session. The Test Selection window will open by default (see [Figure 3](#)).
2. To create a test session, select the tests you wish to administer. You may select all available tests listed for all grade levels and all content areas. Students will have access only to tests that they are eligible to take based on their enrolled grade. Once you select your tests, the **[Start Session]** button in the lower-left corner of the window activates.
3. Tests are grouped according to the type of assessment, grade, and subject. Click the plus sign (+) next to “SC-Alt” to view the SC-Alt Online Assessment tests available for each grade.
4. Click the **[Start Session]** button. The system will automatically generate a session ID. After clicking **[Start Session]**, the session ID (see [Figure 4](#)) will appear in the top-right of your screen. Record this session ID; you will need it when logging students in to the test session.

Figure 3: Test Selection Tree

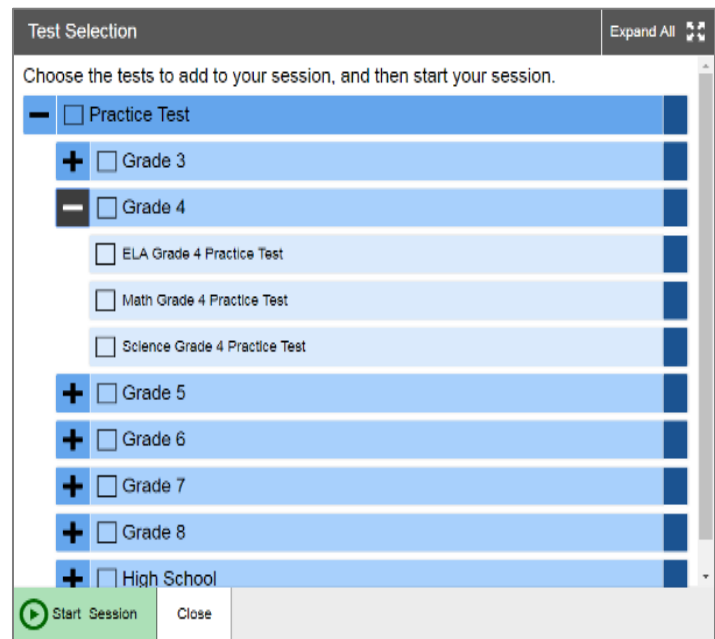
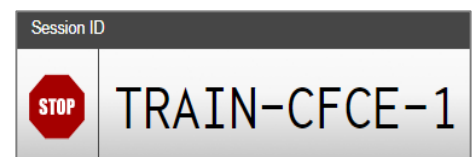


Figure 4: Test Session



Logging in to the Student Interface

Perform the following six steps to log in to and interact with the Student Interface:

1. To log a student in to the online testing system, launch the CAI Secure Browser on a separate computer or device from the one used to access the TA Interface.
 - You must enter three pieces of identifying information: the student’s first name, his or her SSID, and the current session ID determined by the TA Interface (see [Figure 5](#)).
 - Only the session ID is unique for each test administration and each proctor, so this is the only information that can change during the testing window.
 - When the information has been entered, click the **[Sign In]** button to log in to the test.
2. View and verify the student’s personal information in the screen titled “Is This You?” If their information is correct, click **[Yes]** to proceed to the “Your Tests” screen (see [Figure 6](#)). If their information is incorrect, click **[No]** to return to the login page and contact your DTC-Alt.
3. On the “Your Tests” screen, you will see a list of the student’s assigned tests for this test session (see [Figure 7](#)). If a test has already been completed, the test selection button will be grayed out. Once you select a test, you will see a message that says “Waiting for TA approval...” The request for approval appears in the TA Interface. Once the TA approves the test, the Student Interface automatically moves to the next page.
 - As a reminder, students will view only the tests for which they are eligible based on their enrolled grade.
4. After the TA has approved students for a test session, students will see a screen titled “Choose Settings” This screen displays the name of the test and which accessibility resources have been selected. If the information is correct, click **[Select]**. Information on accessibility resources can be found in the [Accessibility Features](#) section.
5. After selecting the test, you will see the “Audio Check” screen, which tests the student’s sound settings (see [Figure 8](#)). You will be prompted to click the sound icon and indicate whether you and the student heard the chime by clicking either **[I heard the sound]** or **[I did not hear the sound]**.

Figure 5: Entering Student Information

Please Sign In

Guest User

First Name: GUEST

Student ID: GUEST

Guest Session

Session ID: GUEST - GUEST - GUEST

Sign In

Run Diagnostics

Browser: Chrome v61

Figure 6: Your Tests

Your Tests

Select the test you need to take.

Operational Test

Learning Characteristics Inventory
This is opportunity 1 of 99

Start English Practice Test
This is opportunity 1 of 99

Start Math Algebra Practice Test
This is opportunity 1 of 99

Start Biology Practice Test
This is opportunity 1 of 99

Start US History and Constitution Practice Test
This is opportunity 1 of 99

Back to Login

Figure 7: Is This Your Test?

Choose Settings:

Review the following test settings. You can change the options, if necessary.

Math Grade 4 Practice Test

Visual Assistance Tools

Print Size/Zoom: No default zoom applied

Mouse Pointer: System Default

Color Contrast: Black on White (default)

Integration with Assistive Technology

Permissive Mode: OFF

Select Undo Changes Go Back

Figure 8: Audio Check

Audio Check

Your test uses multi-media features. Please perform the following checks before continuing.

Audio Playback Check

Make sure audio playback is working.

To play the sample sound, press the Ear button.

Next Step:

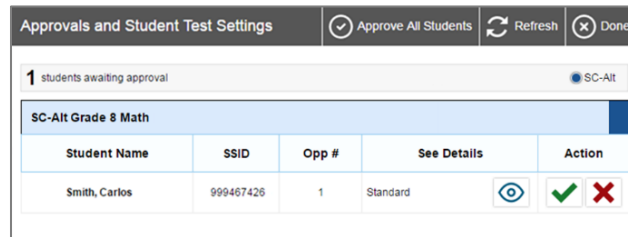
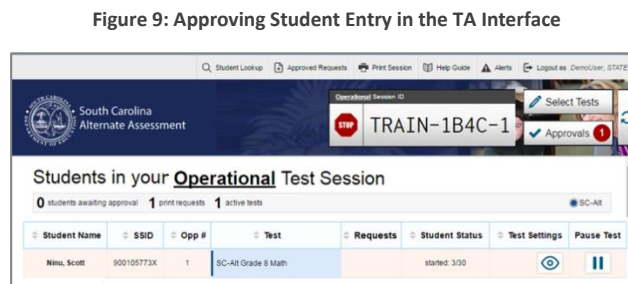
If you heard the sound, choose I heard the sound. If not, choose I did not hear the sound.

I heard the sound I did not hear the sound

Approving Student Entry in the Test Administrator Interface

Perform the following three steps to approve student entry in the TA Interface:

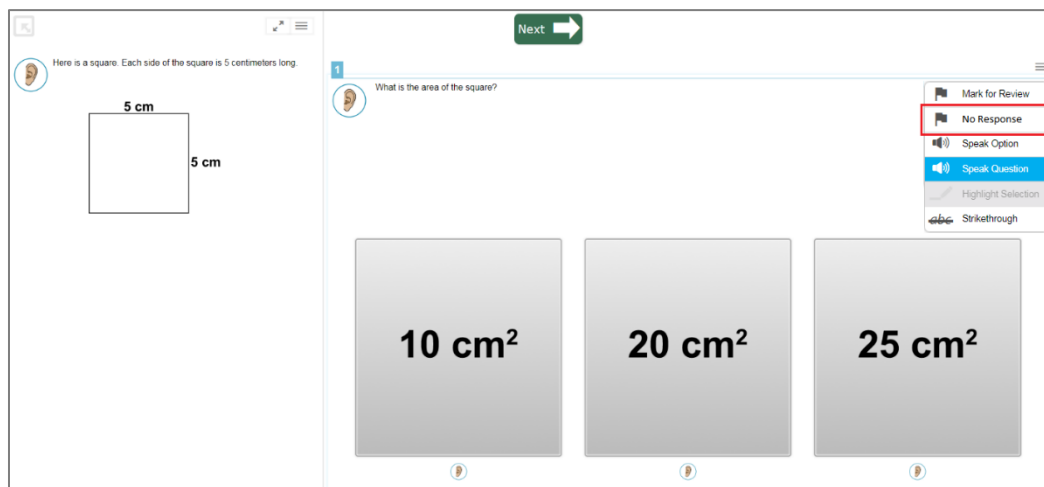
1. After starting a session, the session ID appears at the top of the TA Interface along with a **[Stop]** button. After you sign the student in to the test session, an **[Approvals]** button will appear next to the session ID. Once you approve the student for testing, the test session table will appear in the center of the TA Interface, displaying the student's testing progress (see [Figure 9](#)).
2. Once the student is logged in, you must approve his or her test selection and test settings before testing can begin. By default, test settings for all accessibility features will be turned on for all students. The color contrast, mouse pointer, and zoom tools are set based on the student's settings in TIDE but can be adjusted at the time of testing by clicking the “👁️” icon in the “See Details” column. Information on accessibility resources can be found in the [Accessibility Features](#) section.
3. At this point, the TA should also select any non-embedded accommodations, as well. This is critical to collecting data about how students interact with the different assessments. Information on non-embedded accommodations can be found in the [Selecting Non-Embedded Accommodations](#) section.



Taking a Test in the Student Interface

Once you have moved through all the pre-test screens, you and your student will enter the test environment. An item page like the one that appears in [Figure 10](#) will appear. Please note that there are different layouts for different items. The item shown has a passage on the left and the item and answer options on the right.

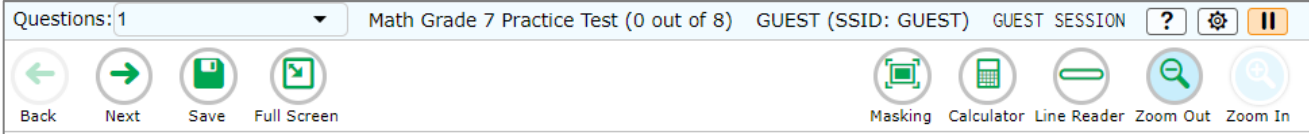
Figure 10: Sample Item



To select an answer, click one of the answer options. To move to the next item, click the **[Next]** button at the top of the page. To activate the audio recording, click the ear icon next to the passage, item, or answer options. If the student does not respond to a question, click the context menu and then mark as **[No Response]** as indicated by the red box in [Figure 10](#).

Additional functions and features are accessible via the toolbar, which is hidden by default to prevent student distraction while testing. To access the toolbar, click the gray button at the top left of the page (see [Figure 10](#)). You are prompted to enter a password, which will always be the student's first name as it appears in TIDE. The toolbar appears, as seen in [Figure 11](#).

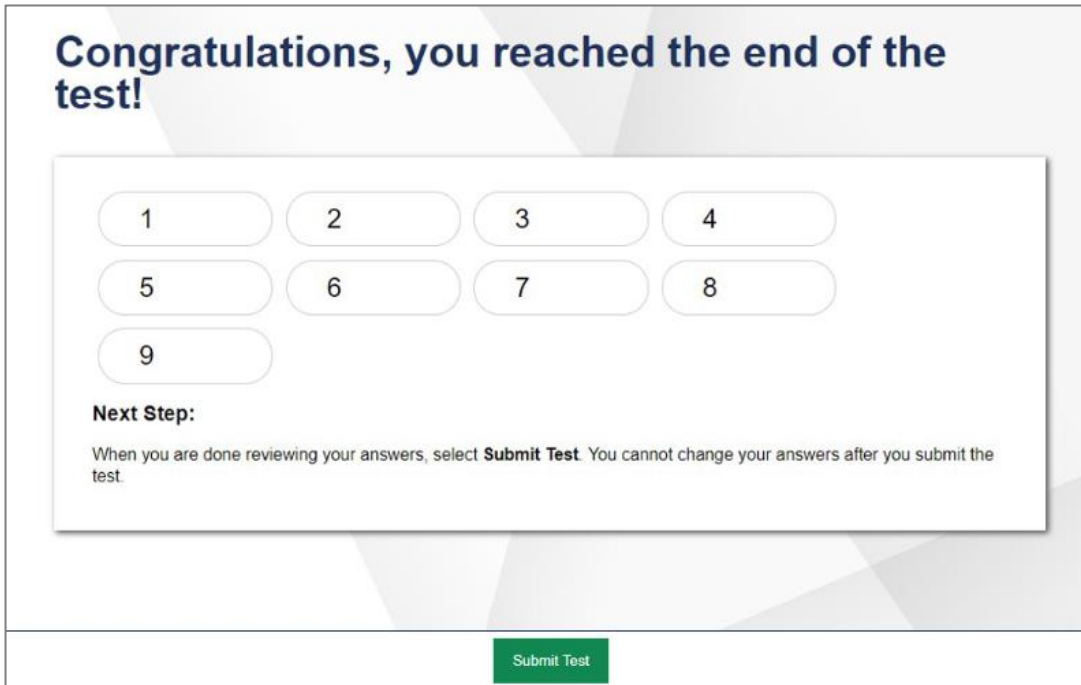
Figure 11: Sample Toolbar



Additional navigation and accessibility features appear. To close the toolbar again, click **[Full Screen]**. To pause a test, click the pause icon at the top right (see [Figure 11](#)). This will log the student out of the test environment. To resume testing from the previous stopping point, log in again using the student's first name, SSID, and session ID. Please note that the session ID will change if the TA ends the session in the TA Interface. To resume testing, simply enter the new session ID, and testing will resume at the point that the student previously logged out.

When you or the student clicks the **[Next]** button after reaching the last question on the test, a message appears announcing the end of the test. Click the **[OK]** button to return to the last question on the test. In the toolbar, the **[End Test]** button appears. Click it to end the test. Once you are ready to submit the test, click **[Submit Test]** (see [Figure 12](#)).

Figure 12: End of Test



System Requirements

All users should review the [Systems Requirements for Online Testing](#) document, located on the Portal at sc-alt.portal.cambiumast.com/, to determine the minimum hardware requirements and approved browsers for the TDS and other online systems. Users are strongly encouraged to meet with their DTC-Alt to ensure that computers meet the system requirements prior to the opening of the testing window on March 8, 2021.

Accessibility Features

Some settings are managed using the Student Interface or TA Interface while other accessibility resources must be set up in TIDE prior to testing. Information on how to access each embedded tool can be found in the *Test Administration User Guide*, which will be available on the Portal at sc-alt.portal.cambiumast.com/ in February 2021.

Accessibility features support student access to the test. Accessibility features are either embedded in the TDS or are non-embedded and provided by the TA. Accessibility features may be enabled by the student or the TA at the time of testing (see Table 5). The test is designed to have all passages, items, and response options read to the student by the audio recording. Refer to the *Test Administration User Guide* for descriptions of the accessibility features and the directions to enable them.

Table 5: Embedded Accessibility Features

Color Contrast	This tool allows students or their TAs to select a different background color or font color, based on student needs or preferences. Available options: <ul style="list-style-type: none">■ Black on White (default)■ Black on Magenta■ Yellow on Blue■ Medium Gray on Light Gray■ Reverse Contrast (White on Black) If desired, a student's default color contrast option can be set in TIDE prior to testing, or the TA may change it in the TA Interface during the approval process.
Mouse Pointer	This tool allows students or their TAs to select from a range of mouse pointer sizes and colors.
Zoom	This tool allows students or their TAs to make text or graphics appear larger on the screen. The test page can zoom in up to eight levels.
Permissive Mode	This tool enables students who need to use specialized software or Assistive Technology (AT) to do so in the CAI Secure Browser.
Highlighter	This tool allows students or their TAs to highlight any text in an item or stimulus.
Masking	This tool enables students or their TAs to cover, or block, content that is not of immediate need or that may be distracting and allows students to focus attention on a specific part of an item.
Strike-Through	This tool allows students or their TAs to cross out answer options for items with multi-select answer options.
Line Reader Tool	This tool allows students or their TAs to highlight an individual line of text in a passage or question. This tool is not available when the highlighter tool is in use.
Expandable Passages and Items	This tool allows students or their TAs to expand stimuli or the item and return it to a normal size.

Non-Embedded Allowable Accommodations

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

Setting

The assessment must be administered individually or in a setting appropriate to the student's individual needs. Some options include the following:

- Administering the tests individually and in a separate location
- Administering the tests in a location with minimal distractions
- Providing special lighting
- Providing adaptive or special furniture
- Providing special acoustics

Note: If the assessment is administered in a location other than the classroom (e.g., conference room, office), ensure that the seating and lighting are appropriate to the student's needs.

Timing

Because the alternate assessments are not timed, students may take as long as they need to complete the test as long as they are complete within the testing window. Some considerations include the following:

- Administering the test in the afternoon rather than the morning
- Extending the time typically allotted to complete the test
- Allowing frequent breaks

Scheduling

The student may take portions of the assessment over several days as long as all testing is completed by the last day of the testing window. Some options include the following:

- Administering the test over several days with several sessions per day
- Administering the test over several days with one session each day

Response Options

The student may require an alternate response mode. Some examples include the following:

- **Non-Verbal Indication of Answer Choices.** The student may indicate the answer choices non-verbally (e.g., by eye gazing, pointing, using AAC devices).
- **AAC Devices.** The student may use the communication system and/or device typically used in instruction.

Assistive Technology

Assistive Technology (AT) that is listed in the student's IEP and used routinely during instruction may be used to access the content and respond to task requests during the assessment; however, providing an accommodation or access to AT during the assessment only (and not routinely during instruction) will not ensure that the student will be able to use it effectively. Prior to the assessment, the student needs opportunities to use the AT during daily instruction to ensure that he or she can use it appropriately and effectively.

Information on how to enable Permissive Mode in the Student Interface to use AT can be found in the *Test Administration User Guide*, which will be available on the Portal at sc-alt.portal.cambiumast.com/ in February 2021.

See [Appendix C: Information on Assistive Technology](#).

Selecting Non-Embedded Accommodations

The SCDE collects information on the ATs used during test administration. Please indicate which, if any, of the following accommodations will be used during testing in the TA Interface prior to testing. You may select multiple options. If the accommodation you plan to use is not listed, please select “Other.” See the *TA User Guide* in the [Resources section of the Portal](#) for more details.

Selectable Non-Embedded Accommodations include the following:

- Physical prompting to engage with the computer
- Scribe for transcription
- Signed administration
- Braille (paper version)
- Eye gazing
- Pointing
- Switch/BIGmac or similar
- iPad/touch screen or similar
- Enlargement of test through Smartboard or Promethium board

Monitoring Test Progress in TIDE

All users can view participation data through the Monitoring Test Progress task in TIDE. TAs are encouraged to confirm that a test has been submitted by following the steps provided in the [TIDE User Guide](#), which is also located on the Portal.

Section VII: Prepare for Testing

Preparing for Testing

Complete Certification Course, Review TAM, and Use the Resources Provided

Prior to testing, perform the following:

- Participate in the TA Certification Course and complete the quiz. You must score 80% on this quiz for your TIDE account to be “TA Certified” so that you can administer tests. The Online Training Modules will be accessible on the [Portal](#) in January 2021.
- Review this TAM in its entirety.
- Review the various resources on the Portal that will assist in administering the SC-Alt.

Reserve Testing Space

To reserve a testing space, perform the following:

- Reserve a room or plan for a testing space that will be out of the hearing and viewing of other students, TAs, and teachers. Consider what space will be most conducive for your student to be engaged and comfortable.
 - Most students perform better in a quiet location. If your student does not adjust well to new settings, you may find it helpful to provide the student with opportunities to become familiar with the testing location prior to administering the test.
 - Keep in mind that some tables may not be at the proper height for optimal student performance.
 - Consider the student’s optimal time of day for testing.
- Keep in mind that you may choose to administer any part of the SC-Alt in multiple sessions.

Identify a Testing Monitor

Identify and train a TM. Review TM training information in [Section IV: Roles and Responsibilities for the SC-Alt](#).

Determine Student Accommodations

- Determine the grade-level test and content areas you will be assessing for each student using the [Grade Reference Table](#).
- Check the testing section of your students’ IEPs for SC-Alt eligibility. Ensure that any accommodations listed in the student’s IEP will be provided during administration. Note that the SC-Alt is adaptable by design, and allowable accommodations can be provided for a student even if the accommodation is not recorded in the student’s IEP; however, accommodations that are listed in the student’s IEP must be provided during testing.
- Review the list of allowable accommodations and adaptations.

Check TIDE Accounts

- Confirm that you have a TIDE user account, which will be used to access TIDE, the TA Interface, and Centralized Reporting System (CRS). Contact your district test coordinator if you do not have an account. The user roles are outlined in the [User Role Matrix](#) located on the Portal at sc-alt.portal.cambiumast.com/.

IMPORTANT: Users must be associated with the school in which students are pre-identified in TIDE to access the TA Interface and administer the tests to students. Please be sure to check with your district test coordinator that you have been added to every school needed.

Prepare to Use the TDS

The TDS is comprised of the TA Interface and the Student Interface.

- Identify the two computers or devices that will be used in testing. Choose which device will run the TA Interface and which will run the Student Interface.
- Ensure that the CAI Secure Browser is installed on every Student Interface device prior to the opening of the testing window.
 - District test coordinators must work with technology coordinators to install the CAI Secure Browser or CAISecureTest app on each computer, Chromebook, or tablet that students will use for online testing before the testing window opens.
 - Please be sure to review the [Technical Specifications Manual](#) and the [Secure Browser Installation Manual](#) located on the Portal at sc-alt.portal.cambiumast.com/ for detailed information on installing and using the CAI Secure Browser, as well as information on preparing computers and tablets for online testing.
- Review the *Test Administration User Guide* and the associated tutorials located on the Portal at sc-alt.portal.cambiumast.com/ for step-by-step instructions for logging in to the TA Interface, setting up a test session, and logging students in to the Student Interface. The *Test Administration User Guide* and the tutorials will be available on the Portal in February 2021.
- TAs must have a copy of each student's SSID and first name as they appear in TIDE to help a student log in to the Student Interface. TAs may find each student's SSID and first name under the Demographics section of the Student Information task in TIDE. If you cannot locate your student's demographic information, contact your district test coordinator.

IMPORTANT: TIDE contains students' personally identifiable information (PII). Take responsible measures to secure it.

- Check that the volume level is appropriate for the student and that any ATs are available and functioning.

Practice Test Administration

- If you or your student would like to practice test administration, a practice test is available on the Portal. This test replicates the actual online testing environment. Please note that until the Student Pre-ID window opens in TIDE, the TA can create a test session in the TA Interface, but the Student Interface will not recognize the session ID. This does not affect the ability to take a practice test. Please see the [Practice Test Guidance Document](#), located in the resources section of the Portal at sc-alt.portal.cambiumast.com/. From the Portal homepage, click the "Practice Tests" link.

Section VIII: Ordering and Returning Paper Accommodations

Order Window

Orders for paper test materials are placed by DTCs-Alt in TIDE. TAs and STCs are not able to place orders in TIDE or through the SC-Alt Help Desk. DTCs-Alt may check the status of an order in TIDE by reviewing the Order History and Order Summary tasks in TIDE. All additional materials will be sent to districts via FedEx. Upon receipt of paper test materials, DTCs-Alt will distribute them to the appropriate schools.

The Order Window opens on February 15, 2021, and closes on May 7, 2021. DTCs-Alt may order the following:

- Paper-accommodated SC-Alt paper response options
- SC-Alt test booklet and script

IMPORTANT: When ordering test booklets and scripts in TIDE, it is also necessary to order paper response options, as not all items require brailled materials. TAs will use the paper response options in conjunction with the test booklet during administration.

Receipt and Check-In of SC-Alt Materials

This initial order shipment will include materials for schools where the DTC-Alt confirmed shipment information and placed the order in TIDE during the Initial Order Window.

Tips for DTCs-Alt to Receive and Document Test Materials

The following are tips for DTCs-Alt for receiving and documenting test materials:

- All SC-Alt materials are delivered and returned via FedEx.
- Paper test materials arrive at your school in boxes with a FedEx label and a box label with the DTC-Alt's name and shipping address. Each box label references the school name and is sequentially numbered.
- Distribute materials to the STCs and TAs as early as possible to allow for timely replacement of damaged or missing items.
- If your district needs materials, place an order through TIDE during the Order Window. DTCs-Alt are responsible for ordering materials; only requests from DTCs-Alt will be honored.
- Remind TAs that all test materials must be returned in the original packaging. Remind them to save the boxes the test materials came in and to use them for returning test materials after test administration ends.

Returning Materials

When test administration is complete, the TA or STC prepares all SC-Alt and any CAI-provided SC-Alt materials for return. To prepare the materials for return, school personnel use the School Packing List that came with the original materials to ensure that all materials that were assigned to the school are returned.

All printed materials must be returned to CAI, regardless of whether they have been used. All materials are delivered to the DTC-Alt for return to CAI. Do not seal the cartons; the DTC-Alt must verify that all contents have been returned. Return all testing materials to the DTC-Alt as soon as you have completed testing. DTCs-Alt must return the following materials to CAI by May 20, 2021:

- SC-Alt paper response options
- SC-Alt test booklet and script

Tips for DTCs-Alt to Facilitate the Return of Materials

The following are tips for DTCs-Alt to help facilitate the return of all testing materials:

- Work with all TAs immediately after all testing is concluded to collect all the materials that must be returned to CAI.
- Keep all SC-Alt paper materials in secure, locked storage with limited access until you have all of them ready for return. All secure test materials must be accounted for after the completion of testing.
- Use the packing lists to inventory the assessment materials and ensure that all secure materials have been returned. Follow up on any missing materials.
- Affix the provided FedEx return shipment label (designated by “RS” at the top) to the top of each box, making sure that it is not applied across the box flap seam, and tape your box thoroughly. Do NOT send any boxes via FedEx without a FedEx-RS label. Please keep records of your shipments to CAI by recording the tracking numbers. The tracking number is located directly above the bar code in the middle of the shipping label. It is recommended that you copy each tracking number for each label being used. These tracking numbers do not need to be provided to CAI unless requested.
- If you have a daily scheduled FedEx pickup at your school, you may send your return shipment with the rest of your packages by giving the boxes of test materials to your regular driver. Be sure to ship the materials by May 20, 2021.
- If you do not have a regular FedEx pickup, please contact FedEx directly at 1-800-463-3339 and say, “Return Manager.” Give FedEx your name, school, address, and tracking numbers, as well as the most convenient time and date for pickup. Please schedule your FedEx pick up by May 20, 2021.

Please retain the tracking numbers for your records in case of any delay in shipment.

Section IX: Scores and the Centralized Reporting System

Viewing Student Test Scores and Confirming Test Submission

Scores for the SC-Alt will be available almost immediately after testing has been completed and tests have been submitted. For more information about accessing student scores in CRS, please see the [CRS User Guide](#), which will be available on the Portal at sc-alt.portal.cambiumast.com/ in March 2021.

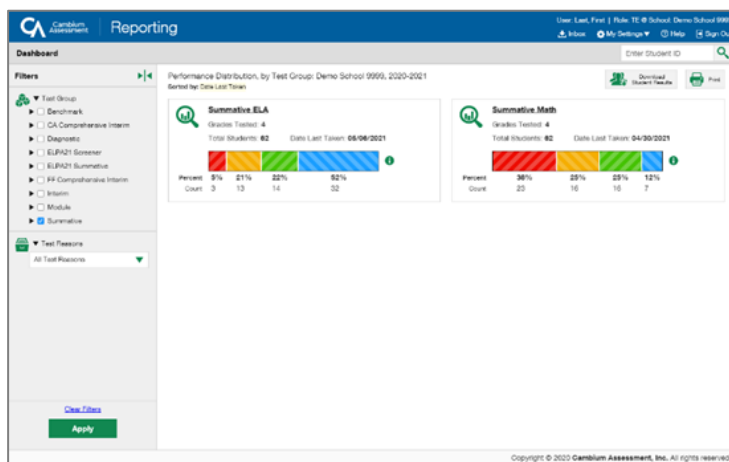
IMPORTANT: There is no rescoring for the SC-Alt. DTCs-Alt should carefully monitor test completions in TIDE to ensure that scores are successfully submitted for all students who are required to take the assessments.

Centralized Reporting System

The Centralized Reporting System (CRS) is where TAs and district test coordinators can see students' scores for the SC-Alt. Preliminary scores are available in real time upon test submission.

To view student scores in CRS, go to the Portal, select a user role card, and then click the card labeled "Centralized Reporting System." Log in with the same user account that you use to access TIDE and TDS. The CRS Home Page Dashboard appears when you first log in to CRS (see [Figure 13](#)).

Figure 13: CRS Home Page Dashboard



This page provides data about students, the number of students tested, and the percentage of students at Level 3 (at proficiency) or above for the selected test and administration. District personnel see district summaries, school personnel see school summaries, and teachers see summaries of their students. To access score reports for a particular subject and grade, click a cell for that grade and subject in one of the tables at the bottom of the page.

After clicking on a cell, you will be directed to a **Subject Detail Report** that shows how students performed on the test for the selected grade and subject.

To see how a student performed individually, click the magnifying glass icon next to a school or roster. An exploration menu will appear. The exploration menu shows reports at different levels (i.e., for districts, schools, teachers, rosters, and students).

Selecting “Student” in the third drop-down list of the exploration menu tells CRS that you want to see information about the performance of individual students. Click “View” to load the report (see Figure 14).

The **Student Listing Report** displays the name and SSID of each student in the school or roster, along with their scale scores and performance levels on the test. To view an individual student report (ISR) for a particular student, click the magnifying glass icon next to a student’s name, and then click “View” to load the report.

Figure 14: CRS Exploration Menu

The screenshot displays the 'Reporting' dashboard for 'Performance on Tests'. The top navigation bar includes the Cambium Assessment logo, the title 'Reporting', and user information: 'User: Leet, First | Role: TE @ School: Demo School 9999'. Utility links for 'Inbox', 'My Settings', 'Help', and 'Sign Out' are also present. A search bar for 'Enter Student ID' is located in the top right.

The main content area is divided into two sections:

- My Assessments:** Shows 'Average Score and Performance Distribution, by Assessment: All Rosters, 2020-2021'. It is filtered by 'Roster: All Rosters', 'Test Group: Summative ELA', and 'Test Reasons: All Test Reasons', sorted by 'Date Last Taken'. A table lists the assessment 'G4 ELA Summative' with a score of 620 and a performance distribution chart. The chart shows counts for each performance level: 3 (1%), 15 (24%), 14 (23%), and 32 (52%).
- My Students:** Shows 'Most Recent Assessment of All Rosters: 2019-2020'. It is filtered by 'Rosters: All Rosters' and 'Test Reasons: All Test Reasons'. A table lists individual students with their names, SSIDs, most recent assessments, and dates taken.

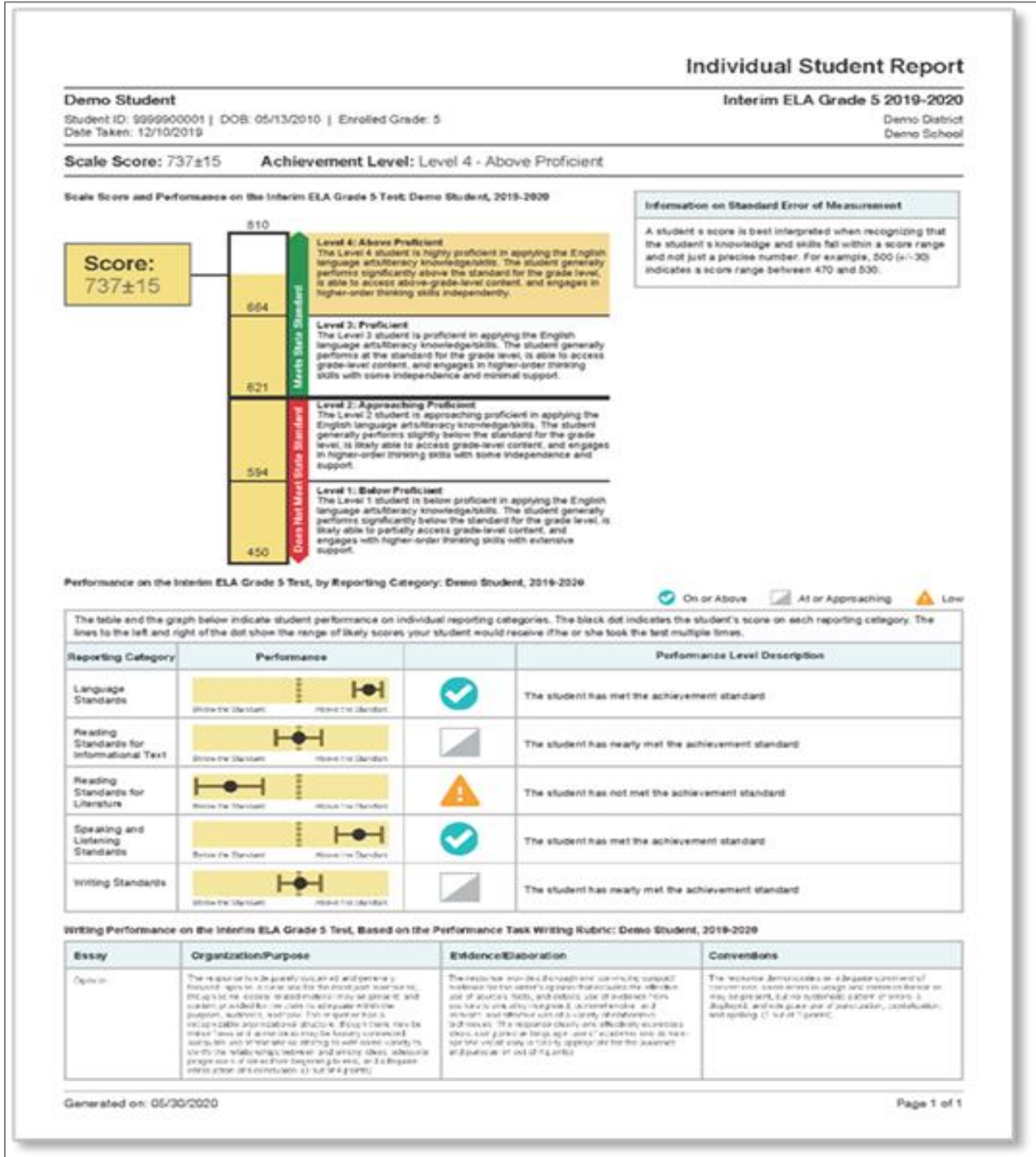
At the bottom right, there is a copyright notice: 'Copyright © 2020 Cambium Assessment, Inc. All rights reserved.'

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken								
G4 ELA Summative	Summative	4	Spring 2021	62	620	<table border="1"> <tr> <td>1%</td> <td>24%</td> <td>23%</td> <td>52%</td> </tr> <tr> <td>3</td> <td>15</td> <td>14</td> <td>32</td> </tr> </table>	1%	24%	23%	52%	3	15	14	32	05/06/2021
1%	24%	23%	52%												
3	15	14	32												

Student Name	Student ID	Most Recent Assessment	Date Taken
Banner, Bruce	9995006057	G4 ELA Summative	05/06/2021
Barnes, Ducky	9995486052	G4 ELA Summative	05/06/2021
Barton, Clint	9995122927	G4 ELA Summative	05/06/2021
Cross, Damon	9995023107	G4 ELA Summative	05/06/2021
Daniels, Carol	9995066429	G4 ELA Summative	05/06/2021
Liang, Scott	9995196328	G4 ELA Summative	05/06/2021
Maximoff, Ylonda	9995199019	G4 ELA Summative	05/06/2021
Parker, Peter	9995090912	G4 ELA Summative	05/06/2021
Potts, Pepper	9995274832	G4 ELA Summative	05/06/2021

The ISR shows the student's test performance in a chart (see Figure 15). To print the report, simply click the print icon in the banner near the top of the page. CRS also contains other types of reports and data. For more information about accessing student scores in CRS, please see the [CRS User Guide](#), which will be available on the Portal at sc-alt.portal.cambiumast.com/ in March 2021.

Figure 15: Individual Student Report



Appendices

[Appendix A: Test Security Regulations and Violations](#)

[Appendix B: Agreement to Maintain Test Security and Confidentiality](#)

[Appendix C: Information on Assistive Technology](#)

[Appendix D: TA Checklist for the SC-Alt](#)

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Appendix A: Test Security Regulations and Violations

South Carolina Test Security Regulations

State Board Regulations

Reporting Test Security Violations

The regulations and information on reporting test security violations are located on the following pages.

State Law Regarding Test Security

SECTION 59-1-445. Violations of mandatory test security; penalties; investigations.

(1) It is unlawful for anyone to knowingly and willfully 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 to knowingly and willfully:

(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 as directed, or fail to account for all secure test materials before, during, and after testing;

(f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

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

(2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the State Department of Education. The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

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

State Board of Education Regulations Regarding Test Security

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 (2016), are reprinted below.

State Board Regulation:

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 State Board of Education Regulation 43-262, including field tests and pilot tests;
- B. Examinations for admission to teacher education programs and teacher certification examinations;
- C. Examinations for admission to programs such as the gifted and talented program;
- D. High school equivalency tests.

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

III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of materials for the entire period of time (before, during, or after testing) the materials are in the district and/or the schools within that district. The policy must address security for paper-based, computer-based, and customized assessments. This also applies to district-owned materials that are the same as those used in any state-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, secure paper-based materials must be stored under lock and key when not in use for approved test administration activities.

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

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

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

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

VII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the high school equivalency tests forfeits all opportunities to retake the test(s).

VIII. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990, 2004). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).

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

- A. Failing to administer tests on the test dates specified by the SCDE.
- B. Failing to maintain an appropriate testing environment, free from undue distractions.
- C. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.
- D. Providing examinees with access to test questions or specific test content prior to testing.
- E. Providing examinees with access to answer keys prior to or during testing.
- F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the SCDE any test, test question, or specific test content.
- G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the SCDE any portion of examinee responses to any item or any section of a secured test.
- H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
- I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.
- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.

- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Failing to provide accommodations and/or customized materials as specified in the student's Individualized Education Program (IEP) or Section 504 Plan. Providing accommodations and/or customized materials not included in the student's IEP or Section 504 Plan.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- X. The SCDE has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XI. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division.
- XII. If a security breach occurs in a district, or charter school, rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district or charter school by the SCDE at the discretion of the State Board of Education.
- XIII. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the 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 (2016) 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 email 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

The following documents must be completed and submitted to Lynn Ferguson in the Office of Assessment.

1. **Test Security Violation (TSV) Application** – DTC must complete this TSV Application online via the SCDE website membership login page. The TSV Application will automatically be directed to Lynn Ferguson, Test Security Program Manager, Office of Assessment.

The Test Security Violation Application must include all of the requested information including the identification of the person who allegedly committed the violation and their certificate number. Indicate the law that is violated, if applicable. See S.C. Code Ann. § 59-1-445—located in the “Test Security” section of the *Test Administration Manual (TAM)* for each assessment program and posted under “South Carolina Test Security Law” on the Test Security Web page—for the appropriate letters (a–f) to use for Legislative Violation(s).

Also indicate the regulation(s) violated, using the exact wording of the violation(s) as stated in 2 S.C. Code Ann. Regs. 43-100 (2016), found in the *TAM* for each assessment program and posted under “State Board Test Security Regulations” on the Test Security Web page. For example, if a teacher assisted a student on the test, the following should be indicated in the online application drop-down as Regulation Violation(s): “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 response.”

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

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

The supporting documentation can be uploaded to the TSV Application site.

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 application.

- A. If a test security violation is observed within a school, the individual(s) observing the incident must notify the 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.

Appendix B: Agreement to Maintain Test Security and Confidentiality

[Agreement to Maintain Test Security and Confidentiality for DTCs and STCs](#)

[Agreement to Maintain Test Security and Confidentiality for TAs and TMs](#)

These Agreements to Maintain Test Security and Confidentiality are located on the following pages.



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

South Carolina Alternate Assessment

Agreement to Maintain Test Security and Confidentiality

for District Test Coordinators for Alternate Assessment and School Test Coordinators

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

The Test Administration Manual (TAM) for each alternate assessment program provides detailed test security information and administration guidelines. TAMs 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 testing monitors (TMs) 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.

I acknowledge that I will have access to assessments that are a part of the South Carolina Alternate Assessment Program, or SC-Alt, including English language arts (ELA), mathematics, science, social studies, and Alternate Assessing Comprehension and Communication in English State-to-State for English Language Learners (Alternate ACCESS for ELLs).

DTCs-Alt must review test security policies and procedures with all TAs, TMs, and any other personnel in the school who will be handling test materials.

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

As a DTC-Alt, I acknowledge that I have distributed TAMs to the TAs two weeks prior to the testing window and have required each TA to read all sections of the TAM.

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

I acknowledge that it is my responsibility, as a DTC-Alt, 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-Alt, 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, customized materials) 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

South Carolina Alternate Assessment

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

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

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

I acknowledge that I will have access to assessments that are a part of the South Carolina Alternate Assessment Program, or SC-Alt, including English language arts (ELA), mathematics, science, social studies, and Alternate Assessing Comprehension and Communication in English State-to-State for English Language Learners (Alternate ACCESS for ELLs).

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

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

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

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

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

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

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, response options, and customized materials) to the DTC-Alt, 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 Name

Appendix C: Information on Assistive Technology

Communication systems and technology are essential for some students with significant cognitive disabilities to demonstrate what they know and can do. This section outlines a continuum of examples of accommodations and instructional and Assistive Technology (AT). Although not exhaustive, the list presents a range of options for a variety of students. In some cases, multiple accommodations may be necessary to enable a student to respond.

The legal definition of AT as it appears in the Individuals with Disabilities Act of 1997 (IDEA) is “any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.” An AT device is defined by the Assistive Technology Act of 1988 as “any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.”

Assistive Technology items can be described as “low-tech,” “mid-tech,” or “high-tech.”

- Low-tech items are usually inexpensive, simple to make, and easy to obtain. Some examples of low-tech devices are pencil grips, slant boards, paper communication boards/cards, highlighters specialized paper, or a program modification such as increased time or access to classroom notes.
- Mid-tech devices are calculators, eyeglasses, splints, digital recorders, magnifying glasses, single switches, BIGmac switches, cause-and-effect software programs, and static display communication devices.
- High-tech items include wheelchairs, dynamic display Augmentative and Alternative Communication (AAC) devices, complex computer software programs that involve speech-to-text (STT) and text-to-speech (TTS) components, infrared mouse options, and computers.

Assistive Technology Terms and Devices

- **Alternative Access/Input Device.** An alternative access/input device allows individuals to control their computers using tools other than a standard keyboard or pointing device. Examples include alternative keyboards, electronic pointing devices, sip-and-puff systems, wands and sticks, joysticks, and trackballs.
- **AAC Device.** An AAC device increases or improves the communication abilities of individuals with receptive or expressive communication impairments. The device can include sign language, graphical symbol systems, synthesized speech, dedicated communication devices, and computer applications. AAC technology spans a wide range of products, from low-tech picture boards to high-tech speech recognition programs.
- **Braille Embossers and Translators.** A braille embosser transfers computer-generated text into embossed braille output. Translation programs convert text that has been either scanned or typed into braille that can be printed on the embosser. Refreshable braille can be used as a screen reader for individuals with visual impairments.
- **Durable Medical Equipment (DME).** DME is any piece of equipment that is used to serve a medical purpose, can withstand repeated use, and is appropriate for use in the home. It is expected to last for a substantial period of time. DME can include devices, controls, or appliances specified in an individual’s plan for medical care. The equipment is used to help increase the individual’s ability to perform various activities of daily living or to communicate with the community in which they live.
- **Environmental Control Unit (ECU).** ECUs enable individuals to control electronic devices in their environment through a variety of alternative access methods, such as switch or voice access. ECUs can control lights, televisions, telephones, music players, door openers, security systems, and kitchen appliances.

- **Onscreen Keyboard.** Onscreen keyboards are software-generated images of a standard or modified keyboard placed on the computer screen. The keys are selected by a mouse, touch screen, trackball, joystick, switch, or electronic pointing device. Microsoft has a free onscreen keyboard available.
- **Optical Character Recognition (OCR) and Scanners.** OCR software works with a scanner to convert images from a printed page into a standard computer file. With OCR software, the resulting computer file can be edited. Pictures and photographs do not require OCR software to be manipulated. Programs such as Kurzweil, Read & Write Gold, and WYNN have these capabilities.
- **Screen Reader.** A screen reader is a software program that uses synthesized speech to “speak” graphics and text aloud. This type of program is used by people with limited vision or blindness or with a print disability, such as dyslexia. Programs that are widely used by individuals with visual impairments are Microsoft’s Narrator and commercial programs such as Job Access With Speech (JAWS).
- **Voice Recognition (sometimes referred to as “speech-to-text”).** Different types of voice recognition (also called “speech recognition”) systems are available. Voice recognition allows the user to speak to the computer, instead of using a keyboard or mouse, to input data or control computer functions. Voice recognition systems can be used to create text documents such as letters or email, to browse the Internet, and to navigate among applications and menus. Examples are Dragon Naturally Speaking and Microsoft Speech Recognition.
- **Word Prediction Programs.** Word prediction programs allow the user to select a desired word from an on-screen list located in a prediction window. The computer-generated list predicts words based on the first or second letters typed by the user. The word may then be selected from the list and inserted into the text by typing a number, clicking the mouse, or scanning with a switch. Free examples include eType and Let Me Type, and paid programs are Co:writer and Word Q.

Appendix D: TA Checklist for the SC-Alt

What Test Administrators Should Do	What Test Administrators Should NOT Do
Test Preparation	
Do use the practice tests available on the Portal, sc-alt.portal.cambiumast.com/ , with students.	Do not practice with students using the secure operational tests, response options, or stimuli.
Do use the Early Stopping Rule Flowchart and Checklist to determine if your student has an observable mode of communication as needed.	Do not administer a test if your student is without an observable mode of communication without consulting the Early Stopping Rule Flowchart and Checklist .
Do sign the Test Agreement to Maintain Confidentiality for both test administrators (TAs) and testing monitors (TMs).	Do not administer the assessments without signing the <i>Test Agreement to Maintain Confidentiality</i> .
Do make sure that all computer testing devices are ready to deliver the SC-Alt using the <i>System Requirements for Online Testing</i> document and the Supported Browser page on the Portal at sc-alt.portal.cambiumast.com/ .	Do not wait until the testing window opens to set up the technology required to administer the SC-Alt.
Do keep any test materials secure.	Do not administer the assessment within the hearing or viewing range of other students.
Do determine where you will administer the assessment (e.g., library, testing room, classroom).	Do not wait until the testing window opens to set up technology needed for the online assessments.
Do ensure that all systems are set up for the online assessment by working with your technology coordinator prior to the testing window.	Do not begin administering tests until all accommodations are properly set.
Do check that the appropriate accommodations are selected for your student in the Test Information Distribution Engine (TIDE) and the TA Interface.	Do not administer the tests without practicing first.
Do use the practice tests on the Portal to prepare for administration.	
Test Design Accessibility	
Do provide the accommodations listed in the student's IEP.	Do not give new accommodations the day of the assessment.
Do provide the accommodations used in daily instruction.	Do not remove any accommodations that the student uses daily.
Do make sure that Assistive Technology (AT) or Augmentative and Alternative Communication (AAC) devices are working appropriately with permissive mode. Any AT or communication devices that a student requires for the online tests will need to use Permissive Mode.	Do not wait until the day of the assessment to check the availability of AAC devices.
Do order any required paper response options and braille or tactile graphics for the SC-Alt prior to test administration.	Do not allow volunteers or parents to handle any assessment materials. All materials are secure.
Do determine how the student will use the AT or AAC devices to make choices on the test.	Do not load or store secure test materials on any device.

What Test Administrators Should Do	What Test Administrators Should NOT Do
Do consider administering the assessment to students who use AT the beginning of the testing window to allow time for malfunctions in their equipment.	Do not lead the student to the correct answer.
Do consider texturizing the paper response options, as needed, if your student has a paper-test accommodation.	
Do point to the paper response option(s) as needed for the SC-Alt.	
For the paper-accommodated SC-Alt, do move the test materials to the student's optimal visual field or position.	
Test Administration	
Do complete the Learning Characteristics Inventory (LCI) prior to administering any tests.	Do not administer tests without first completing the LCI.
Do allow time for the student to answer. The assessment is not timed.	Do not rush or lead a student to an answer. Do not administer an item more than once.
Do present the paper response options in the order listed in the Student Interface.	Do not change the order of the paper response options.
Do record the student's response to his or her self-correction. The student must self-correct before the next item is administered.	Do not re-administer any test item.
Do take breaks as needed.	Do not ask or encourage the student if he or she wants to change a response.
Do reread any passage or section as needed.	Do not lead the student to the correct answer in any way.
Do administer all tests individually to students.	Do not lead the student to the correct answer by inflecting your voice, tapping the correct card, or using any other method.
Do encourage the student to begin working and to stay on task.	Do not administer the assessments in a group.
Do ensure that all systems are set up for the online assessments by working with your technology coordinator prior to the testing window.	Do not teach a skill while administering the assessment. Do not repeat an item again after the student has given his or her answer.
Do check that the appropriate accommodations are selected for your student in TIDE and the TA Interface.	Do not change or enhance a student's response.
Do use the practice tests on the Portal to prepare for administration.	Do not administer the tests without first practicing.
	Do not wait until the testing window to set up technology needed for the online assessments.

Appendix E: The Student Response Check

Welcome to the Student Response Check

This section will help evaluate the student's mode of communication. The content-neutral assessment allows the observation of the student's mode of communication. The response check has three items.

Please note:

- The Student Response Check (SRC) should be administered three times on different days, at different times, and in different locations.
- For the response check, it is NOT important that the student responds correctly to any of the items. Rather, the purpose is simply to determine if the student can indicate a response using his or her preferred method of communication.
- If the student shows any observable mode of communication during any administration of the SRC, the test administrator (TA) must administer all of the South Carolina Alternate (SC-Alt) Assessments assigned to the student's grade.
- If the student does not show any observable mode of communication, the TA should contact his or her district test coordinator for alternate assessment (DTC-Alt). The DTC-Alt (or designee) will review the student's Individualized Education Program (IEP) with the TA. If the student's IEP addresses developing communication, the DTC-Alt will send the IEP to the South Carolina Department of Education (SCDE). Once the SCDE reviews the IEP, Cambium Assessment, Inc. (CAI) and the SCDE will let the DTC-Alt know if the student has been flagged as having "No Mode of Communication." If the student has "No Mode of Communication," only the first four items of each assigned test will appear, followed by the two security affidavits. The TA and testing monitor (TM) will close the test after validating the affidavits to indicate that all procedures were followed while administering the assessment.

Student Response Check Item #1

Select A.

A

B

C

Student Response Check Item #2

Select C.

A

B

C

Student Response Check Item #3

Select B.

A

B

C



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