South Carolina

Grade 2 Gifted and Talented Assessment Program

Paper Test Administration Manual

2023–2024

Riverside Insights®

Schedule of Important Dates 2023–2024

Date	Event
September 12, 2023	DTC Pretest Workshop Webinar for **Online** Administration
September 13, 2023	DTC Pretest Workshop Webinar for **Paper** Administration
September 25	*CogAT* and *Iowa Assessments* student test booklets and *Directions for Administration* arrive in the schools.
October 9–27	Test administration window
October 20	Final day for districts to order additional materials and large-print version of tests from Riverside Insights
Oct. 31–Nov. 1	Districts pack and ship materials to Riverside Scoring Service for scoring
November 6	Riverside Insights receives test materials for scoring
November 6–17	Riverside Insights contacts districts regarding scoring alerts and missing materials
November 8	Post-Test Webinar for District Test Coordinators
December 4	Districts will receive student score labels and Student Profile Narrative paper copies
December 4–29	Districts to order make-up test materials from Riverside Insights
January 4–12, 2024	Make-up test window
January 16–17	Districts pack and ship materials to Riverside Scoring Service
January 19	Riverside Insights receives make-up test materials for scoring
February 5	Districts that return their test materials by January 16 with no issues will receive their make-up test results back from Riverside Insights

Who to Contact

Riverside Insights

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SC Microsite Link:
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For additional information on Riverside Insights products, please contact:

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Table of Contents

1 Overview

Purpose of This Manual

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

Gifted and Talented Legislation

Districts are required to provide services for all gifted and talented students at the elementary and secondary levels as mandated in S.C. Code Ann. § 59-29-170 (2004) and State Board of Education regulation 2 S.C. Code Ann. Regs. 43-220. Students are identified for this program by demonstrating high performance ability or potential in academic and/or artistic areas. The South Carolina Department of Education (SCDE) provides an aptitude and an achievement assessment for this purpose. Although the primary purpose of these assessments is to identify students for the Gifted and Talented programs, student results can be useful to teachers as they examine their instructional practices and can help them identify teaching strategies for all students.

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

For placement into the Gifted and Talented program, students must meet the criteria for two out of the three dimensions outlined in the regulation. Dimension A (Reasoning Abilities) requires students to demonstrate high aptitude (93rd national age percentile) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three. Scores on *CogAT* are used for Dimension A eligibility. Students who meet the 96th or higher national age percentile composite score on *CogAT* are automatically eligible for placement into a district gifted and talented program.

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

Students who meet the eligibility requirements of either Dimension A (aptitude) or Dimension B (achievement), but not both dimensions, must take the Performance Task Assessments (Dimension C).

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

Student Participation

South Carolina law requires districts to screen all students for a district Gifted and Talented Program. This includes students with disabilities and Multilingual Learners. Students who are repeating grade 2 also must be included in the test administration. Those students who skip grade 2 and are promoted from grade 1 to grade 3 should be tested as well. Districts should administer the assessments offered by the state or receive approval from the SCDE to administer an alternative achievement test.

CogAT and *Iowa Assessments*—Grades 3–8

All districts will be given the opportunity, at a discounted price, to provide *CogAT* and *Iowa Assessments* to students in grades 3 through 8 across the state. Please contact Sierra Scott, your local Riverside Insights® Assessment Consultant, at 407.362.8204 or email sierra.scott@riversideinsights.com for more information.

Practice Tests

Districts may purchase practice tests for *Iowa Assessments*. *CogAT* practice tests are available for download within your *DataManager* account. These tests will give students an opportunity to become familiar with the various formats of test questions. Contact Celia Montanez at celia.montanez@riversideinsights.com to inquire about costs and to order these tests.

2 Information About the Tests

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

CogAT Form 8   Level 8
Iowa Assessments Form G   Level 7

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

Cognitive Abilities Test Form 8, Level 8 Complete Battery

The nine tests listed below must be administered.

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

* Number of items and estimated testing times are the same for both paper and online administrations.

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

Iowa Assessments Form G, Level 7 Core Battery

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

* Number of items and estimated testing times are the same for both paper and online administrations.

All of the *Iowa Assessments* tests are untimed. For screening into the gifted and talented program, a student must take all five subtests to receive scores in both reading and mathematics.

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

There is no extra charge for this service. The district simply administers the tests of interest, and the scores for these tests will be provided automatically. Districts that wish to receive a Total Reading score must also administer the Vocabulary test, which is not required for the South Carolina Grade 2 Gifted and Talented Assessment Program.

Test Window

CogAT and the *Iowa Assessments* may be administered at any time during the statewide testing window: **October 9–27, 2023**. A make-up testing session will be offered **January 4–12, 2024**.

Make-Up Testing

Students who were unable to test during the fall test window or students who are new to the district may be administered *CogAT* and *Iowa Assessments* during the make-up test window. The make-up test window is January 4–12, 2024 with all make-up test materials returned to Riverside Scoring Service for scoring no later than January 16–17, 2024.

Make-up tests may be administered on any date throughout the make-up test window. The Test Administrators (TAs) and STCs should identify and schedule students for testing. It is recommended that schools administer *CogAT* and *Iowa Assessments* using the same type of schedule as followed during the regular test window. Riverside Insights states that no more than one hour of testing per day is appropriate for grade 2 students.

3 Testing Students with Documented Disabilities and ML Students

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

Testing Students with IEP/504 Plans

Definition of a Student with Disabilities

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

Student Participation

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

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

IEP and 504 Plans

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

IEP and 504 Accommodation Plan Requirements

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

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

South Carolina–Allowed Accommodations

The information that follows relates to the allowable accommodations for use in South Carolina. **Some accommodations listed in the *Directions for Administration* (DFA) for both *CogAT* (pages 7 and 8) and *Iowa Assessments* (pages 5 and 6) are not approved for use in South Carolina.** Make sure that Test Administrators (TAs) are aware that the accommodations listed in the section that follows are the only approved accommodations for the South Carolina Grade 2 Gifted and Talented Assessment program.

The design of *CogAT* and *Iowa Assessments* includes **oral administration** for both the paper and the online formats of the assessments and **marking responses in the test booklet or directly within *DataManager* when testing online.** Because these practices are available to all students, they do not appear in the following accommodations list.

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

State-Allowed Accommodations

Setting

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

- Preferential seating
- Separate location

Timing

<u>Frequent and Extended Breaks</u> – This accommodation is used if additional time is needed beyond the break structure of the assessment. These breaks may occur:

- in the classroom/separate location, with no contact between students; or
- outside of the classroom/separate location, with contact between students monitored to ensure there is no discussion of the assessment.

Scheduling

<u>Multiple Test Sessions/Days</u> – The student may take portions of *CogAT* or the *Iowa Assessments* over several days, as long as all testing is completed by the last day of the testing window.

- Estimate the duration of each testing session for the student. This should be based on documentation of the time a student typically works on a task. Determine whether the student can complete the test in one day or over several days, in one session or over several sessions.
- If it is determined that the student requires testing over several days, divide the test into sections according to the time allotted for each test session. Each section should end with the last question on an odd-numbered page so that the student is not able to see test questions for the next session.
- During each testing session, the student may work only on test questions for that section. The student may not go back and work on any section from a previous session.

Presentation

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

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

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

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

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

- *CogAT DFA* p. 15 (bullet 2): You may repeat the directions or item prompts as many times as necessary. The pace will be based on student response times.
- *Iowa Assessments DFA* p. 13 (bullet 2): Read the directions for each question only once. **Do not repeat the directions**. This applies to the entire test and students with "repeat directions" in their IEP because repeating the directions changes the construct of the test.

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

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

Response

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

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

Customized Materials

Large Print – A large-print format is available for both *CogAT* and *Iowa Assessments* Complete Battery. The large-print version is a 12.5-inch by 15-inch spiral-bound booklet with text in 18-point sans serif type. Because the *Iowa Assessments* large-print test booklets are Complete Battery test booklets, students will be instructed to skip the Social Studies and Science subtests. Student responses must be transferred to the student's pre-coded test booklet in a secure setting **(refer to page 42 for details)**.

The DTC can order the large-print version of the test by contacting the Riverside Insights Project Manager, Celia Montanez, via e-mail at celia.montanez@riversideinsights.com. These materials must be ordered by October 20, 2023.

Testing Multilingual Learners (MLs)

Definition of Multilingual Learners

A Multilingual Learner (ML) is a student who has a primary language other than English and is not proficient in one or more of the language domains of listening, speaking, reading, writing, or comprehension in the English-speaking classroom as determined by a language proficiency instrument.

Student Participation

ML students must be given the opportunity to participate in *CogAT* and *Iowa Assessments* testing. The Individualized Language Acquisition Plan (ILAP) team determines how a ML student participates in these assessments. Decisions about standard accommodations must be made on an individual student basis. All ML students must take these tests in English.

Accommodation Plan Requirements

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

State-Allowed Accommodations for ML Students

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

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

Bilingual Dictionary

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

Translate Directions

- The general test directions may be translated into the student's native language. This translation cannot go beyond the scope and meaning of the directions. Test questions/individual test question directions may not be translated. Practice items also may not be translated as they are embedded in the test.

Scheduling

- Students must begin testing on the regularly scheduled testing date. They may take portions of the tests over several days as long as all testing is completed by the last day of testing. Students may not go back to previously completed sections of the tests.

Individual or Small-Group Administration/Setting

- The *CogAT* and *Iowa Assessments* tests may be administered in a setting appropriate to the student's individual needs. Setting accommodations may include the following:
    - Preferential seating in the classroom
    - Separate location with minimal distractions
    - Small-group administration in a separate location
    - Individual administration in a separate location

The small-group size should be consistent with the group size used for routine classroom assessments.

Timing

- Students may take as long as they need to complete each test during the school day. Any timing accommodations, however, must be monitored to maintain test security. Timing accommodations may include the following:
    - Frequent breaks in the classroom/separate location without contact with other students
    - Extended breaks that may involve monitored contact with other students to ensure there is no discussion of the assessment

Highlighting

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

Cueing

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

Read Aloud to Self

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

Repeated Directions

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

Signing the Directions

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

Signed Administration (Communication Assistance)

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

Response

- ■ Nonverbal Indication of Answer Choices
  - ■ Students may indicate their answer choices nonverbally (e.g., pointing or using a personal communication device).
  - ■ A monitor must be present during this administration to verify the student's responses are recorded accurately.
  - ■ Depending on how the student indicates his/her answer choices, an individual administration may be required.
- ■ Dictation of Responses (Answers Recorded)
  - ■ Students may dictate their answers to a scribe/monitor.
  - ■ This accommodation requires an individual administration with two trained adults present.

Coding Accommodations for Students with Documented Disabilities and ML Students

The types of accommodations provided to students must be recorded on the student test booklet in the "Test Administrator Use Only" block. The first column of the Code section is used for this purpose. See the sample showing this information on page 14.

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

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

Alt-V Scoring of *CogAT* for ML Students

Alt-V scoring involves the elimination of the Sentence Completion subtest from the Verbal battery. Teachers will administer only the Picture Analogies and Picture Classification subtests. The Sentence Completion subtest will be skipped. Students will complete the full Quantitative and Nonverbal batteries.

Students will receive a composite score and an ability profile that can be used for instructional grouping.

The use of Alt-V scoring should be determined for each individual ML student. ML students who receive an ACCESS for ELL's composite score between 1.0 and 4.9 may be considered for Alt-V scoring. ML students without an ACCESS score may have their screener score used; 1.0–4.5 may be considered.

Alt-V scoring must be coded on the demographic page of the student's test booklet so that the Sentence Completion subtest will not be scored. To identify students for Alt-V scoring, darken the **"S"** bubble in the **"Office Use Only"** section, as shown below.

Alternative Verbal (Alt-V) Scoring for *CogAT*

See page 79 for the definitions of these categories.

4 Preparing Students for Testing

Testing in Grade 2

Students in grade 2 show considerable differences in their experiential backgrounds, attention spans, ability to work on their own, and persistence in staying with a task. In recognition of these differences, some considerations are suggested.

- *CogAT* and the *Iowa Assessments* are designed to be **group-administered** tests. For paper administration, each test booklet is assigned to an individual student. Test Administrators (TAs) should ensure that each student receives the correct test booklet. The tests and directions are constructed for relatively easy administration by classroom teachers. Someone who is familiar to the students and who has a good rapport with them should administer the tests.
- Studies show that young students are capable of taking *CogAT* and the *Iowa Assessments*. Nevertheless, it is important to monitor students to make sure that each one understands the test instructions, is working on the correct question, and is marking the test booklet properly.
- The pace at which the test questions are presented should be adjusted to suit the characteristics of the students being tested.

Making the Testing Meaningful

Students can be told that the teacher will use the results to better understand each student's progress. They should understand that the test will help teachers find out how the students learn and solve problems. There is no need to be anxious about the testing.

Addressing Test-Taking Skills

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

Students should be told in advance that there might be a few questions that they will not know how to answer. They should be told that they are not expected to know the answers to all of the questions and that it is acceptable to leave some

questions blank. For each question, students should think about the answer choices and decide which one would make the most sense. Students should be encouraged to persevere and not give up quickly, even if they encounter questions that they find difficult.

General Test Security Policies and Procedures for Paper Administration

TAs and monitors should make sure students are marking answers in the correct section of the test booklet and following the directions for appropriately darkening bubbles. The diagram below shows an example of correctly and incorrectly marked bubbles.
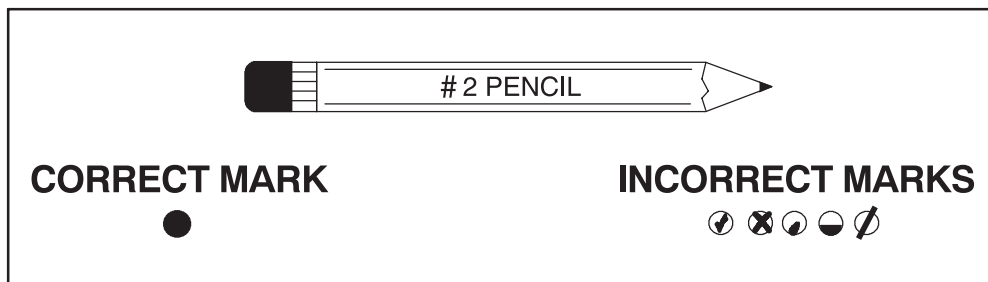
If a problem is detected, such as a student drawing a single line through a bubble, it is permissible to alert the student. It is also permissible to give general reminders to the class. For example, the TA could say, "Remember to completely darken the bubble for your answer" or "Make sure you erase completely."

Scheduling the Tests

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

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

| | | | Paper Directions for | |
| | | Test Booklet | Administration | Estimated Time* |
Day	Test	Page Numbers	Page Numbers	(minutes)
Day 1	*CogAT Verbal*	** Inside Front Cover	Pages 16-18	
	Picture Analogies	Pages 1–7	Pages 19–23	13
	Sentence Completion	Pages 9–14	Pages 24–27	14
	Picture Classification	Pages 15–24	Pages 28–32	13
Day 2	*CogAT Quantitative*			
	Number Analogies	Pages 25–31	Pages 33–37	15
	Number Puzzles	Pages 33–38	Pages 38–41	15
	Number Series	Pages 39–45	Pages 42–46	15
Day 3	*CogAT Nonverbal*			
	Figure Matrices	Pages 47–53	Pages 47–51	13
	Paper Folding	Pages 55–63	Pages 52–56	11
	Figure Classification	Pages 65–70	Pages 57–60	13
Day 4	*Iowa Assessments*			
	Reading: Picture Stories	Pages 12–14	Page 22	10
	Reading: Sentences	Page 15	Page 23	10
	Reading: Stories	Pages 16–20	Pages 24–25	25
Day 5	*Iowa Assessments*			
	Mathematics: Part 1	Pages 33–37	Pages 39–42	25
	Mathematics: Part 2	Pages 38–41	Pages 43–47	25

Table title: Sample Schedule for the Administration of *CogAT* and *Iowa Assessments*

* Estimated testing times are the same for both paper and online administrations.
** Begins with Practice Items

Informing Parents

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

- We have provided a new brochure with your test materials that provides information about the test that can be sent home to inform parents. Inform parents that there is no opt-out provision. All grade 2 students must be given the opportunity to test.
- Parent permission to take these tests is **not** required.
- All parents should be told in advance the dates and times each test and/or subtest will be administered in their school.

- Ensure that the dates and times that each subject will be administered are posted on the school's website at least 4 weeks prior to the opening of the state-approved testing window.
- Schools should emphasize to parents the importance of getting their children to school on time. Ask parents to avoid making doctor appointments and scheduling other out-of-school functions during testing hours.
- Identify students who need customized administrations and make appropriate arrangements for accommodations as documented in the students' IEP or 504 Plans.

Testing Environment

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

- Tests should be administered in a familiar classroom to reduce student test anxiety and simplify test security.
- Students should be tested in classrooms that have good lighting and are well-ventilated with a reasonable temperature.
- Adequate space (three feet or more) between students is necessary to increase test security and to reduce distractions. Partitions may be used.
- Classrooms should be quiet and free from interruptions or distractions of any type. The last page of this manual includes a "Do Not Disturb" sign for use during testing. It may be removed from this manual and taped to the outside of the classroom or computer lab door.
- TAs and monitors must not work or communicate on a computer, tablet, phone, or similar device during a test administration. Any electronic devices must be silenced during testing.
- Anything related to grade 2 reading or mathematics content standards should be covered or removed.

District/School Guidelines for Disruptions

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

Student Illness—Damaged Test Booklet

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

- The sick student should be excused from the classroom. The determination to remove a student depends on the severity and the timing of the sickness.
- If possible, send a monitor to accompany the student to the restroom, nurse's office, or other sick room.
- Students can take a supervised break until the sick student is situated and the student's desk and the classroom have been cleaned.
- The student's test booklet should be examined to determine whether or not it is damaged.
- If a student's test booklet was damaged due to illness, student responses can be transferred from the damaged test booklet to a new overage test booklet in a supervised, secure setting with two trained adults. The Test Administrator will need to complete the student demographic information coding.
- Test booklets damaged due to illness also must be documented on the Security Checklist so that test integrity is maintained at all times. School Test Coordinators should note that, if a test booklet is damaged due to a student's illness, the total count on the School Packing List will be less. District Test Coordinators should be made aware of any test material that is destroyed due to illness.
- Damaged test booklets must be destroyed or disposed of in a secure manner (e.g., shredding, burning) at the district level.
- Do not return test booklets damaged due to illness to Riverside Insights.

Student Cheating

The school should follow policies and procedures established by the district for investigating and documenting suspected incidents of student cheating. If school and district officials determine that cheating occurred, the STC must invalidate the test. See page 41 for instructions on how to Z-code the test for invalidation. School officials may permit a student to retest during the make-up window if the situation seems appropriate. Districts do not have to report student cheating to the SCDE.

Cover Sheets or Scratch Paper

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

Color Overlays, Highlighters, and Colored Pencils

All students may use colored overlays, highlighters, and colored pencils for the paper tests. Students may use highlighters to only highlight text in the Reading: Stories portion of the *Iowa Assessments*. Highlighting in the *CogAT* test booklet

may interfere with the accurate scoring of the student's response; therefore, it is not recommended. All students may use black lead or colored pencils to underline text, take notes, or do scratch work within the test booklets.

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

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

5 Test Security

Test Security

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

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

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

All materials from *Iowa Assessments* Form G and *CogAT* Form 8 have been restricted by Riverside Insights Customer Service and have never been and never will be sold, sampled, or distributed in any way within the state of South Carolina except as part of this contract. To ensure security, Riverside Insights will carefully control the distribution of the state-selected test materials and will sell only norm-referenced tests for grades not included in the statewide assessment system.

Secure Materials

Secure test materials include: all test booklets, all customized materials including large-print test booklets, and Directions for Administration. Secure materials must be kept in secure, locked storage when not in use. If possible, the secure location should not have outside or inside windows. Also, secure test materials must not be stored in the same room as a copy or fax machine or any other frequently accessed equipment or supplies.

Do not leave secure materials unattended at any time. If a TA must leave the room before testing begins, all secure materials should be placed in a secure, locked

cabinet, closet, or drawer. If there are no students in the classroom, materials are secure if the door to the room is locked.

Test Security Agreement Forms

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

The confidentiality agreement forms that must be signed by staff participating in the test administration are provided in Appendix A. The test security agreement forms also can be downloaded from the following link: https://ed.sc.gov/tests/test-security/.

Districts may add their own test security agreements. Test security forms must be signed and returned to the DTC after each person has participated in training. The DTC is responsible for collecting and storing the forms for five years.

Security Checklist—STC

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

Schools receive pre-assigned/preprinted test booklets for all students enrolled by the second week of the school year. The security numbers or barcode numbers on each test booklet are assigned to a particular Test Administrator, and the secure numbers on the *Directions for Administration* manuals are assigned to particular schools.

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

Riverside Insights
Security Checklist

Run #:	114731	**System:**	SC District Name 1234
Sequence:	257	**Building:**	Riverside Elem 006
Grade:	2	**Class:**	Kelly Happy 57282
Document Count:	8	**Document:**	1713665 COGAT Lvl 08 Frm 8 COMPLETE (B)

Test Administrator: ⎯⎯⎯⎯⎯⎯⎯⎯

Materials Returned Date: ⎯⎯⎯⎯⎯⎯⎯

				Day 1		Day 2		Day 3		Day 4		Day 5	
RPC	**Barcode No**	**Last Name**	**First Name**	**Out**	**In**	**Out**	**In**	**Out**	**In**	**Out**	**In**	**Out**	**In**
01 -	2676343018	Simon	Cecilia										
02 -	2676343026	Sparkman	Anthony										
03 -	2676343034	Tesnear	Noah										
04 -	2676343042	Thomas	Maeve										
05 -	2676343051	Thompson	Mila										
06 -	2676343069	VanBuren	Emily										
07 -	2676343077	Waters	Sydney										
08 -	2676343085	ZunigaLopez	Esther										

List barcode number and reason if not returned:

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

6 Test Materials

Printed Test Materials Sent to the Districts and Schools

The following lists identify the printed test materials that Riverside Insights will send to the District Test Coordinators and School Test Coordinators to use with the Grade 2 Gifted and Talented Assessment Program. Explanations for the use of each form or list will be provided in the DTC and STC sections of this TAM. *New this year, DTCs will only receive district overages of test booklets and Directions for Administration Manuals if requested.*

District Level

Packing Lists

Acknowledgment of Receipt of Test Materials
Request for Additional Test Materials
Iowa Assessments Form G and *CogAT* Form 8 test booklets
Directions for Administration for *Iowa Assessments* Form G and *CogAT* Form 8
Test Administration Manual

Return Kit Materials

Building Identification Sheets (purple)
Grade/Class Identification Sheets (blue)
Prepaid UPS 2nd Day Air Return Shipping Labels
Return Shipping Labels (orange for scorable and blue for nonscorable materials)
Security Checklists and Return Envelope

Additional Materials

Order Form for Riverside Scoring Service (OSS)
Teacher Reference Guide

School Level

Packing Lists

Grade 2 *CogAT*

- *CogAT* Form 8 Level 8 scannable test booklets
- *CogAT* Form 8 Level 8 *Directions for Administration* (1 per 18 students)

Grade 2 *Iowa Assessments*

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

Teacher Reference Guide

Building Identification Sheets (1 pre-identified) (purple)

Grade/Class Identification Sheets (blue)

Summary of Test Materials Returned

Security Checklists and Return Envelope

Classroom Security Checklist

Large-Print Materials (if ordered)

7 District Test Coordinators

General Overview of Paper Administration Procedures

District Test Coordinators (DTCs) will train School Test Coordinators (STCs) and then distribute the test materials to the STCs. Each STC, in coordination with the school principal, will provide for the physical security of the test materials at the school site. The STCs will be responsible for the proper administration of each test. STCs will train all Test Administrators (TAs). The tests will be administered during the prescribed test administration window according to the procedures described in this *Test Administration Manual* and the *Directions for Administration.*

During the test administration window, all test materials must be handled in accordance with state test security procedures. A Security Checklist is provided with each package of secure test materials to help ensure that all security barcoded materials are counted and received and then returned to Riverside Scoring Service.

The STCs will pack the *CogAT* and *Iowa Assessments* scorable test booklets (page 47) and the nonscorable *Directions for Administration* (page 49) following the recommended shipping instructions. Some of the largest districts in the state will be provided separate instructions for the return of test materials directly from each school in their district. In other districts, STCs will return all materials to the district. The DTCs will be responsible for shipping all materials to Riverside Insights by the specified date.

Riverside Scoring Service will scan and score the *CogAT* and *Iowa Assessments* test booklets. Individual, school, and district reports and files can be downloaded from *DataManager.*

Before Testing—DTC

Inventory Test Materials

Step 1. Inventory the test materials immediately upon receipt. The **District Summary Packing List** is located in Box 1 of your shipment. Count and make note on the Summary Packing List of the number of boxes you have received.

Step 2. Fill out the **Acknowledgment of Receipt of Test Materials Fall 2023 Form** (Appendix K) to indicate that you have received all of the materials sent to the district. E-mail the form to Celia Montanez at celia.montanez@riversideinsights.com.

Prepare for Test Administration

Step 1. Review this *Test Administration Manual* and the *Directions for Administration*.

Step 2. Train all School Test Coordinators.

Step 3. Develop a test administration schedule for the district. See page 17 of this *Test Administration Manual* for a sample testing schedule.

Step 4. Distribute overage test materials to the schools as needed.

Step 5. Advise School Test Coordinators to **save all boxes** in which materials were shipped so that they can be used to return all test booklets and *Directions for Administration* manuals to Riverside Insights. This includes saving boxes for large print materials, if applicable.

Step 6.
- Ensure that schools have sufficient materials.
- Use the **Request for Additional Test Materials Form** (Appendix J) to order additional copies of the *Directions for Administration* and student test booklets.
- Ensure that your schools receive one blue **Grade/Class Identification Sheet** (Appendix E) for each class or group to be tested.
- Also check that schools have the purple pre-identified **Building Identification Sheet** (Appendix D).

Step 7. Ensure that arrangements have been made for any student who requires accommodations to respond to the test. Make certain that large-print test booklets are available if needed.

After Testing—DTC

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

Returning Materials after Test Administration

Step 1

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

Step 2

- Complete the **Order Form for Riverside Scoring Service (OSS)** for your district. A sample of this form is on page 29.
- Complete the Answer Document Count section on the OSS. The totals on the OSS should come from the **Summary of Test Materials Returned Form** sent to the DTC by the School Test Coordinators. See page 82 (Appendix L) for a sample of this form.
  - **NOTE:** Please enter the **scorable** test booklet document count for both *CogAT* and *Iowa Assessments* for each school and then add the two counts together to give the final total for all **scorable** test booklets being returned for scoring per school.
- **Complete the remaining pages of the OSS only if your district would like to purchase additional reports or extra copies of reports.**
- **Place the OSS at the top of Box 1 of the SCORABLE MATERIALS.** The DTC should mark the orange identifier label "Check if this box contains the Order Form for Riverside Scoring Service" with a check mark.

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

<table>
<tr><td rowspan="3">Ⓐ Iowa Assessments™</td><td colspan="2">SOUTH CAROLINA GRADE 2 GIFTED AND TALENTED ASSESSMENT PROGRAM
FALL 2023 ORDER FORM FOR RIVERSIDE SCORING SERVICE®</td><td>Riverside Use Only
Program No. South Carolina</td></tr>
</table>

<table>
<tr><td colspan="2">System Name for Reports</td><td colspan="3">Test Date</td><td>Data Set ID 254775418
Est. N-Count</td></tr>
<tr><td></td><td></td><td>Month</td><td>Day</td><td>Year</td><td>Attachments - Yes ☐</td></tr>
<tr><td>A B B E V I L L E   C O U N T Y</td><td></td><td>10</td><td>16</td><td>2023</td><td>Complete - No ☐
# of Packages Received</td></tr>
</table>

Ship to	Bill To Same as ship to ☐	Other Information
Please verify or correct the shipping address for your score reports. Dione Ashley DTC ABBEVILLE COUNTY 400 Greenville Street ABBEVILLE SC 29620	(For additional orders only) Name Title System Address City State SC Zip	# of Shipped Packages Phone # (864) 366 - 5427 Fax # E-mail dmashley@acsdsc.org Purchase Order # Signature _____ Date _____ / _____ / _____

Check the Test(s) Administered for grade 2.   ____Iowa ____CogAT

Enter the number of test documents.   Enter Answer Document Count by Grade

Building Name & Code	GRADE	2	2	Total
	Test	IA	COGAT	
	LEVEL	7	8	
Cherokee Trail Elem 0160018				
Riverside Use Only				
Diamond Hill Elem 0160019				
Riverside Use Only				
John C Calhoun Elem 0160007				
Riverside Use Only				
Long Cane Primary 0160020				
Riverside Use Only				
Total Number of Documents				

By signing, I agree to Riverside Insights' Privacy Policy, Terms of Use, and Terms and Conditions. Riverside Insights' company policies are located at: https://riversideinsights.com/support/policies
Test materials should be picked up by UPS no later than Wednesday, November 1, 2023.

Step 3

■ Included in the **Riverside Insights Return Kit** are UPS RS labels for use in returning your shipment of scorable documents to Riverside Scoring Service. Each box must have a UPS RS label affixed to it. Attach the label to the top center of the box(es).

■ Please **retain your tracking information by removing the sticker with the tracking number information from the bottom portion of the RS label** and keep this number for your records. Neither Riverside Insights nor UPS will be able to trace the package without this number.

- When shipping the test materials back to Riverside Scoring Service, be certain to cover the original shipping labels with black marker or blank paper.

TEST COORDINATOR SOUTH CAROLINA 123 ROAD AIKEN,SC 29801 (123) 466-7890	20 LBS RS	1 OF 1	TEST COORDINATOR SOUTH CAROLINA 123 ROAD AIKEN SC 29801	20 LBS RS	1 OF 1
SHIP TO: RIVERSIDE SCORING SERVICE (800) 323—9540 9200 EARHART LANE SW CEDAR RAPIDS IA 52404			SHIP TO: RIVERSIDE SCORING SERVICE (800) 323—9540 9200 EARHART LANE SW CEDAR RAPIDS IA 52404		
IA 524 0 — 10			IA 524 0 — 10		
UPS 2ND DAY AIR TRACKING #: 1Z RV7 896 87 4270 0175		2	UPS GROUND TRACKING #: 1Z RV7 896 90 4290 7188		
BILLING: P/P DESC: PAPER TEST DOCUMENTS RETURN SERVICE Order Number: TEST		W6 24.0.24 Zebra UPS ZT 40.0A 07/2021	BILLING: P/P DESC: PAPER TEST DOCUMENTS RETURN SERVICE Order Number: TEST		W6 24.0.24 Zebra UPS ZT 40.0A 07/2021

If you need additional labels, please e-mail the Riverside Insights Project Manager, Celia Montanez, at celia.montanez@riversideinsights.com. The Riverside Insights UPS account number is **1Z-RV7-896**.

Step 4 (Scorable Materials)

■ Do not intermix boxes of nonscorable materials with the shipment of scorable materials.

■ Place the **orange** identifier label titled "South Carolina Grade 2 Gifted and Talented Assessment Program Scorable Materials" **on the side** of each box (see page 47).

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

■ Indicate box number ___ of ___ on each box of scorable materials to ensure that your boxes are easily identified when they arrive at Riverside Scoring Service.

    ■ Boxes should be assembled in order by school.

    ■ **Boxes must be numbered consecutively by district, not by school within the district.**

**SOUTH CAROLINA GRADE 2
GIFTED AND TALENTED ASSESSMENT PROGRAM
SCORABLE MATERIALS**
FALL 2023

District Name _____

To:

    Riverside Scoring Service
    9200 EARHART LANE SW
    CEDAR RAPIDS, IA 52404

BOX _____ of _____

❏ Check if this box contains the Order Form
    for Riverside Scoring Service.

Step 5 (Nonscorable Materials)

- **Do not intermix boxes of nonscorable materials with the shipment of scorable materials.**
- Nonscorable materials include:
  - *Directions for Administration—CogAT* and *Iowa Assessments;*
  - unused overage test booklets;
  - damaged test booklets;
  - large-print test booklets; and
  - Security Checklists/return envelopes.
- Place the **blue** identifier label titled "South Carolina Grade 2 Gifted and Talented Assessment Program Nonscorable Materials" **on the side** of each box (see page 49).
- Indicate box number _____ of _____ on each box of nonscorable materials to ensure that your boxes are easily identified when they arrive at Riverside Scoring Service.
  - Boxes should be assembled in order by school.
  - **Boxes must be numbered consecutively by district, not by school within the district.**

**SOUTH CAROLINA GRADE 2
GIFTED AND TALENTED ASSESSMENT PROGRAM
NONSCORABLE MATERIALS**
FALL 2023

District Name _____

To:

Riverside Scoring Service
9200 EARHART LANE SW
CEDAR RAPIDS, IA 52404

BOX _____ of _____

Step 6

- Districts are responsible for shipping the test materials to Riverside Scoring Service for scoring **no later than Wednesday**, **November 1. If desired, districts can send test materials back for scoring prior to this date**.

- Riverside Insights uses a "first in/first out" scoring approach. This means that those districts whose materials reach Riverside Scoring Service first in processable condition will be scanned, scored, and reported first.

- Districts are responsible for scheduling their own UPS pickup of test materials at the end of the test administration. When your shipment of scorable materials is ready, please have it in an accessible location for the UPS pickup. Please provide the Riverside Insights UPS account number **1Z-RV7-896**.

- If your district has regular UPS service, UPS can collect the boxes during your regular pickup time.

- If your district does not have regular UPS service, follow these instructions:
   1. Schedule a UPS pickup by calling 1.800.PICK.UPS® (1.800.742.5877).
   2. Choose "Send a Package."
   3. Choose "Schedule a Pickup."
   4. Choose "Prepaid Return" with a tracking number.
   5. Give your tracking number from one of your RS labels to the attendant.

- You may also take the boxes, with the RS labels affixed, to any UPS facility or any facility that will handle UPS shipments. To find the nearest location, visit the "Find Locations" quick link at UPS.com® or call 1.800.PICK.UPS® (1.800.742.5877).

   Materials should be returned to:

   Riverside Scoring Service
   9200 EARHART LANE SW
   CEDAR RAPIDS, IA 52404

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

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

Step 7

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

DTC Checklist of Major Activities

Before Testing	After Testing
■ Attend the Pretest Workshop Webinar September 13, 2023.	■ Receive scorable and nonscorable materials from School Test Coordinators, including the Summary of Test Materials Returned form.
■ Schedule the tests.	■ Complete the Order Form for Riverside Scoring Service (OSS).
■ Read and review the *Test Administration Manual* and the *Directions for Administration* (*CogAT* and *Iowa Assessments*).	■ Make sure Security Checklists are completed and placed in Security Checklist Return Envelopes. (It is recommended that you copy the Security Checklists for your records.)
■ If large-print test booklets are needed, contact the Riverside Insights Project Manager by **October 20, 2023,** to request them.	■ Pack district materials into separate scorable and nonscorable boxes.
■ Train School Test Coordinators.	■ Number scorable boxes consecutively by district.
■ Receive shipment of test materials. Inventory quantities in the shipment.	■ Number nonscorable boxes consecutively by district.
■ Distribute overage test materials to schools as needed.	■ Arrange for the shipping of materials to Riverside Scoring Service.
■ If additional quantities are needed, use the Request for Additional Test Materials form included with the test materials.	■ Test materials should be picked up by UPS no later than Wednesday, November 1, 2023.
	■ **Return calls from the Riverside Insights Project Manager promptly, so that all open issues with test materials can be resolved in a timely manner. Any open "alerts" will delay receipt of reports.**

8 School Test Coordinators

Before Testing—STC

What to Do

Step 1. Conduct training at your school for all Test Administrators and monitors.

Step 2. Inform teachers of the test schedule.

Step 3. Use the School Packing List pages to inventory test materials **immediately** upon receipt at the school site. The barcode numbers are in sequence for each class. (The last digit in the barcode can be ignored; it is used only by Riverside Insights.)

Step 4. Report the receipt of materials and any shortages to the District Test Coordinator.

Step 5. Each test booklet should be checked for accurate student identification information on the barcode label or the information filled in by hand. Review the birth date on the barcode or hand-entered data for accuracy, checking for legibility of any entries that have been made manually. Any inaccurate demographic information should be corrected using an overage test booklet and bubbling in all correct student information.

Step 6. Complete the Building Identification Sheet and Grade/Class Identification Sheets.

Building Identification Sheet

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

Grade/Class Identification Sheets

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

Instructions for districts that administer both assessments

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

Step 7. From overage materials, provide enough blank test booklets for all students who are new to the school and were not included on the packing list. See the following section (pages 37 and 38) on student identification information for instructions on how to complete the back of the blank test booklets.

Step 8. Ensure that arrangements have been made for any student who requires accommodations to respond to the test. Make certain that large-print editions are available if needed.

Step 9. Verify there is one Pre-ID or overage test booklet for each student.

Step 10. Use the School Security Checklist to count and check out and check in test booklets on a daily basis.

Completing Student Identification Information

Pre-identified Barcode Test Booklets

- The test booklets for the Grade 2 Gifted and Talented Assessment Program have a Pre-ID barcode label that contains the student's name, birth date, school, district, and the teacher's name, ID number, and code. This information was submitted through the Department of Education's precode extraction.

- It is critical that each student's birth date is accurate as this information will be used to report student results.

- If a student has an incorrect date of birth on the barcode label, use an overage test booklet and bubble in **all** demographic information to ensure data is accurately scanned and recorded. The original Pre-ID barcoded test booklet should be Z-coded A8 = Incorrect demographics.

Students New to the School

- If a student is new to the school, use a blank test booklet from your overage materials. If you do not have extra test booklets, contact your District Test Coordinator. **Do not** use a Pre-ID test booklet assigned to another student.

- For new students, enter the following demographic information on the back page of both the *CogAT* and *Iowa Assessments* test booklets. (See samples on pages 77 and 78.)

- For online administration, if a student is new to a South Carolina district, log into *DataManager* and add the student using the Manage Student feature. If the incoming student moved from another South Carolina district and/or school, contact your DTC to update the student's location in *DataManager*.

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

Test Administration

Each test booklet is individually assigned to a student. Test Administrators (TAs) must make certain each student receives the correct test booklet. The same test administration procedures must be used across the state to ensure that test results for the South Carolina Grade 2 Gifted and Talented Assessment Program are valid, reliable, and equitable. To provide uniform test administration, Test Administrators must carefully follow the instructions provided in the *CogAT* and *Iowa Assessments Directions for Administration* (DFA) manuals.

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

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

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

These instructions in the *Iowa Assessments DFA* mean that none of the text printed in blue and preceded by the word "SAY" can be repeated. The only exception is the last six mathematics items in Part 2. The instructions direct teachers to repeat each of these six items. Also, note that these instructions apply to students with disabilities whose IEP or 504 Plans specify "repeated directions" because repeating the directions changes the construct of the test.

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

Accounting for All Students

The state requires that all students have the opportunity to take the *CogAT* and *Iowa Assessments* tests. For students who missed part or all of the test(s) administered, you will need to know which students were absent or are no longer in the school (moved). Remember, all students who are absent during testing should be given every opportunity to make up any tests missed during the testing window. You will also need to know whether a student's test booklet was damaged and had to be replaced.

Make-Up Tests

If any students are absent at the time of testing, **every effort should be made to give them the opportunity to take the tests**. If the STC is not able to schedule a time for a student to take subtests of the assessment(s) or the entire required assessment(s), indicate on the back page of the test booklet that the student was absent. You should darken the Z bubble under the **OFFICE USE ONLY** box at the bottom of the test booklet for each student. If a student took some of the subtests, do not count the student as absent or excused. An additional test window, January 4–12, 2024, is scheduled for testing new students and students who were absent during part or all of the regular testing window.

Pre-ID Damaged Test Booklets

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

Overage test booklets are not pre-identified. You will need to fill in all of the demographic information on the back page. Please enter the demographic information as described on page 38 of this manual.

On the damaged test booklet, under **TEST ADMINISTRATOR USE ONLY** column A, fill in the bubble with the 3 inside of it. This will identify the test booklet as "Book damaged/Replaced." All pre-identified damaged student test booklets should be included with the NONSCORABLE MATERIALS shipment, since the damage would cause the test booklet to not be processed through scannable equipment.

After Test Administration

Check Test Booklets after Testing

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

Check Test Booklets in a Secure Setting

Additional checks may be completed by the Test Administrator in a secure setting coordinated by the School Test Coordinator. No students may be present, and all test security procedures must be followed. During the review session, the Test Administrator may erase any stray marks. The Test Administrator should verify that students have adequately darkened bubbles, that the marks fill the circles, and that students did not use incorrect marks such as checks, x's, or strikethroughs.

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

Students Who Were Absent, Moved, or Had a Damaged Book—Z Code

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

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

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

- ■ **Step 1** – On the back page of the student's test booklet, in the **OFFICE USE ONLY** field, bubble in Z.
- ■ **Step 2** – In column A of the **TEST ADMINISTRATOR USE ONLY** field, use the following codes to indicate the reason the student did not take either or both of the tests. Fill in the bubbles as follows:

  A 1 = Absent (Student is enrolled in the district and efforts were made to make up these tests.)

  A 2 = Moved (Student moved before or during testing.)

  A 3 = Book damaged/Replaced (See page 18 for further information.)

  A 4 = Refused (Document student refusal)

  A 5 = Alt Test Scores (includes any student having alternative test scores or an alternate grade level)

  A 6 = Physically Incapable of Responding

  A 7 = Cheating (Invalidate)

  A 8 = Incorrect demographics (Incorrect DOB, grade level, etc.)

Remember: Even if a student has a Z code on his or her test booklet, it should still be returned with the SCORABLE MATERIALS.

Student Transfers

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

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

Large-Print Test Booklets

Large-print test booklets are provided, when requested, for students who have difficulty reading text in a standard-size font. Students' responses may be marked in the large-print test booklets but **must be transferred into the student's precoded test booklet**.

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

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

The large-print test booklets should be packaged with nonscorable materials in the original large-print box(es), and the scannable test booklets that the students' responses have been transferred into should be returned with the other scorable materials.

Packing Materials for Return

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

Follow the stacking instructions illustrated on page 47.

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

A scorable material is defined as:
- Building Identification Sheet
- Grade/Class Identification Sheet
- All Pre-ID barcoded Student Test Booklets
- All manually coded Student Test Booklets

A nonscorable material is defined as:
- All *Directions for Administration* (*CogAT* and *Iowa Assessments*)
- All unused overage test booklets
- All Large-Print Test Booklets
- Security Checklists/Return Envelope

Building Identification Sheet (Purple) for Grade 2 Documents

Each school receives two copies of the Building Identification Sheet (Appendix D). One copy is a pre-identified sheet that must be returned with the test materials to be scored. The other copy is an extra sheet provided in case it is needed. There is nothing to be completed on the pre-identified sheet.

If the pre-identified sheet is damaged, use the extra sheet and do the following:

1. Complete the INFORMATION BOX (testing date, district, city, and state).
2. Write in the school BUILDING NAME and fill in the corresponding bubbles.
3. Write in the school BUILDING CODE (SIDN) and fill in the corresponding bubbles.
4. Stack the document on the top of the scorable materials in Box 1 of your school **scorable materials**.

Grade/Class Identification Sheets (Blue)

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

The School Test Coordinator should verify that the TAs correctly completed one Grade/Class Identification Sheet for each class in the school. Both *CogAT* and *Iowa Assessments* are returned under one Grade/Class Identification Sheet.

School Packing Lists

The purpose of the School Packing List is to verify that all secure test materials are received and returned to Riverside Scoring Service for scoring. The following secure test materials must be returned to Riverside Insights:

- All *CogAT* and *Iowa Assessments* test booklets
- All *Directions for Administration* for *CogAT* and *Iowa Assessments*

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

Summary of Test Materials Returned

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

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

Packing Materials for Return to the District Test Coordinator

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

Step 1

Separate scorable and nonscorable materials into two separate stacks.

Stack A (Scorable Materials)

- Building Identification Sheet
- Grade/Class Identification Sheet
- **ALL** Pre-ID barcoded *CogAT* and *Iowa Assessments* Student Test Booklets
- **ALL** manually coded Student Test Booklets

Stack B (Nonscorable Materials)

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

Step 2

Scorable Materials (Stack A)

Check the stack of student test booklets and verify that:

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

Additional tasks include:

- Complete the Summary of Test Materials Returned Form.
- Stack the test booklets in groups of five to prevent curling. Each group of five booklets should be turned opposite from the previous five booklets.
- **Put the *Iowa Assessments* booklets on top of the *CogAT* booklets.**
- Assemble test booklets with the demographic page facing up.

- First, stack all of the *CogAT* booklets for the class. Then, on top of those, stack all of the *Iowa Assessments* booklets for the same class. Place one Grade/Class Identification Sheet on top of the stack of both the *CogAT* and *Iowa Assessments* booklets. **Most likely the materials for only one class will fit in a box.**

- If space permits, continue using the same box and put the test booklets for a second class on top of the Grade/Class Identification Sheet for the first class. Repeat the above process for the second class. **An entire class should be in the same box; do not split a class between two boxes.**

- When the first box is nearly full, place the Building ID Sheet on top of the top Grade/Class ID Sheet and then start another box.

- Pack the remaining classes in the box(es). Continue to fill your box(es) by placing a Grade/Class Identification Sheet on top of each class.

- Place filler/crumpled paper in the boxes to prevent the test booklets from shifting during transit. Since most districts will be able to reuse the boxes that the materials arrived in, it is especially important to tape boxes securely with heavy-duty packing tape. Masking tape and cellophane are not strong enough and are not appropriate for shipping secure test materials.

- Affix an orange Scorable Return Label on the side of the box. **Do not fill in numbers in the Box ___ of ___ on the label.** This will be completed by your District Test Coordinator for districts shipping back from one central location. (DTCs may retain orange return labels at the district level.)

- Original shipping or Riverside Insights labels should be:
    - removed;
    - covered with the new labels;
    - covered with blank paper; or
    - struck through with black marker.

- Tape all boxes securely, including sides and bottoms of boxes.

Scorable Materials Packing Diagram

Building ID Sheet
JEFFERSON ELEMENTARY

Building ID Sheet in BOX #1 (purple)

Grade/Class ID Sheet
MS. LING Grade 2

Grade/Class ID Sheet for Grade 2, Ms. Ling's Class (blue)

Iowa Demographics Page – Face up

Pre-ID and manually coded *Iowa* Student Test Booklets for Ms. Ling's class

CogAT Demographics Page – Face up

Pre-ID and manually coded *CogAT* Student Test Booklets for Ms. Ling's class

Grade/Class ID Sheet
MS. DIAZ Grade 2

Grade/Class ID Sheet for Grade 2, Ms. Diaz's Class (blue)

Iowa Demographics Page – Face up

Pre-ID and manually coded *Iowa* Student Test Booklets for Ms. Diaz's class

CogAT Demographics Page – Face up

Pre-ID and manually coded *CogAT* Student Test Booklets for Ms. Diaz's class

Orange Scorable Return Label

Scorable Materials

NOTE: All Scorable Materials should be sorted by class, using the corresponding Grade/Class Identification Sheet to separate each class. Most likely the materials for only one class will fit in a box.

Step 3

Nonscorable Materials (Stack B)

- Place all nonscorable materials into boxes separate from the scorable materials. Nonscorable materials include: *Directions for Administration*, unused overage test booklets, damaged student test books, large-print test booklets, and Security Checklists. Multiple materials can be placed in a single box.

- Ensure that the answers from all large-print test booklets have been transferred to the student's precoded test booklet.

- Complete all information on the Security Checklist including (1) Test Administrator name, (2) the date materials are given to the DTC, and (3) the reason any item is not returned, if any.

- Place all Security Checklists in the envelope labeled "Security Checklist Return Envelope." It is recommended that you make a copy of the Security Checklist for your records.

- Affix a BLUE Nonscorable Return Label on the side of the box. **Do not fill in numbers in the Box ___ of ___ on the label.** This will be completed by your District Test Coordinator for districts shipping back from one central location. (DTCs may retain blue return labels at the district level.)

- Tape all boxes securely, including sides and bottoms of boxes.

- Return the Summary of Test Materials Returned Form (Appendix L) to your District Test Coordinator.

Nonscorable Materials Packing Diagram

Security Checklist
Return Envelope

All Unused Overage
Iowa Test Booklets

All Unused Overage
CogAT Test Booklets

All Directions for
Administration for *Iowa*

All Directions for
Administration for *CogAT*

All Large-Print Test Booklets
(Retain original large-print box(es)
for return shipping.)

Blue Nonscorable
Return Label

Nonscorable
Materials
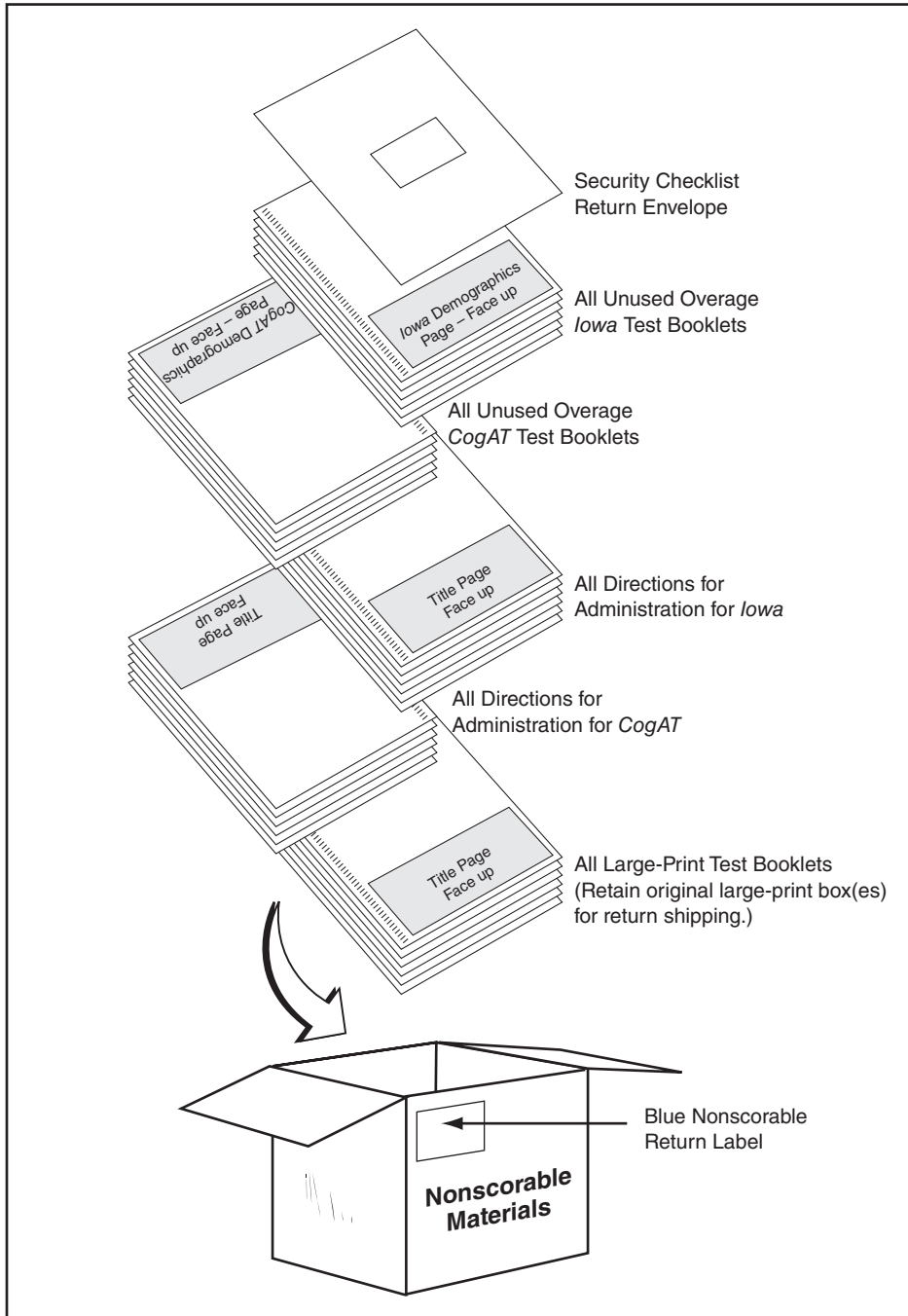
Step 4

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

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

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

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

Step 5

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

Cedar Grove Elem 005

Anderson 01 0401

Enrollment: <u>97</u>

Item	Total Quantities Included	Packaging Initials
1. Building Packing List	1	
2. Scoring Folder	1	
a. Summary of Test Materials Returned	1	
b. Security Checklist Return Envelope	1	
c. Grade/ Class Headers	10	
d. Building Headers (1 pre-slugged and 1 blank)	2	
e. Teacher Reference Guide	5	
3. DFA – CogAT	12	
4. CogAT Total Test Books	102	
a. CogAT Assigned Student Test Books	97	
b. CogAT Unassigned Overage Test Books	5	
5. DFA – IOWA	12	
6. IOWA Total Test Books	102	
a. IOWA Assigned Student Test Books	97	
b. IOWA Unassigned Overage Test Books	5	

STC Checklist of Major Activities

Before Testing	After Testing
■ Receive training from the District Test Coordinator.	■ Receive materials from Test Administrators. Check test booklets for correct bubbling and assembly order.
■ Inform parents of the test schedule.	■ Check that answers from large-print test booklets have been transferred to students' standardized test booklets and that accommodations used have been coded on the back pages of the students' Pre-ID test booklets.
■ Receive a delivery of testing materials from Riverside Insights.	■ If large-print test booklet answers haven't been transferred, then transcribe them to an overage test booklet, check it for completeness, and make sure the demographic page is bubbled in.
■ Immediately upon receipt, inventory quantities in the shipment. If additional quantities are needed, contact the District Test Coordinator.	■ Count and verify that the number of test materials received on the School Packing List matches the number of test materials being shipped to Riverside Insights. Make certain Security Checklists are completed and placed in Security Checklist Return Envelopes. (It is recommended that you copy the Security Checklists for your records.) Complete the Summary of Test Materials Returned form and send to the District Test Coordinator.
■ Let your District Test Coordinator know if you have students who require large-print test booklets.	■ Check that you have removed all miscellaneous materials that do not belong in the boxes.
■ Read and review the *Test Administration Manual* and the *Directions for Administration* (*CogAT* and *Iowa Assessments*).	■ Place student test booklets into the boxes that the materials came in. Make certain the test booklets are stacked in groups of five to prevent curling.
■ Train Test Administrators. Allow them to review the *Directions for Administration* (*CogAT* and *Iowa Assessments*).	■ Add filler/crumpled paper to boxes that are not completely full.
■ Train monitors.	■ If applicable, place an orange scorable or blue nonscorable shipping label on the side of each box.
■ Count the materials for each class.	■ Send materials to the District Test Coordinator.
■ Distribute test materials to each class. **Please note that the Security Checklist has a sign in/out log to assist with test security.**	

9 Reporting

A "first in/first out" reporting approach will be used when shipping the results back to districts. This means that those districts whose materials reach Riverside Insights first in processable condition will be scanned, scored, and reported first. Districts returning any test materials after November 1 or with open issues will receive their reports fifteen business days after they arrive at Riverside Scoring Service.

Students Included in Reports

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

District Reports

Districts will receive two printed sets of the Profile Narrative and student score labels. The following is a list of reports each **district** can access via web reporting in *DataManager*.

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

School Reports

The following is a list of reports each **school** will have access to via web reporting in *DataManager*.

- Student Profile Narrative
- List Report of Student Scores
- Classroom Summaries
- School Summaries
- Student Score Labels—hard copies shipped to the school

- Ability Profile System: http://www.riversideinsights.com/cogat/cogatprofile
- https://education.uiowa.edu/research/research-centers-and-research-initiatives/iowa-testing-programs

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

Appendix A

Test Security Regulations, Violations, and Forms

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

(1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:

    (a) Give examinees access to test questions prior to testing;

    (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;

    (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;

    (d) Make answer keys available to examinees;

    (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;

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

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

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

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 504 plan. Providing accommodations and/or customized materials not included in the student's IEP or 504 plan.

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

Q. Failing to return test materials for all examinees.

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 e-mail or a letter indicating which of these actions is being pursued by the Office of Assessment.

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

Required Documentation

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

The following documents must be completed and submitted to Tonya Kinard in the Office of Assessment and Standards.

1. **Test Security Violation (TSV) Application**—DTCs must complete this TSV application online via the SCDE website membership login page. The TSV application will automatically be directed to the Office of Assessment.

    The 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 [on page 55 of this *Test Administration Manual*] 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 [on pages 56–59 of this *Test Administration Manual*] 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 typed on the Action Form for 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 Incident Description section of the TSV should provide a concise summary of the incident. The summary should include the basic elements of "who, what, where, when, and how" the violation occurred. This section does not replace an overall summary written by the DTC (see supporting documentation).

2. **Supporting Documentation**—This information would include all of the following items:
    a. written statements (signed and dated) 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, and
    d. a signed and dated summary written by the DTC. This summary is required, and it should be in the in the form of a letter to the Office of Assessment that is uploaded to the SCDE TSV app. The letter must highlight all applicable information and indicate the actions taken by the DTC or the district office. This letter does not replace the "Incident Description" or "Comments" sections of the online TSV app.

The supporting documentation should 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 report.

A. If a test security violation is observed within a school, the individual(s) observing the incident must notify the School Test Coordinator (STC) or the District Test Coordinator (DTC) as soon as possible. The STC must notify the DTC immediately regarding the violation. The DTC must notify the Gifted and Talented program manager, David Trombly.

B. The DTC and the STC are responsible for conducting a comprehensive investigation to reconstruct what occurred to cause the alleged violation. The investigation should capture information including the "who, what, where, when, and how" of the incident.

C. The STC and/or the DTC should obtain a written statement of events (affidavit) from each adult involved in the situation, including the accused. Affidavits must be signed and dated in ink by the person making the statement. It is not necessary to have individual statements from students.

D. As appropriate, the STC and DTC may need to interview some or all of the persons involved in each incident. All interviews should be conducted individually to elicit the most reliable information. Open-ended questions should be used during the interview process to obtain the most compelling evidence. In the case of student interviews, the STC should write a summary of the information learned from each student. It is not necessary to have the students provide a written statement.

E. The DTC must enter online a summary of events. If appropriate, the DTC may want to provide additional details regarding the incident such as action taken as a result of the investigation, if the district referred the violation to the South Carolina Law Enforcement Division, or any information that supports or refutes the credibility of any witness.

Test Security Violations and Students with Disabilities and Multilingual Learners

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

The State Board of Education Regulations 2 S.C. Code Ann. Regs. 43-100 (2016) state that **not providing accommodations** (to include customized test forms) as specified for students with IEPs or 504 Plans or **providing more accommodations** than specified is considered a breach of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as security violations that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

In the event of a test security violation involving testing accommodations for students with disabilities or ML students, the DTC must report the test security violation in accordance with the procedure outlined in the previous section of this *Test Administration Manual* and as posted at: https://ed.sc.gov/tests/test-security/**.**

In addition, the school/district must convene the IEP/504 Plan or ILAP team to review the test security violation. During the meeting of the IEP/504 Plan or ILAP team, the team may consider only the testing accommodations as written in the

IEP/504 Plan/ILAP and may not change the accommodations specified in the plan. The IEP/504 Plan/ILAP team must address the test security violation as follows:

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

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

- **the test administration is valid**, the test is returned for scoring. Remember to mark the appropriate accommodation code(s)—i.e., the code(s) for the accommodation(s) actually used—on the student's answer document.
- **the test administration is not valid**, the school/district must invalidate the score by darkening the IEP invalidation bubble on the student's answer document (Z code is A7). Return the answer document to the contractor in a scorable box.

Test Security Agreement Forms

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

The DTC and STC, TA, and monitor test security agreement forms are provided in this Appendix A on pages 65–70. Districts may add their own test security agreements.

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

Test Security Violation Application Login Information

On the SCDE homepage, click **Login**.
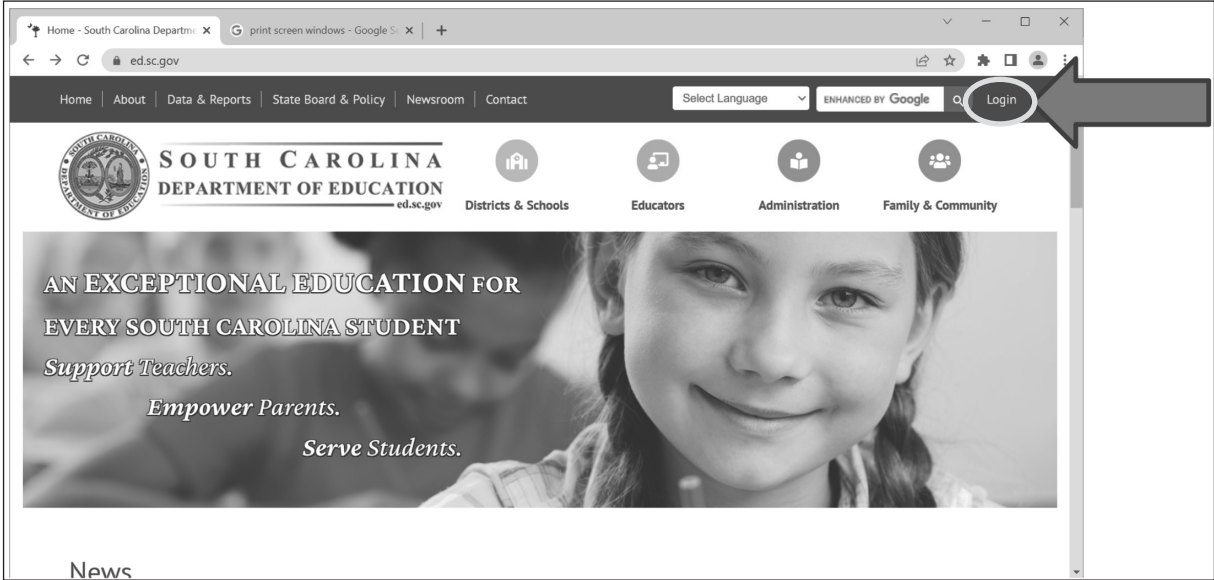
Type in your login information.
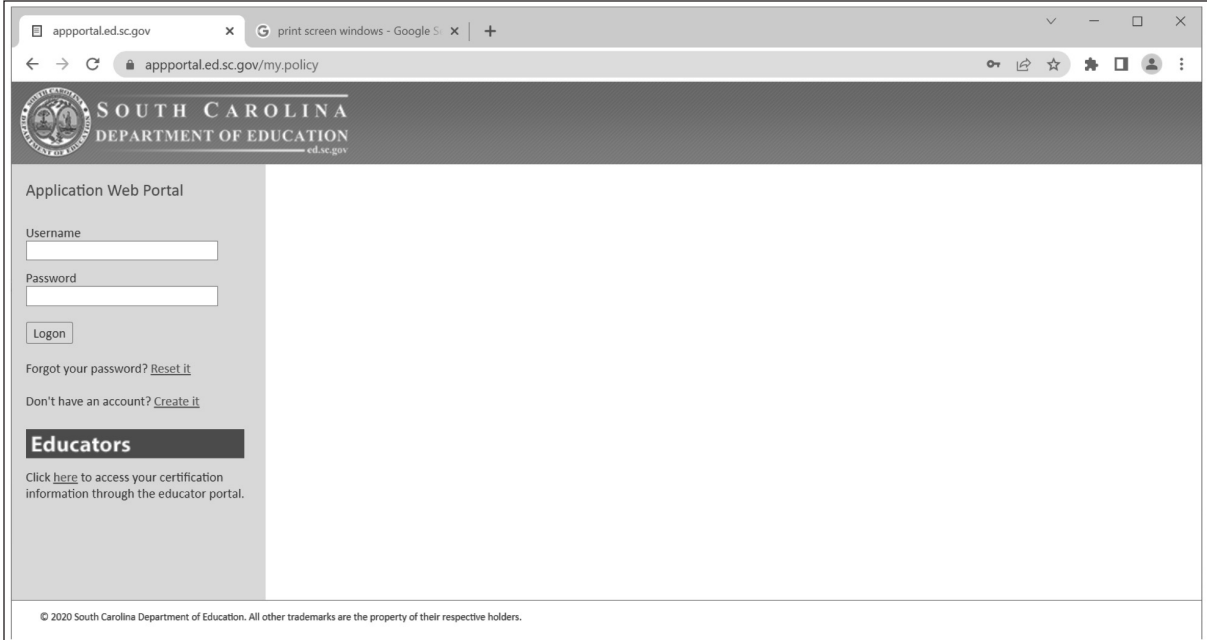
Under **Web Applications**, click **Test Security Violations**.
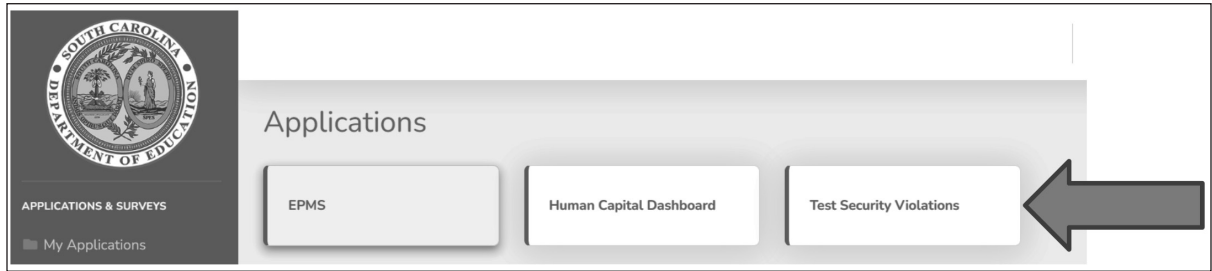
Click, **Add Violation**.
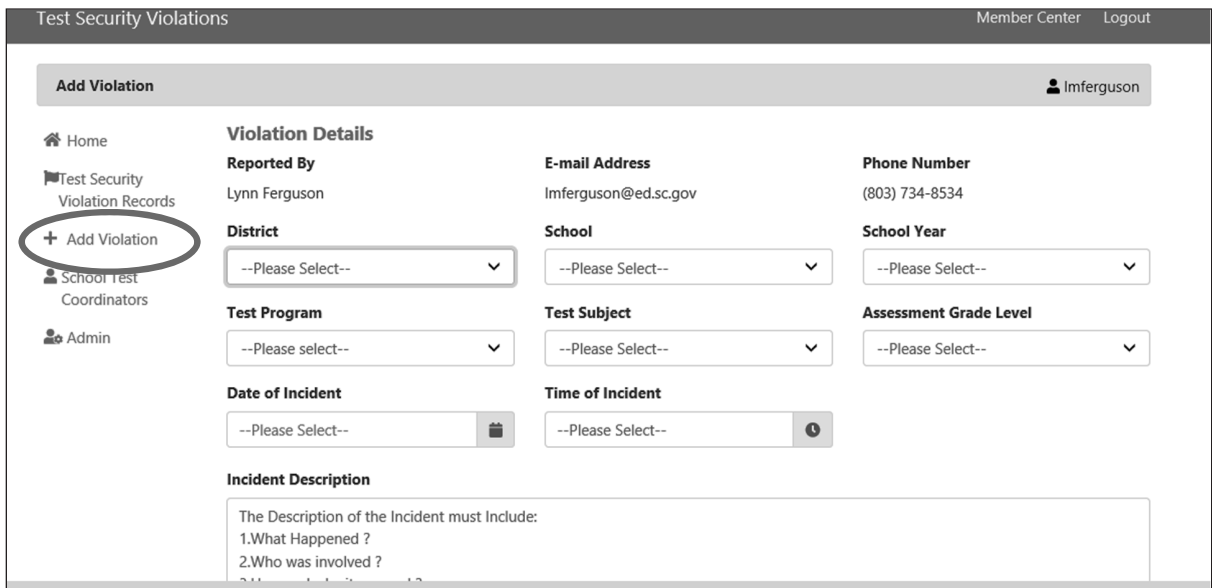
STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
ELLEN E. WEAVER
STATE SUPERINTENDENT OF EDUCATION

Agreement to Maintain Test Security and Confidentiality
for District Test Coordinators (DTCs) and School Test Coordinators (STCs)

CogAT, IA and PTA

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

Online and Paper Test Administration Manuals (TAMs) for each assessment program provide detailed test security information and administration guidelines. The TAMs and/or other appropriate instructions must be distributed to testing personnel as soon as possible prior to the testing window so that STCs, Test Administrators (TAs), and monitors will have the opportunity to read the appropriate TAM or TAMs and become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom. The Directions for Administration for each assessment may be distributed at the same time as the TAMs but not more than one week in advance of their use.

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

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

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

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

As a STC, I acknowledge that I have distributed TAMs and Directions for Administration to the TAs and the

monitors prior to the testing window and have required each person involved with testing to read all sections of each manual.

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

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

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

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

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

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, and test administration directions,) to the DTC or to the assessment 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

Office of Assessment and Standards
2023-24

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

ELLEN E. WEAVER
STATE SUPERINTENDENT OF EDUCATION

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

CogAT, IA and PTA

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

Online and Paper Test Administration Manuals (TAMs) for each assessment program provide detailed test security information and administration guidelines. The Test Administration Manuals and/or other appropriate instructions must be distributed to testing personnel as soon as possible prior to the testing window so that test administrators have the opportunity to read the appropriate TAM(s) and become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

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

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

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

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

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

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 assessment contractors.

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, *Directions for Administration*, etc.) to the STC or to the DTC, as appropriate.

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

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

_____   _____
Signature   Date

_____
Print Name

_____
District and School

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

ELLEN E. WEAVER
STATE SUPERINTENDENT OF EDUCATION

Agreement to Maintain Test Security and Confidentiality
for Test Monitors

CogAT, IA and PTA

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

Online and Paper Test Administration Manuals (TAMs) for each assessment program provide detailed test security information and administration guidelines. The Test Administration Manuals and/or other appropriate instructions must be distributed to monitors as soon as possible prior to the testing window so that they will have the opportunity to read the appropriate TAM(s) and become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

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

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

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

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

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

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

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

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

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

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

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

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

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

_____   _____
Signature   Date

_____
Print Name

_____
District and School

Appendix B

Frequently Asked Questions

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

   Both *CogAT* and *Iowa Assessments* were standardized under a variety of test administration schedules. This gives local districts the flexibility to create a test schedule that best matches their local needs and calendar. However, testing windows should be distributed over several days. A sample administration schedule is provided on page 17 of this *Test Administration Manual*, and the *Directions for Administration* for *CogAT* (page 3) and the *Directions for Administration* for *Iowa Assessments* (pages 2–3) have estimated testing times for each of the subtests.

2. *Is the student penalized for "guessing"?*

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

3. *Do you have practice materials?*

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

4. *The grade 2 test booklet is barcoded with student information, but the student is a third grader. The student's Power School information was incorrect. How should the administrator code the grade 2 answer sheet?*

   Incorrect demographics (Z code = A8). Return this test booklet in the same class test-booklet stack. This score will not be part of any class totals.

5. *What does CogAT measure?*

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

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

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

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

Contact the Riverside Insights Project Manager, Celia Montanez, at 630.760.4419 or celia.montanez@riversideinsights.com for any additional materials that you may need.

Appendix C

Definition of *CogAT*

What Is *CogAT*?

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

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

Is *CogAT* an IQ Test?

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

How Does Aptitude Differ from Abilities?

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

Appendix D

Building Identification Sheet

Riverside Insights

BUILDING IDENTIFICATION SHEET

9-68190

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

Use a #2 pencil to mark this sheet.

1. INFORMATION BOX
Print all of the information requested.

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

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

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

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

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

1. INFORMATION BOX

Testing Date 10 16 2023
MONTH DAY YEAR

System Name Abbeville Cnty Schls

City _____ State _____

2. BUILDING NAME

Grid with boxes spelling: W E S T W O O D _ E L E M

3. BUILDING CODE

Grid with boxes: 0 1 7

4. SCORING SERVICE ONLY

74

Grade/Class Identification Sheet

Riverside Insights®

9-68191

GRADE/CLASS IDENTIFICATION SHEET

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

Use a #2 pencil to mark this sheet.

1. INFORMATION BOX
Print all of the information requested.

2. CLASS NAME
If a class is to be identified, print the class name in the row of boxes below **as it must appear on all reports**. Abbreviate if necessary.
Next, blacken the corresponding letter or number circle above each box. Blacken the blank circle at the top of the column for any boxes that are blank.

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

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

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

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

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

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

1. INFORMATION BOX

Testing Date: 10 (MONTH) 16 (DAY) 2023 (YEAR)
Building Name: Westwood Elem
System Name: Abbeville Cnty
City: Abbeville   State: SC

2. CLASS NAME

Class name boxes: S M I T H

3. CLASS CODE

4. GRADE

Enter one grade.
PRE K, K, 1, **2** (filled), 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

5. FORM

0–9 columns; A N / B O / C P / D Q / E R / F S / **T** (filled, 6) / H U / I V / J W / K X / L Y / M Z

OR

IA and CogAT districts

6. ANSWER DOCUMENT COUNT

0 0 1 5

7. SCORING SERVICE ONLY

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

Appendix F

Definition of Race and Ethnicity Categories

Ethnicity

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

Race Categories

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

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

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

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

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

Appendix G

Back Page (Demographic) *CogAT* Form 8

Cognitive Abilities Test™ Form 8 **Level 8**

LAST NAME **FIRST NAME** **M.I.**

(Name grid with bubbles A–Z, including blank and dash rows)

Place barcode label in the space above.

Grade

Teacher School System/District City/State

ID NUMBER
(0–9 columns)

PS Student Number

ADDITIONAL ID NUMBER
(0–9 columns)

DATE OF BIRTH

	Day	Year
Jan		
Feb	0 0	19 0 0
Mar	1 1	20 1 1
Apr	2 2	2
May	3 3	3
Jun	4	4
Jul	5	5
Aug	6	6
Sep	7	7
Oct	8	8
Nov	9	9 9
Dec		

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

PROGRAMS
(Mark all that apply)
IEP   F/RL   ELL   TI L   Other 1
504   GT   MG   TI M   Other 2

Z-Code (Z) **Alt-V Scoring**
OFFICE USE ONLY
Z V Q N S

ETHNICITY/RACE
ETHNICITY *(Mark only one)*
○ Hispanic or Latino
○ Not Hispanic or Latino
RACE *(Mark one or more)*
○ American Indian or Alaska Native
○ Asian
○ Black or African American
○ Native Hawaiian or Other Pacific Islander
○ White

GENDER
○ Female
○ Male

Accommodations **Additional Z-Codes**

TEST ADMINISTRATOR USE ONLY

CODE	A	B	C	D	E	F	G	H	I	J
A K	0	0	0	0	0	0	0	0	0	0
B L	1	1	1	1	1	1	1	1	1	1
C M	2	2	2	2	2	2	2	2	2	2
D N	3	3	3	3	3	3	3	3	3	3
E O	4	4	4	4	4	4	4	4	4	4
F P	5	5	5	5	5	5	5	5	5	5
G Q	6	6	6	6	6	6	6	6	6	6
H R	7	7	7	7	7	7	7	7	7	7
I S	8	8	8	8	8	8	8	8	8	8
J T	9	9	9	9	9	9	9	9	9	9

1713665

77

Back Page (Demographic) *Iowa Assessments* Form G

Iowa Assessments™ Core

Form G

IA Level 7

Place barcode label in the space above.

LAST NAME	FIRST NAME	M.I.

(Bubble grid A–Z, 0, – for each letter position under LAST NAME, FIRST NAME, M.I.)

ID NUMBER

(0–9 bubble columns)

PS Student Number

ADDITIONAL ID NUMBER

(0–9 bubble columns)

DATE OF BIRTH

	Day	Year
○ Jan		
○ Feb	0 0	19 0 0
○ Mar	1 1	20 1 1
○ Apr	2 2	2
○ May	3 3	3
○ Jun		4
○ Jul		5
○ Aug		6
○ Sep		7
○ Oct		8
○ Nov		9 9
○ Dec		

GENDER
- ○ Female
- ○ Male

HOME REPORTING

0 1 2 3 4 5 6 7 8 9

PROGRAMS
(Mark all that apply)
- ○ IEP
- ○ 504
- ○ F/RL
- ○ GT
- ○ ELL
- ○ MG
- ○ TI L
- ○ TI M
- ○ Other 1
- ○ Other 2

Z-Code (Z)

OFFICE USE ONLY

Z 1 2 3 4 5 6 7

ETHNICITY/RACE

ETHNICITY *(Mark only one)*
- ○ Hispanic or Latino
- ○ Not Hispanic or Latino

RACE *(Mark one or more)*
- ○ American Indian or Alaska Native
- ○ Asian
- ○ Black or African American
- ○ Native Hawaiian or Other Pacific Islander
- ○ White

Accommodations

Additional Z-Codes

TEST ADMINISTRATOR USE ONLY

CODE	A	B	C	D	E	F	G	H	I	J

(bubble grid A–J / K–T codes with 0–9 columns)

Grade — Teacher — School — System/District — City/State

1698194

Appendix I

Program Definitions

PROGRAMS				
(Mark all that apply)				
◯ IEP	◯ F/RL	◯ ELL	◯ TI L	◯ Other 1
◯ 504	◯ GT	◯ MG	◯ TI M	◯ Other 2

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

Appendix J

Request for Additional Test Materials Form

South Carolina Grade 2 Gifted and Talented Assessment Program

Write in the number of test materials requested below and e-mail this form to Celia Montanez.

CogAT **Level 8**   *IA* **Level 7**

_____ Test Booklets   _____ Test Booklets

_____ Directions for Administration   _____ Directions for Administration

_____ Large Print Test Books   _____ Large Print Test Books

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

District: _____

District Test Coordinator: _____

Phone Number: _____

Signature: _____

Date: _____

Please e-mail to the Riverside Insights Project Manager: Celia Montanez

celia.montanez@riversideinsights.com

For Riverside Insights Use Only

Materials Shipped Date: _____   Tracking Number: _____

Acknowledgment of Receipt of Test Materials Form

South Carolina Grade 2 Gifted and Talented Assessment Program

Acknowledgment of Receipt of Test Materials Fall 2023

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

A. _____ All materials have been received as indicated on the packing slips.

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

_____

District

_____

District Test Coordinator

_____

Phone Number

_____

Signature

_____

Date

Please e-mail to the Riverside Insights Project Manager: Celia Montanez
celia.montanez@riversideinsights.com

Appendix L

Summary of Test Materials Returned Form

South Carolina Grade 2 Gifted and Talented Assessment Program

Summary of Test Materials Returned Fall 2023

School

School Test Coordinator

Date

	IA Form G	*CogAT* 8	Total
SCORABLE MATERIALS: Total number of test booklets being returned (including: completed, absent, excused, moved, or refused)			

	IA Form G	*CogAT* 8	Total
NONSCORABLE MATERIALS: Total number of *Directions for Administration* and unused overage, damaged, and large-print test booklets			

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

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

Appendix M

Instructions for Shipping Direct to Riverside Insights

Fall 2023 Grade 2 Gifted & Talented (*CogAT/Iowa Assessments*) Assessment Program

South Carolina Nine Largest Districts — Return Material Procedures
RETURN DEADLINE: November 1, 2023

To ensure a smooth return process for the Fall 2023 Grade 2 Gifted & Talented Assessment Program, the following packing procedures should be followed by the nine largest South Carolina school districts who have prearranged special handling services with Riverside Insights due to the size of the district. These instructions will replace pages 28–33 and 43–50 in the Test Administration Manual (TAM) specifically relating to return procedures.

Step 1: Collect Test Materials
The School Test Coordinator should collect all test materials, including Directions for Administration, from the Test Administrators. Ensure that all materials are accounted for and organized before proceeding to the next steps.

Step 2: Prepare Scorable and Nonscorable Materials
Separate the test materials into two categories: scorable and nonscorable. Scorable materials are those that require scoring by Riverside Scoring Service, while nonscorable materials do not need scoring.

Stack A (Scorable Materials)	Stack B (Nonscorable Materials)
▪ Completed pre-printed building **Fall 2023 Order Form for Riverside Scoring Service** ▪ Building Identification Sheet ▪ Grade/Class Identification Sheets ▪ ALL Pre-ID barcoded *CogAT* and *Iowa Assessments* test booklets (except for Z-coded damaged test booklets) ▪ Overage *CogAT* and *Iowa Assessments* test booklets used by students for testing	▪ All unused overage test booklets ▪ All Directions for Administration manuals (*CogAT* and *Iowa Assessments*) ▪ All Large Print Test Booklets – Prior to packaging for return, student responses must be transferred to the student's pre-coded test booklet in a secure setting. If an overage book is used, ensure that the student's demographic information has been completed. Refer to pages 37–38 in the TAM. ▪ Security Checklists/Return Envelope

Step 3: Check the Scorable Materials Before Packaging

Student Test Books	Grade/Class Identification Sheets

▪ Ensure that a No. 2 pencil was used.
▪ Gridding of all student information is complete and correct
▪ Miscellaneous materials are removed
▪ Stray marks have been erased
▪ All test booklets are assembled with the demographic page facing up
	▪ Use one Grade/Class Identification sheet per TA.
	▪ Complete the indicated sections.
	  1. INFORMATION BOX
	  2. CLASS NAME
	  3. CLASS CODE – *Do not complete*
	  4. GRADE
	  5. FORM
	  6. ANSWER DOCUMENT COUNT – Use leading zeros (i.e., for forty-four books, grid and write 0044).
	  7. Scoring Service Only – *Do not complete*

NOTE: Any editing of student test booklets must be completed/checked in a secure, supervised setting.

Step 4: Complete the pink Fall 2023 Order Form for Riverside Scoring Service (OSS) for your school.
1. Review the OSS to ensure all school information is accurate.
2. Complete the Answer Document Count section on the OSS by entering the scorable test booklet document count for both *CogAT* and *Iowa Assessments* and adding the two counts together to give the final total of scorable test booklets returned. The totals on the OSS should come from the **Summary of Test Materials Retuned Form** sent to the School Test Coordinators. See page 82 (Appendix L) for a sample of this form.
3. Make sure the OSS counts are accurate, make a copy of this form for your records, and **return the pink copy in BOX #1 of your scorable materials**.

Step 5: School Security Checklist (TAM pp. 22–23)
Use the School Security Checklist to track the distribution and return of all secure test materials. This checklist contains a list of security numbers printed on the test materials. The School Test Coordinator (STC) and another person should be involved in packaging materials for return. As you package the materials, check off each item on the School Security Checklist to ensure everything is accounted for.

Make a copy of the Security Checklist for your testing records and retain it for one year. This ensures you have a record of the materials' distribution and return.

Place your school's Security Checklists in an envelope and return them in your nonscorable box.
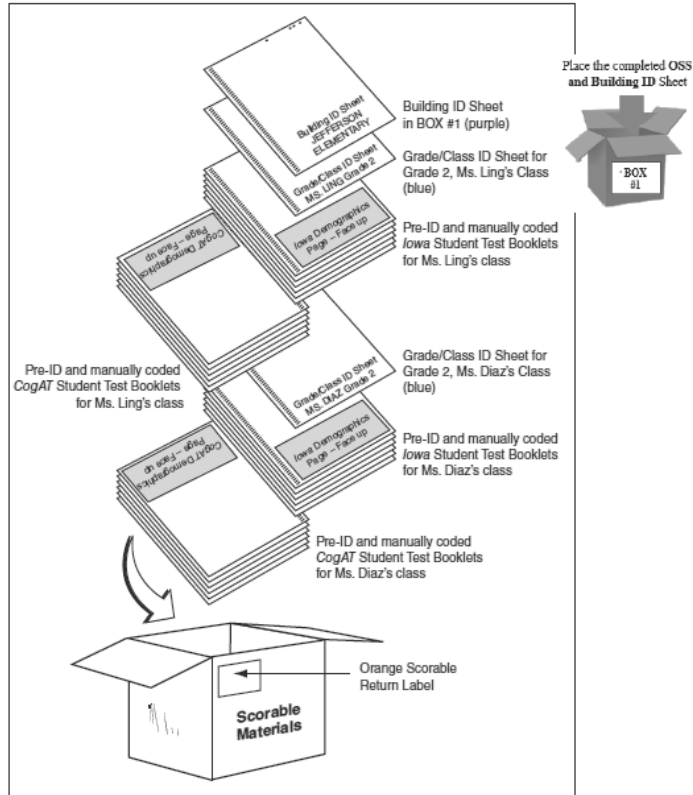
1

Following these procedures will help maintain the security and accountability of the test materials throughout the testing process. It's crucial to ensure that all materials are returned appropriately and that proper documentation is maintained to comply with the SCDE's requirements.

Step 6: Packaging Materials for Return
Packing Scorable Materials (Stack A)
- Complete the Summary of Test Materials Returned Form.
- To prevent the spines of the test booklets from curling, stack the booklets in groups of five. Each group of five booklets should be turned opposite from the previous five booklets.
- Reuse boxes in which materials arrived.
- Put all the test booklets from one teacher's class in the box. Put the *Iowa Assessments* booklets on top of the *CogAT* **booklets.**
- Assemble test booklets with the demographic page facing up.
- Finally, place the teacher's Grade/Class Identification Sheet on top of the stack of booklets for that teacher's class.
- If room in the box permits, put a second class of test booklets in the box on top of the Grade/Class Identification Sheet for the first class. Repeat the above process for the second class. An entire class must be in the same box; do not split a class between two boxes.
- When the box is nearly full, place filler/crumpled paper in the box to prevent the test booklets from shifting during transit.
- Securely tape boxes with heavy-duty tape, including the sides and bottoms of boxes. Masking tape and cellophane are not strong enough and are not recommended.
- Affix an ORANGE Scorable Return Label (shown below) on the side of each scorable box. On each label, fill in the district, school (building), and identify the **Box #__ of #__** being returned. Mark the check box, "Check if this box contains the Order Form for Riverside Scoring Service."
- In Box #1, place the Building ID Sheet (purple) on top of the Grade/Class ID Sheet. Then, place the completed OSS form (pink) for your school on top of the Building ID Sheet.

South Carolina Grade 2
Gifted and Talented Assessment Program
SCORABLE MATERIALS
FALL 2023

District Name: _____
Building Name: _____
To:
Riverside Scoring Service
9200 EARHART LANE SW
CEDAR RAPIDS, IA 52424

BOX ___ of ___

☐ Check if this box contains the Order Form for Riverside
Scoring Service (OSS).

Scorable Materials Packing Diagram

Building ID Sheet
JEFFERSON ELEMENTARY

Building ID Sheet in BOX #1 (purple)

Grade/Class ID Sheet MS. LING Grade 2

Grade/Class ID Sheet for Grade 2, Ms. Ling's Class (blue)

Iowa Demographics Page – Face up

Pre-ID and manually coded *Iowa* Student Test Booklets for Ms. Ling's class

CogAT Demographics Page – Face up

Pre-ID and manually coded *CogAT* Student Test Booklets for Ms. Ling's class

Grade/Class ID Sheet MS. DIAZ Grade 2

Grade/Class ID Sheet for Grade 2, Ms. Diaz's Class (blue)

Iowa Demographics Page – Face up

Pre-ID and manually coded *Iowa* Student Test Booklets for Ms. Diaz's class

CogAT Demographics Page – Face up

Pre-ID and manually coded *CogAT* Student Test Booklets for Ms. Diaz's class

Place the completed OSS and Building ID Sheet

BOX #1

Orange Scorable Return Label

Scorable Materials

Note: All Scorable Materials should be sorted by class, using the corresponding Grade/Class Identification Sheet to separate each class. Most likely the materials for only one class will fit in a box.

3

Packaging Nonscorable Materials (Stack B) for Return
- Place all nonscorable materials into boxes separate from the scorable materials. Nonscorable materials include the Directions for Administration, unused overage test booklets, large-print test booklets, and Security Checklists. Multiple materials can be placed in a single box.
- **Ensure that NO pre-identified barcode student test booklets are mixed with the nonscorable (unused overage) test booklets, this includes Z-coded booklets**.
- Ensure that the answers from all large-print test booklets have been transferred to the student's pre-printed or overage test booklets.
- Place all Security Checklists in the envelope labeled "Security Checklist Return Envelope."
  NOTE: Make a copy of the Security Checklist for your own records and retain them for one year.
- Affix a BLUE Nonscorable Return Label (shown below) on the side of the box. On each label, **fill in the district, school (building), and identify the Box #___ of #___ being returned**.

<div align="center">

South Carolina Grade 2
Gifted and Talented Assessment Program
NONSCORABLE MATERIALS
FALL 2023

District Name: _____
Building Name: _____

To:
    Riverside Scoring Service
    9200 EARHART LANE SW
    CEDAR RAPIDS, IA 52424

BOX ___ of ___

</div>

- Tape all boxes securely, including sides and bottoms of boxes.
- Place a white UPS RS label on the top center of each nonscorable box being returned. Write down your UPS tracking numbers or make a copy of the receipt label for your records.

  NOTE: Cross out with black marker the original shipping address labels on boxes used for return shipment.
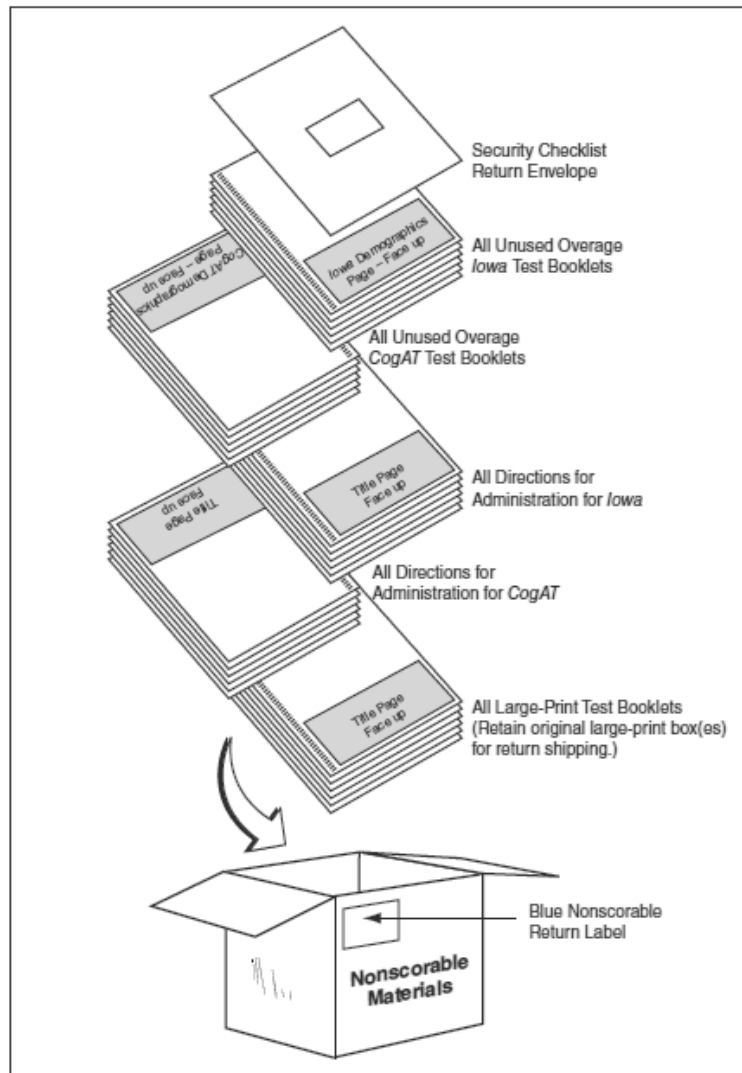
Step 7: Contact UPS for Return Shipment

Ensure that all materials are packed securely in the appropriate boxes, including scorables and nonscorables. Place a **white UPS RS label** on the top center of each scorable box being returned. Write down your UPS tracking numbers or make a copy of the receipt label for your records. The **deadline for shipping the materials to Riverside Scoring Service is November 1, 2023**.

If you do not have a daily scheduled UPS pickup, call UPS at 1-800-742-5877 one day before the scheduled pickup.
- Inform the UPS representative that you want to schedule a "Return Service" pickup and that you have UPS RS (return shipping) labels.
- Provide UPS with Riverside Insights' account number: 1Z-RV7-896. This will indicate that Riverside Insights will cover all the return charges.
- Give the UPS service representative the tracking number of each UPS RS label to facilitate the process.
- Let the UPS representative know the specific day and time when your packages will be ready for pickup.
- Alternatively, you can choose to take the boxes, with the RS labels affixed, to any UPS facility for return if that is more convenient for you.

By following these steps, UPS should be able to arrange for the pickup of the test materials and ensure their safe return to Riverside Scoring Service. **Keep all test materials secure in locked storage until picked up by UPS.**

4

Nonscorable Materials Packing Diagram

Security Checklist
Return Envelope

All Unused Overage
Iowa Test Booklets

All Unused Overage
CogAT Test Booklets

All Directions for
Administration for *Iowa*

All Directions for
Administration for *CogAT*

All Large-Print Test Booklets
(Retain original large-print box(es)
for return shipping.)

Blue Nonscorable
Return Label

Nonscorable
Materials

Iowa Assessments™ **CogAT®**

DO NOT DISTURB

Testing is taking place in this room.

Riverside Insights®

TAM