

District Administration Procedures South Carolina Performance Tasks Assessment for Gifted Identification

PERFORMANCE TASKS ASSESSMENT ADMINISTRATION PROCESS

The Performance Tasks Assessment administration process has some similarities to traditional standardized testing procedures as well as some differences. All standardized tests require conformance with pre-specified testing conditions such as how test materials are to be distributed, and how student responses are to be recorded. These requirements also attend to the importance of testing conditions such as preventing interruptions in the testing process, and by separating student desks and keeping students seated during the process, protecting test security and validity. ***Districts are expected to create secure and appropriate testing conditions.***

One of the unique features of this assessment is the component of the testing process that involves **pre-teaching**. After test materials are distributed, the test administrator demonstrates the task demands of each item with the students. During this demonstration, students may ask clarifying questions. Although a “script” is prepared to guide students through this process, this script cannot anticipate all student questions. Therefore, some latitude is given to test administrators as they handle this component of the test administration process. Hence, **all test administrators must be trained in the administration process.**

Following each pre-teaching activity, the student is asked to respond to the actual item. ***During this time, the test administrator may not answer questions.*** Detailed procedural and instructional directions are given in the test administration manuals (TAMs) used in the administration process.

Student Eligibility to Take Performance Tasks (refer to **Appendix E** of the *Test Administration Manual*)

According to the South Carolina State Board Regulation for Gifted and Talented [R43-220, amended 7/1/13], there are several ways for students in the state of South Carolina to qualify for services in the state gifted program based on the approval of a district Evaluation Placement Team:

1. Students who meet the criteria for both Dimensions A and B should not take the Performance Tasks Assessment as they are already eligible to be considered for gifted educational services by an Evaluation Placement Committee.
2. Students who meet the 96th or higher national age percentile **composite score** (placement grades 3 - 12) on an individual or group aptitude test are automatically eligible for placement by an Evaluation Placement Team.
3. **All other students can be considered for program eligibility if they meet the criteria of two out of three of the following dimensions of academic giftedness:**

Dimension A: An individual or group aptitude test score at the 93rd national age percentile rank or above in one or more of these areas: verbal/linguistic, quantitative, mathematical, non-verbal, and/or a composite of all three.

Dimension B: An approved subtest score (see *South Carolina Gifted and Talented Best Practices Manual*) on a nationally normed achievement instrument at the 94th national percentile or attain a score in the top 10% of scores in Reading or Math subtests on the South Carolina statewide assessment instrument.

Dimension C: An approved score on the S.C. Performance Tasks for students entering grades 3-6. Students who have achieved Dimension A or B, **but not both**, take the Performance Tasks Assessment.

Note: For students entering grade 6, the end of 5th grade GPA (at least 3.75) also meets the criteria for Dimension C. To calculate the GPA, only the four core subjects plus foreign language, if available, are used. In order to be used in this calculation, the foreign language must be a year-long course. This is to be used for 5th grade students who did not qualify on the PTA or who moved into the district after the PTA was administered and did not take the PTA.

Administration of Performance Tasks Assessment Levels

Performance Tasks Assessment Primary Level – students enrolled in grades two and/or three

- **Currently in grade two (entering grade three in the next school year)**
Administer performance tasks to students who meet the criteria for Dimension A or Dimension B, but not both, on grade-two census testing.
- **Currently in grade three (entering grade four in the next school year)**
Administer the performance tasks to students not previously qualified who meet the criteria for Dimension A or Dimension B, but not both. **A student is eligible to take the primary level in grade two and/or grade three.**

Performance Tasks Assessment Intermediate Level – students enrolled in grades four and/or five

- **Currently in grade four (entering grade five in the next school year)**
Administer performance tasks to students not previously qualified who meet the criteria for Dimension A or Dimension B, but not both.
- **Currently in grade five (entering grade six in the next school year)**
Administer performance tasks to students not previously qualified who meet the criteria for Dimension A or Dimension B, but not both. **A student is eligible to take the intermediate level in grade four and/or grade five.**

Students who are screened using the Performance Tasks Assessment must obtain the required performance standard on either the verbal or nonverbal or both domains of performance tasks to meet the criteria of Dimension C.

ADMINISTERING THE PERFORMANCE TASKS ASSESSMENT

Registration of Students in the Performance Tasks Assessment Process

For a student to be registered to take the Performance Tasks Assessment, the district must enter student demographic data into the GIFT program. The GIFT generated data are uploaded via the Carolinian Consultancy website (www.c2five.com). *Due to confidentiality issues, email and FAX are not allowed for transmission of student data.*

The **required** demographic information is:

- Student ID number
- Student first and last names
- Date of birth
- Gender
- Race
- Grade
- Lunch code (NRF)
- District
- School
- BEDS code of school
- Name(s), percentile scores, dates of aptitude test(s) entered into GIFT
- Name(s), percentile scores, dates of achievement test(s) entered into GIFT

The data are checked to ensure that students meet the criteria for taking the PTA. In keeping with federal and state regulations on confidentiality, the database is secure. No reports are generated which identify students by name except those that are returned directly to the district to report students' Performance Tasks Assessment results, and a report to the South Carolina Department of Education.

The data for students who move into a district after the data submission deadline who qualify to take the Performance Tasks Assessments may be tested according to the procedures listed in the **“Procedures: Before the Test Administration”** section of the Test Administration Manual, and below in this document.

The profile sheet for such students, which is generated by the GIFT Program, must also be stapled to the front cover of the students' test booklets (after testing is completed) for the tests to be scored.

Procedures Before the Test Administration

- Notify parents of Performance Tasks Assessment testing: Performance Tasks Contacts (PTCs) should make sure that participating students and their parents or guardians are notified in advance about the testing schedule.
 1. All parents should be told the dates of the verbal and nonverbal portions of the PTA.
 2. Parents should be reminded of the importance of getting their children to school on time during this testing.
 3. Parents should be notified in advance of any special conditions that will apply to the testing of their children.
 4. Parents should be asked in advance not to schedule doctors' appointments and other out-of-school functions during testing hours.
 5. A sample letter for informing parents about testing is in the FORMS USED IN THE TEST ADMINISTRATION PROCESS section of this document on page 20.
 6. **Please note that parental permission for student participation in the South Carolina Performance Tasks is not required.**
 7. If a parent refuses testing for a student, the test administrator should refer the parent to you.

NOTE: If a parent requests *without solicitation* that his/her child not be assessed with the Performance Tasks Assessment, the Performance Tasks Contact should:

- Have the parent sign a copy of the form provided in the FORMS USED IN THE TEST ADMINISTRATION PROCESS section of this document on page 21.
- Copies of this signed form should be stapled to the front cover of the student's verbal and nonverbal test booklets and the original form should be kept on file in the district.

Receipt of Performance Tasks Materials

Note: Materials will be shipped by UPS for inside delivery only. Please retain all boxes for use in returning materials.

List of Testing Materials:

- District Administration Procedures (DAP, which is this document)
- PTC Checklist
- Student test booklets (one verbal, one nonverbal for each student to be tested) plus overage
- Student test booklet security checklists
- Pre-coded student labels
- UPS return shipping label(s) for return of TAMs if more than six manuals are received
- Manipulatives (if needed)
- Test Administration Manuals (TAMs) with TAM security checklist
- Test Administrator Checklist inserted into each TAM
- PowerPoint presentation for use by the PTC in training district test administrators (downloaded from the C2 website)

There will be two shipments of materials to the PTC for each district:

- January
 1. DAP
 2. TAMs and TAM security checklist (TA checklist inserted in each TAM)
 3. Return shipping label(s) if district receives more than 6 TAMs
 4. PTC Checklist
 5. Student Labels
 6. Manipulatives (if needed)
- February
 1. Student test booklets
 2. Student test booklet security checklists
 3. Return shipping labels for student test booklets
- The PTC for the district should check the materials received against the security checklists and email Carolinian Consultancy (c2@c2five.com) to confirm receipt of materials and to report any missing materials and/or problems.

Manipulatives

- Students use manipulatives to complete some of the tasks.
- Districts receive a one-time allocation of the manipulatives associated with each form (A, B, C, D) of the performance tasks. This allocation includes an overage based on the number of TAMs required.
- ***These manipulatives must be stored securely at the district level and must be maintained by the Performance Tasks Contact.***
- Storage containers for manipulatives should be boldly labeled. This may alert district personnel to keep and securely store these materials.
- Additional overage may be requested in the event of increased numbers of students being tested or due to damaged or incomplete sets.

- Manipulatives must be signed out to test administrators by the PTC and signed back in from test administrators using a security checklist.
- This checklist must include a count of manipulatives, both complete and incomplete sets.
- Districts may use the Security Checklist for Manipulatives which is provided on p. 23 of this document to expedite this procedure if they wish to do so. The Manipulative Security Checklist is **NOT** returned to the contractor.
- If a test administrator is giving the test to more than one group of students, **he/she only needs enough manipulatives to cover the largest group being tested, plus several overage packages.**
- It is recommended that testing groups not exceed twenty students.

Note: *It is possible that as bags of manipulatives are reused manipulatives may be incomplete or damaged. Districts are advised to choose one of the following alternatives to correct the situation if it exists: 1) the PTC will inventory bags and correct shortages before use; 2) the test administrator will inventory bags and correct shortages before use; 3) the PTC will provide sufficient supply of manipulatives to correct shortages and the test administrator will inventory bags during the administration of the test. Bags with insufficient or damaged manipulatives should be used to complete future incomplete sets. They are still considered secure materials.*

Student Test Booklets

- For each student entered into the GIFT database, districts will receive two student test booklets (one verbal, one nonverbal) and a pair of pre-printed student labels to affix to each student's booklets.
- These labels must be applied by the test administrator in the space provided on the front cover of the student's test booklets, **even if the student does not take the test.**
- **Students should be assigned a verbal and a nonverbal test booklet with identical security numbers.** For example, if a student's verbal test booklet is #303, this student's nonverbal test booklet should be #303.
- Student booklets will be shrink-wrapped and packaged according to district and school and shipped to the Performance Tasks Contact, who is responsible for security.
- All test booklets will be consecutively numbered.
- Districts will have security checklists that list by number the booklets that each district/school is receiving.
- Security numbers included in a shrink-wrapped package will be printed on a card and inserted into the package to assist with monitoring of materials.
- The PTC for the district should check the materials received against the security checklists and report any missing materials and/or problems immediately to the testing contractor, Carolinian Consultancy.

Note: **If a student moves within the district, the student should be tested at the new school and the student's two labels should be corrected to indicate the new school. Write the name of the new school by the student's booklet number on the security checklist for the original school. Add the student's booklet number to the security checklist for the new school, with the name of the original school.**

Test Administration Manuals

- The district will also receive Test Administration Manuals (TAMs) giving step-by-step instructions for the administration of the tests. These TAMs are designed to be pulled apart and put into notebooks.
- Each test administrator must have a copy of the TAM to administer the test. **The TAM as well as the test booklets are secure and should be handled accordingly.**
- These manuals are to be used, along with PowerPoint presentations and other relevant materials, in conducting the pre-teaching process.
- The PowerPoint presentations must be downloaded from the C2 website (www.c2five.com). The PowerPoint presentations may be:
 1. downloaded by the test administrator to his/her computer for administration via an Interactive White Board (IWB).

2. burned onto CDs by the PTC for distribution to test administrators.

Note: If the district chooses to burn CDs, the PTC should use the Security Checklist provided on page 22 of this document for distribution and return of these CDs to the contractor. All CDs should be placed in an envelope and returned in the first box of non-scorable materials.

Administration of the Performance Tasks Assessment

- The Performance Tasks Assessment is to be administered by educationally certified employees of the district.
- **In order to administer the test, the individual must have received training in the Performance Tasks Assessment administration process.**
- The initial training is approved by the South Carolina Department of Education and carried out by Carolinian Consultancy.
- Any Performance Tasks Contact who has participated in the statewide training may then train others from the district.
- The Performance Tasks Contact must document the test administrator training by having each test administrator sign the Agreement to Maintain Test Security form provided in **Appendix A** of the Test Administration Manual (TAM).
- The PTC must also sign the security form (Agreement to Maintain Test Security form for PTCs) found on page 18 of this document.
- In addition, anyone who handles secure materials (i.e. assistants, secretaries) must sign the form (Test Security Affidavit) on page 19 of this document. It is recommended that such personnel either attends training with the PTC or that the PTC trains the individual in the receipt and return of materials procedures.
- These signed forms must be kept on file in the district for five years.
- ***Evidence of deviation from test administration procedures may result in disqualification of tests from the scoring process.***
- A student must take both domains of the test (verbal and nonverbal), and each domain must be administered on a **different** day in order to maximize student performance.
- A short break is permitted in each day's testing period.
- Each domain should be given at one sitting, not broken up over multiple days.
- It is recommended that the tests be given in the morning, but local districts can establish the testing schedule.

Timing

- Each task in the test is accorded a maximum of 15 minutes to complete, except for the first intermediate verbal task, which is allowed a maximum of 25 minutes.
- The test administrator is advised to move students to the next item when he/she observes that all students have completed an item.
- The one exception to the above procedure is clearly noted in the Test Administration Manual (TAM). This exception is for **PVC5 and IVC5**.
- Students may not work ahead or go back to tasks that have already been completed.
- The total testing times for each testing session will vary depending on the length of the pre-teaching instruction. However, it is expected that each testing session should be completed within 2 to 2 and ½ hours. The intermediate nonverbal test requires the most time because it contains more items than the other tests.

Make-Up Testing

Each student has the right to complete each item and each test. Make-up testing should be scheduled at the discretion of the district and the Performance Tasks Contact. Trained test administrators may be asked to complete make-up testing in the school or the Performance Tasks Contact may complete make-up testing. All testing (including make-up testing) should be completed during the testing window and the week for make-ups.

Return of the Performance Task Assessment Materials

- The Performance Tasks Assessment testing window begins on February 18 and continues through March 5.
- All testing materials should be returned to the contractor by March 6, except for materials needed to conduct make-up testing that has not been completed.
- Make sure booklets held for make-up testing are recorded (with security #s) in the appropriate space on the Header Sheets.
- Make-up testing must be administered to students who were absent for verbal and/or nonverbal administrations of the test.
- All regular administration procedures and instructions must be followed during make-up testing.
- The week following the regular return on March 6, may be used to conduct make-up testing for absent students.
- The make-up testing materials must be returned to Carolinian Consultancy by Friday, March 13.
- If a district needs to conduct testing after this time, the District Superintendent must contact Susan Creighton in the Office of Assessment (803-734-8535) to request permission to conduct testing outside of this window.
- Failure to follow these make-up testing procedures may result in student tests not being scored because of concerns relating to reliability and validity of test results.
- If you have questions about this issue, please contact Carolinian Consultancy.

TEST ADMINISTRATORS

Step 1: Scorable Materials: Used and Unused Test Booklets for return to PTC

- Band student test booklets (used and unused) for return to the Performance Tasks Contact using rubber bands
- Booklets should be grouped together as follows:
 1. by school
 2. by domain (verbal or nonverbal) within a school
 3. in order by test booklet security number
- Complete all information on the Header Sheet (**Appendix D** of the TAM) for each group of banded student booklets
- Put banded booklets (verbal separate from nonverbal) in same box if possible
- If make-up testing has not been completed by the time materials are returned from the test administrators, the test administrator should return these materials to the PTC using the MAKE-UP TESTING HEADER SHEET (see **Appendix D** of TAM).
- Put any **unused** district overage test booklets in the top of Box 1.

Step 2: Non-Scorable Materials for return to PTC

- Test Administration Manuals in security number order and removed from notebooks
- CDs - if a district chooses to create CDs from the PowerPoint presentations on the contractor's website (must be signed back in to PTC)
- Student scratch paper
- Completed Test Administrator Comment Sheet
- Security checklist(s) for student test booklets
- Student manipulatives (must include a count of complete and incomplete and be signed back in to PTC)

NOTE: The PTC for the district must complete the Manipulative Inventory Sheet included on p. 24 of this document. Make a copy to keep in storage with your manipulatives, return a copy to C2, and place it in the first box of "Non-Scorables" with security checklist(s) and comment sheets.

PERFORMANCE TASKS CONTACTS

Step 1:

- Package materials for return to the contractor using the **boxes you retained** from the original shipment to your district:
- A “Scorable” label provided by the contractor, **must be affixed** to each box of student booklets.
- If a district is returning “Scorable” and “Non-scorable” materials that will fit into **ONE** box, place “Scorable” and “Non-scorable” materials in the same box and affix a **SCORABLE** and a **NON-SCORABLE** label on the outside of the box.
- Attach the UPS shipping label provided by C2 on the top of the box.
- Boxes should be consecutively numbered by the Performance Tasks Contact to indicate the total number of boxes in the shipment (1 of 3, 2 of 3, 3 of 3, etc.), scorable and non-scorable
- Any unused overage student test booklets in the top of Box 1

Step 2: Non-Scorable Materials

- PTC Comment Sheet
- Test Administrator Comment Sheet(s)
- Manipulative Inventory Form
- TAMs and TAM security checklists
- Student Test Booklet Security Checklists (yellow copy only)
- Power Point CDs if burned
- Student scratch paper

Step 3: Scorable Materials

- Package student test booklets in boxes labeled “Scorable”
- Make sure all information is completed on Header Sheets

Step 4: UPS Pick Up

- When packaging of materials is completed, the PTC should arrange UPS pick-up.
- **UPS must pick up all return materials no later than the published date for return of materials** (see p. 7).
- ***If your district does not have a contract for daily pick-up with UPS, please call C2 at 803-796-6111 to schedule your UPS pick-up.***

Upon receipt of materials, the contractor will verify by email that all materials (except manipulatives) distributed to the district have been returned. Violation of the complete and timely return of all required materials seriously compromises the test security process and delays the scoring process for the district.

TEST SECURITY

- Districts must comply with Section 59-1-445 of the South Carolina Code of Laws addressing violations of mandatory test security, penalties, and investigations. A copy of this regulation is provided in **Appendix A** of the **TAM**.
- All testing materials, including student booklets and scratch paper, student manipulatives, Test Administration Manuals, and other teacher materials are considered secure materials and must be treated as such.
- Materials that are assigned to a local district must be kept in a **secure** central location when not in use.
- Local districts must safeguard the confidentiality of the items on the instruments.
 1. Districts are prohibited from copying the test materials and must account for and return all testing materials assigned to them except manipulatives.
 2. Districts must account for the number of manipulatives distributed to them by the contractor and this count is subject to monitoring by SCDE personnel.
 3. Each student test booklet and Test Administration Manual has been counted and has a security number printed on the front cover of the booklet and the return of each test booklet is verified by security number upon receipt by the contractor.

Additional security guidelines include the following:

1. Test administrators' access to secure test materials is restricted as follows:
 - A.) Prior to the testing, access to the **Test Administration Manual** is limited to secure practice sessions necessary to prepare for test administration. ***Test administrators may not take manuals home!!***
 - B.) Any secure documents that are signed out to a test administrator, but are not being distributed to students, should be temporarily stored until the end of the test session. Storage should be in a location that is not accessible to students.
 - C.) After testing, access to secure materials is restricted to make-up testing sessions and supervised sessions for completing or editing demographic information on student booklet labels.
 - D.) Student responses must not be edited or altered in any way.
2. ***Leaving test materials unattended at any time they are not in locked storage is in violation of test security legislation.***
3. Do not allow the use of any supplemental materials not specifically listed. Room displays related to test content (i.e., graphic organizers, math facts, word walls, etc.) must be covered or removed.
4. Test administrators must not interfere with student responses.
 - This includes making statements to students regarding the accuracy of responses, defining/pronouncing words, giving the student hints, clues, or cues and/or altering or editing student responses in booklets.
 - **Test administrators must walk around the room during the testing and check to see that students are writing legibly in the test booklets on the correct page.**
 - They are not to stop and study or read students' responses to test items.
 - **It is permissible to alert a student that he/she is on the wrong task and must return or move to the correct task in the student booklet.** Test administrators and other school personnel should not read student responses during or after testing.
 - **Do not hand-score student responses to any performance task item.**

Note: Item Security

Some performance task items are related to activities included in curricular programs. Using similar items such as making words from letters and teaching tangrams are NOT security violations. Using the exact items from the performance tasks during regular classroom instruction IS a security violation.

REPORTING TEST SECURITY VIOLATIONS

All suspected test security violations as defined in S.C. Code Ann. § 59-1-445 (2004) or 2 S.C. Code Ann. Regs. 43-100 (2011) must be reported to the South Carolina Department of Education (SCDE).

The Performance Tasks Contact (PTC) is responsible for conducting a comprehensive investigation of each allegation. The PTC 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 be filed for reference;
2. the incident will be reported to the South Carolina Law Enforcement Division (SLED) for information;
3. the incident will be reported to SLED for investigation.

As appropriate, the PTC and/or the district 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

The following documents must be completed and submitted to **Christopher Seay in the Office of Assessment**.

1. **Test Security Violation Action Form** – *This form must be typed and e-mailed to Christopher Seay (cseay@ed.sc.gov). A PDF file may be downloaded from the Office of Assessment Web page at: <https://ed.sc.gov/tests/assessment-information/test-security/>*

The Action Form must include all the requested information including the identification of the person(s) who allegedly committed the violation and their certificate number. Indicate the law that is violated, if applicable. See **Appendix A** of the *Test Administration Manual (TAM)* 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 (2011). The wording of the law is provided in **Appendix A** of the *TAM*. For example, if a teacher assisted a student on the test, the following should be typed on the Action Form for Regulation Violation(s): “(c) Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing.”

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

2. **Supporting Documentation** – This information would include all the following items:
 - a. written statements from all adults involved in the incident,
 - b. summaries of any interviews with students,
 - c. IEP team meeting minutes with an indication of their recommendations, if applicable, and
 - d. a summary written by the PTC, highlighting all applicable information and indicating actions, if appropriate, taken by the PTC or the district office.
3. The supporting documentation can be sent to Susan Creighton via e-mail (screight@ed.sc.gov), fax (803-734-8886), or mail (South Carolina Department of Education, Office of Assessment, 1429 Senate Street, Suite 212-A, Columbia, SC 29201). If documents are being faxed, a staff member in the Office of Assessment must be notified in advance.

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 Performance Tasks Contact (PTC) as soon as possible. The PTC must notify the appropriate Office of Assessment Program Manager.
- B. The PTC is 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 PTC 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 PTC 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 PTC 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 PTC must write a summary of events. This summary should be in the form of a letter written to **Christopher Seay**. If appropriate, the PTC may want to provide additional details regarding the incident such as action taken as a result of the investigation, if the district referred the violation to the South Carolina Law Enforcement Division, or any information that supports or refutes the credibility of any witness. The additional information regarding the incident may be attached to the Action Form.

Violations and Students with Disabilities

PTCs should work closely with special education coordinators and teachers within the schools to ensure that all accommodations are provided for students with disabilities in accordance with each student's Individual Education Program (IEP) or 504 Plan. Accommodations for the Performance Tasks Assessment are detailed in the TAM, Appendix B.

The State Board of Education Regulations 2 S.C. Code Ann. Regs. 43-100 (2011) state that not providing accommodations (to include customized test forms) as specified for students with IEPs or 504 Plans or providing more accommodations than specified is considered a breach of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as security violations that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

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

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

- If a student received a non-standard accommodation that is not specified in the IEP/504 Plan, the team must invalidate the test administration by writing an explanation on the cover of the student's test booklets.
- If a student received a standard accommodation that is not specified in the IEP/504 Plan, the team must determine if the unauthorized accommodation would cause the test score to be invalid.
- If a student did not receive a standard or non-standard accommodation that is specified in the IEP/504 Plan, the team must determine whether the test score would be valid without the specified accommodation and/or non-standard accommodation.

If the IEP/504 Plan team determines that:

- the test administration is valid, the test is returned for scoring. Remember to mark the appropriate accommodation code(s)—i.e., the code(s) for the accommodation(s) actually used—on the space provided on the test booklet.
- the test administration is not valid; the school/district must invalidate the score by noting that the results are not valid on the student's test booklets and must contact Susan Creighton in the SCDE Office of Assessment at screight@ed.sc.gov. Return the test booklets in numerical order (with the appropriate group of test booklets) 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 PTCs, one form is for test administrators (TAs), and one form is for assistants/secretaries.

- The PTC Agreement to Maintain Test Security form for PTCs is provided on p. 18 of this document. The PTC form must be removed from the DAP and signed.
- The Agreement to Maintain Test Security form for Test Administrators (TAs) may be found in **Appendix A** of the TAM. The TA form must be removed from the TAM and signed.
- The Test Security Affidavit form for assistants/secretaries is provided on p.19 of this document. The form for assistants/secretaries must be removed from this document and signed.
- The PTC must collect all signed agreement forms and keep them on file in the district for five years. These documents are not returned to the contractor.
- Districts may add additional test security agreements.

SCORING OF THE PERFORMANCE TASKS ASSESSMENT

The performance tasks are scored by awarding points commensurate with task demands. These raw points are converted to a rubric score which ranges from 0-4. Rubric scores are summed across the items for each domain, and students are identified as meeting the criterion for Dimension C if their total score meets or exceeds the cut-off for the domain. The South Carolina Gifted and Talented Regulations indicate that students must score a four on a five-point scale, which has been interpreted by the Performance Tasks Steering Committee to mean a score of 80% or more of the total point value on either domain of the instrument. For domains having 5 items, this is a cut-off score of 16 (grades 2 and 4) and a cut-off score of 18 (grades 3 and 5). For the intermediate non-verbal domain, which has 7 items, this is a cut-off score of 22 (grade 4) and 25 (grade 5).

Scorers are drawn from a pool of area educators (primarily teachers). They receive at least one day of training on the use of the rubric and are not certified to score unless they have achieved an accuracy rate of at least .90 correlation with master answers.

RESULTS OF THE PERFORMANCE TASKS ASSESSMENT

The results from the scoring of the performance tasks are reported to the PTC for dissemination within the district. They are available approximately 7 weeks from the last day of the testing window.

**FORMS USED IN THE
ADMINISTRATION OF THE SOUTH
CAROLINA PERFORMANCE
TASKS**

Test Security Violation Action Form

Note: Complete this form with Adobe Reader or Acrobat and submit electronically as a PDF file. PTCs must e-mail the completed form to Christopher Seay, cseay@ed.sc.gov

School District:

School:

PTC Name:

Name of Person Completing this Document:

Date of Form Completion:

Testing Program:

Test Administration:

Test Subject:

Grade Level of Test:

Name of person(s) who reported the violation:

Name of person(s) who committed the violation:

Administrator or Teacher certification number(s):

Legislative Violation(s) (see TAM):

Regulation Violation(s) (see TAM):

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

For Office Use

A B C D E F G H I J K L M N SCDE Initials/Date: _____

Performance Tasks Contact Comment Sheet
(For use by PTCs only)

District: _____ Date: _____

If there is a discrepancy between materials received and materials returned, you must provide an explanation on this form.

1. Provide an explanation for any discrepancies between materials received and those returned.

2. What is the name, phone number and email address of the person we should contact regarding further inquiries about these discrepancies?

3. Do you have any concerns regarding the administration of this form of the South Carolina Performance Tasks? If so, please comment and sign the form. If you do not, please sign the form and return with your materials.

Performance Tasks Contact Signature: _____

HEADER SHEET

DISTRICT _____ SCHOOL _____

TEST ADMINISTRATOR: _____

GRADE(S) TESTED 2 3 4 5 FORM A B C D

LEVEL _____ PRIMARY INTERMEDIATE

DOMAIN VERBAL NONVERBAL

TOTAL NUMBER OF TEST BOOKLETS ON SECURITY CHECKLIST: _____

TOTAL NUMBER OF TEST BOOKLETS RETURNED: _____

PLEASE NOTE SECURITY NUMBERS OF TEST BOOKLETS ADDED TO OR MOVED FROM SCHOOL:

Security # added: _____ from _____

Security # added: _____ from _____

Security # added: _____ from _____

Security # removed: _____ sent to _____

Security # removed: _____ sent to _____

Security # removed: _____ sent to _____

of tests with Profile Sheets stapled to front covers of test booklets _____

I am aware that all this information must be provided for the test to be scored by the contractor.

Signature of Test Administrator or PTC: _____

of tests with waiver forms stapled to front covers of test booklets _____

The following test booklets from this school have been held for make-up testing:

Security number: _____

Security number: _____

Security number: _____

(For use within the district if needed)

MAKE-UP HEADER SHEET

School: _____

Teacher: _____

To be used for the return of incomplete student test booklets which require make-up testing to the Performance Tasks Contact

- **Band these student test booklets separately.**
- **Return to PTC if make-up testing is not completed.**

Office of Assessment
South Carolina Department of Education
Agreement to Maintain Test Security and Confidentiality for Performance Tasks Contacts

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. Performance Tasks Contacts (PTCs) must provide appropriate training for all personnel involved in testing so that they have a common understanding of test security and appropriate testing practices. As a PTC, I acknowledge that I will have access to the following test that is a part of the South Carolina statewide assessment program: Performance Tasks Assessment for the Selection of Gifted and Talented Students (PTA).

The test administration manual (TAM) for this assessment program provides detailed test security information and administration guidelines. Test administration manuals and/or other appropriate instructions must be distributed to testing personnel prior to the testing window so that they can become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom. As a PTC, I acknowledge that I have distributed TAMs to the Test Administrators (TAs) prior to the testing window and instructed each person involved with testing to read the TAM.

PTCs must review test security policies and procedures with the Test Administrators (TAs) and instruct them to read all appropriate materials and documents provided to them. As a PTC, I acknowledge that I have provided appropriate training for all TAs that included a discussion of test security policies/procedures and test administration procedures as outlined in the TAM. As a PTC, I acknowledge that I have provided appropriate training for all individuals involved in administering the test and/or handling test materials. I further acknowledge that the training provided to the individuals included a discussion of test security policies and test administration procedures as outlined in the TAM.

I acknowledge that it is my responsibility, as a PTC, to follow all the state laws and regulations regarding testing ethics and test security. 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 it is my responsibility, as a PTC, to follow all the testing procedures as outlined in the test administration manual and other documents that may be provided to me by the SCDE. I understand the tests are secure, confidential, and proprietary documents owned by the SCDE.

I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the tests to anyone. I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

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

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

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

Print Name

District and School

Date

**SOUTH CAROLINA PERFORMANCE TASKS ASSESSMENT
TEST SECURITY AFFIDAVIT FOR ASSISTANTS/SECRETARIES**

I will not divulge the contents of this assessment to any other person.

I will not copy any part of the test or test materials.

I will not leave test materials unsecured.

Print Name: _____

Signature: _____

Position: _____

District: _____

School (if applicable): _____

Date: _____

FORM TO EXPLAIN PERFORMANCE TASK ASSESSMENT TO PARENTS

Academic Gifted and Talented Identification

Your child has met the required state criteria to participate in the South Carolina Performance Task Assessment this spring. Verbal and non-verbal tasks will be administered to each qualifying student on separate days and are approximately 2 to 2 and ½ hours per session.

When taking the Performance Tasks Assessment, students participate in a series of lessons. In each lesson, the test administrator presents a skill to the group. Students interact with the test administrator with questions and responses, including a practice problem. Then students work independently on a task that assesses how students process and use the demonstrated skill.

Students are encouraged to respond to all tasks. Please note that some of the skills and tasks may be at a higher level than those presented during regular classroom instruction. This is in keeping with the purpose of the Performance Tasks Assessment to identify students who will benefit from advanced curriculum and instruction.

The state testing window is _____.

Your child is scheduled for testing on _____ and _____.

Responses are scored with a point-scale rubric. There is a separate score for the verbal and non-verbal tasks. Student results are due back to the district by _____.
Parents will be notified of results.

Preparing Your Child:

Please save this notice and share the information with your child close to his/her testing dates.

- Help your child approach the testing in a relaxed, positive way.
- A good night's sleep before testing is very helpful for positive student performance.
- Explain that the purpose of taking the Performance Tasks is to learn and use skills on several tasks.
- Tell your child that he/she needs to listen to directions and focus on the task.
- There are multiple acceptable responses and all responses are considered.
- Emphasize that these tasks require no special preparation.
- Please help your school by not scheduling appointments or early dismissals on the days of testing.

If you have additional questions, please contact the Performance Tasks Contact for your district.

**Parent/Guardian Request Form for Removal of Student from
Performance Tasks Assessment**

I request that my child, _____, be removed from the Performance Tasks Assessment. I understand that if my child is removed from this testing program, he/she will not be considered for participation in gifted and talented services unless new testing data become available. Further, I understand that should my child qualify for the gifted and talented program at a later date, he/she may have missed a significant portion of the curriculum and instruction specifically designed for gifted and talented students.

I am requesting the removal of my child for the following reason(s):

Date: _____

Signature of Parent: _____

Printed Name of Parent: _____

District: _____

School: _____

South Carolina Performance Tasks CD Security Checklist

Note: If the district chooses to burn the PowerPoint presentations onto CDs for test administration, use this checklist to sign CDs out to/in from test administrators.

District: _____ **Date:** _____

Primary: _____ **Intermediate:** _____

CD	Sign Out	Sign In
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Keep this document for your records and put CDs in an envelope and return them to C2 with non-scorable materials.

(For use within the district: DO NOT RETURN THIS FORM TO C2)

**South Carolina Performance Tasks
Manipulative Security Checklist**

District: _____

Form: _____ **A** _____ **B** _____ **C** _____ **D**

Primary: _____ **Intermediate:** _____

# Manipulatives	Sign Out	# Manipulatives		Sign In
		Complete	Incomplete	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

**South Carolina Performance Tasks
Manipulative Inventory
Form C 2020**

District: _____

PTC: _____

Number of complete Primary Sets: _____

Number of incomplete/damaged Primary Sets: _____

Number of complete Intermediate Sets: _____

Number of incomplete/damaged Intermediate Sets: _____

Manipulatives are secure test materials. They must be stored securely at the district level and may be monitored by the South Carolina Department of Education.

Our PTA Manipulatives are securely stored at _____

(location)

Signature of PTC: _____

Date: _____

Note: Place this Inventory in the first box of Non-Scorables.” Make a copy to store with your manipulatives.

**South Carolina Performance Tasks
2020 Administration
Important Dates**

ITEM	DATE
Receipt of TAMs and Manipulatives	January 15, 2020 Distributed at training for new PTCs January 17, 2020 Shipped to districts not attending training on January 15
Shipping of Student Materials and Security Checklists	February 3, 2020
Performance Tasks Administration	February 18– March 5, 2020
Return of Materials to C2	March 6, 2020
Make-up Testing Window	March 9 – 12, 2020
Return of any Make-Up Materials	March 13, 2020
Performance Tasks Data Files Due to Districts	May 15, 2020
PTA Individual Student Score Reports Due to Districts	No later than May 22, 2020

You may retain this page for reference.