

## Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses

Scribing a student's responses by a test administrator is a response accommodation. A scribe is a person who writes or types student responses into the Student Testing Site or onto a scorable test booklet or answer document. Scribing allows students to provide responses to a test administrator who writes or types the responses for the student. Students receiving the scribe accommodation may respond to test items in any of the following ways:

- Verbally;
- Using speech-to-text, an augmentative communication device or other assistive technologies;
- Signing (American Sign Language, signed English, Cued Speech);
- Gesturing or pointing; or
- Eye-gazing.

Scribing may include selecting multiple choice or other selected response items such as "drag and drop" or "matching" as appropriate.

The scribe accommodation is appropriate for students with a physical disability that severely limits or prevents the student's motor processes of writing, typing or recording responses during testing. This includes students with reduced abilities to record responses due to pain, fracture, paralysis, loss of function or loss of endurance, as well as students whose handwriting is indecipherable or illegible (scribbles). Sloppy handwriting alone is not justification for the scribe accommodation. Scribing a student's response also is an appropriate accommodation for students who have documented disabilities in the area of written expression that results in significant interference in their abilities to express their knowledge in writing or keyboarding, even after varied and repeated attempts to teach the students to do so.

If a student requires a scribe due to an ongoing inability to express through writing or keyboarding, this should be documented in evaluation summaries from locally administered diagnostic assessments and must be listed in the student's IEP or 504 plan. The student should be receiving ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 plan coordinator.

A scribe may occasionally be appropriate for beginning-level English language learners who do not have a translator and who have better spoken than written English language proficiency. A scribe would typically not be appropriate for intermediate- or advanced-level English language learners.

If a student requires a scribe due to a recently occurring though temporary illness or injury, the school can use the optional Emergency Accommodation form found in Appendix E to document the accommodation.

### Qualifications of the Scribe

Individuals who provide the scribe accommodation must be test administrators or be in the presence of and monitored by a test administrator. Test administrators are employees of the school district and hold a license/certificate/permit issued by the Ohio Department of Education. Any person providing an accommodation must be an adult non-relative of the student. Students may not provide testing accommodations to other students. Refer to the [Ohio Statewide Testing Rules Book](#) for more information about test administrators.

Preferably, the scribe will already be familiar with and have experience scribing for the student. If the scribe is unfamiliar with the student, then the scribe and student should have the opportunity to practice the scribing process together prior to taking the assessment.

### **Administering the Scribe Accommodation**

- A scribe may administer the scribe accommodation only to one student at a time during a test session. The student must be tested in a separate setting.
- The scribe must produce legible text when writing into a test book or answer document.
- The scribe must transcribe responses verbatim from the student and may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate (or sign) words or parts, as needed.
- A scribe must provide the same opportunity to a student using a scribe as other students have to plan and draft a constructed response. The scribe may write an outline, plan or draft as directed by the student. The scribe must record the draft response or outline exactly as dictated without any cueing and guidance to the student.
- During testing, the student may provide constructed responses by either:
  1. Dictating directly to a human scribe who records the responses at the time they are given (computer- and paper-based testing),
    - When dictating directly to a human scribe, the scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by student, even if a change is incorrect. All changes must be made during the test session.
  2. Using a speech-to-text converter (voice recognition software), augmentative communication device or assistive technology device for creating a response that the scribe transcribes into the online testing platform or onto a paper-based book or answer document.
    - When using a speech-to-text converter, augmentative communication device or other assistive technology device, scribes must have printed hard copies of the student's responses for transcription purposes unless the device used does not have the capability to print. In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. Test administrators must delete all electronic files immediately after the testing session and securely shred any printed responses.

The following scribing practices are acceptable:

- The scribe may ask, "Are you finished?" or "Is there anything you want to add or delete?"
- The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate "No."
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously in an even voice, being careful not to cue the student to errors. For English language arts, it is appropriate for the scribe to indicate capitalization and punctuation by reading the student's response in the same way the student dictated the response. See examples in Guidelines for the English Language Arts–Constructed Responses below.

The following scribing practices are unacceptable:

- The scribe cannot influence the student's response in any way.
- The scribe cannot give the student specific directions, clues or prompts; for example, "First, set the equations equal to one another," or "Make sure that the equation is set equal to zero."
- The scribe cannot tell the student if his or her answer is correct or incorrect.
- The scribe cannot answer a student's questions related to the content, for example, "Is this the right way to set up the problem?" or "Can you tell me what this word means?"
- The scribe cannot alert the student to mistakes he or she made during testing.

# Additional Guidelines for the English Language Arts—Constructed Responses

## Capitalization and Punctuation

For the English Language Arts—Constructed Responses only, the student is responsible for all capitalization and punctuation. This can be accomplished in one of two ways:

1. After dictation: The student can dictate the entire response at one time. The scribe will write or type the response without capitalization and punctuation. When the student is finished dictating, the scribe will show the response to the student. The student will tell the scribe which letters to capitalize and where to add punctuation.
2. During dictation: The student may add capitalization and punctuation as he or she dictates.
  - a. For example, when stating the sentence “**The fox ran.**” the student will say, “**Capital T, the fox ran, period**”
  - b. If a sentence includes other punctuation, for example a comma, the student must indicate the comma. For example, when stating, “**The boy bought apples, oranges, and bananas.**” The student will say, “**Capital T, the boy bought apples, comma, oranges, comma, and bananas, period.**”

The scribe must give the student the opportunity to proofread his or her responses, even if the student provides capitalization and punctuation during dictation.

## Rules for Capitalization

The *scribe can automatically capitalize* in these cases:

1. The scribe should capitalize the first letter of a sentence if the student has indicated the punctuation in the previous sentence. For example, if the student said, “**Capital T, the fox ran, period. The fox jumped, period.**” The scribe would write, “**The fox ran. The fox jumped.**”
2. The first word in a new paragraph when students have indicated for the scribe to begin a new paragraph.

The *student must specify* capitalization in the following cases:

1. The first letter of a sentence, if the student has not indicated punctuation in the previous sentence. For example, if the student said, “**Capital T, the fox ran, the fox jumped, period.**” The scribe would write, “**The fox ran the fox jumped.**”
2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.)

## Additional Guidelines for Figures, Charts, Shapes and Non-text Responses

During testing, students may need to produce figures, charts, shapes or other non-text (non-alpha/numerical) responses, especially during mathematics. It can be challenging for a student to express to a scribe exactly what they want written. For example, if a student wants the scribe to draw a triangle, even if the student knows the name of the type of triangle they want the scribe to draw, describing the size or orientation of the triangle may be difficult. Because of this challenge, if the student is able to write or draw at all, the student may choose to use scrap paper or specialized paper to sketch the chart, figure, etc., that the student wants the scribe to transcribe into the scorable document. Under no condition may responses within an item be in multiple handwritings.

## Special Considerations When Scribing for a Student Who Uses Sign Language or Cued Speech

- The scribe for a student who signs his or her responses must be fluent in American Sign Language (ASL), signed English or other sign systems the student uses.
- When responses are dictated by a student using ASL (or other signed system), the scribe may ask clarifying questions regarding the use of classifiers. Classifiers give descriptive information about a noun or verb, such as location and kind.
- For the purposes of statewide testing, the Department considers sign language a second language and it should be treated the same as other languages from a translational standpoint. The scribe must interpret and scribe the student’s response *verbatim*. The intent of the phrase “scribe verbatim” does

not mean a word-to-word translation, as this is not appropriate for any language translation. The scribe will write the student's responses in English. The transcription of ASL will not be done in a word-to-word format, but instead will be written in English without changing or enhancing the meaning of the content, adding information or explaining concepts unknown to the student (for example, student signs "HOUSE WHITE LIVE THERE ME." Scribe writes, "I live in the white house.")

### **Use of Speech-to-Text Conversion Software and Other Devices**

Speech-to-text conversion or voice recognition software allows students to dictate responses into their computer microphones and have the responses converted to printed text. For this accommodation, students will use their own assistive technology devices at separate computer stations equipped with speech-to-text or voice recognition software in order to respond to test items. Students who use voice recognition software routinely, and who have this accommodation listed in their IEPs, may use speech-to-text or voice recognition software as an accommodation. Students should be familiar with the software and must have opportunities to practice using it prior to testing. It also is important that students who use speech-to-text devices have the opportunity to develop planning notes using speech-to-text and to view what they produce via speech-to-text.

Upon completion of a test, transcribers should print out the student's responses and follow the guidelines for transcribing. In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. Test administrators must delete all electronic files immediately after the testing session.

### **Guidelines for Transcribing**

Transcribing is the process of reproducing a student's response from one source (print out, answer document) to another source (Student Testing Site, new answer document). Certain situations during test administration may require a test administrator to transcribe a student's response into a standard, scorable test booklet, answer document or into the Student Testing Site.

### **Procedures for Transcribing Paper-Based Testing Student Responses**

Certain situations during a paper-based test administration may require a test administrator to transcribe a student's response into a standard, scorable test booklet or answer document. These situations may include:

- Student recorded answers in the wrong section of a test booklet or answer document, or in an incorrect test booklet or answer document.
- Student takes the test using a special test format that requires answers to be transcribed (large print, Braille, translation). See the Directions for Administration Manual for additional information about special versions administration.
- Student uses a speech-to-text converter, augmentative communication device or assistive technology device to produce responses that a scribe will transcribe later.
- As an accommodation, a student records answers in a test booklet, answer document or on blank paper instead of in the required test booklet or answer document.
- A test booklet or answer document becomes unusable (torn, wrinkled, soiled).

If it is necessary to transcribe a student's responses, test administrators shall follow these procedures:

- At least two persons shall be present during any transcription of student responses with one being an authorized test administrator.
- The transcriber must transcribe verbatim into the test booklet or test answer document.
- If a student responds in any test booklet or answer document, the test coordinator must return the student's original response with the secure nonscorable materials. A test coordinator should apply a "DO NOT SCORE" label in the box that says "Apply Label Here."
- Any original student responses that were printed from an assistive technology device or recorded separately on blank paper must be securely shredded after transcription.

# Procedures for Transcribing Student Responses for Computer-Based Testing

## Multiple Choice and other Selected Response Items

For multiple choice and other selected response items, the test administrator must mark the response on the student test booklet or answer document or enter student responses directly into the Student Testing Site.

## Constructed Response Items

During computer-based assessments, some situations may require the test administrator to input a student's constructed responses into the Student Testing Site. These situations include students who need written responses on paper translated into English and students who use a speech-to-text converter, augmentative communication device or other assistive technology devices.

- As the student encounters constructed response items, he or she should speak the response or write the response on paper (for oral translations) or use his or her device to respond to the questions. At this point, the student can either:
  - Wait for the test administrator to type the response into the Student Testing Site before moving onto the next item; or
  - If writing the response or using a speech-to-text converter, augmentative communication device or other assistive technology device, continue with the test. In this situation, the test administrator will type the student's response into the Student Testing Site after the student has completed the test but before submitting the test.
- At least two persons shall be present during any transcription of student responses with one being an authorized test administrator.
- The transcriber must transcribe verbatim into the Student Testing Site.
- Translators should faithfully translate, to the greatest extent possible, all of the words on the student's response without changing or enhancing the meaning of the content or adding information.
- Once all items have been transcribed, the test administrator will submit the test.
- Any original student responses that were printed from an assistive technology device or recorded separately on blank paper must be securely shredded after transcription.