Appendix C:
Decision-Making Tool for Written Response Accommodations

Introduction:

The Decision-Making Tool for Written Response Accommodations serves as a checklist to assist Individualized Education Program (IEP) teams and Section 504 Plan coordinators in determining eligibility for use of the embedded speech-to-text (STT) feature and scribe accommodation with Ohio's State Tests (OST), Ohio English Language Proficiency Screener (OELPS), Ohio English Language Proficiency Assessment (OELPA), and Readiness Assessments. This Decision-Making Tool should be used for eligibility decisions for use of a written response accommodation for students with disabilities, including English learners with disabilities. Education teams should assess eligibility for response accommodations (embedded STT and scribe) **annually** at each IEP or 504 plan meeting.

Testing accommodations are familiar supports that students use regularly during instruction. An accommodation should never be introduced to students during testing. Teachers should prepare students for online testing using accommodations in the Student Practice Site. The Student Practice Resources folder in the test portal contains a Practice Test Guidance Document that references practice test items, released items, and scoring guides.

If a student requires a scribe or STT accommodation due to a recent and temporary illness or injury, the school can use the optional Emergency Accommodation form found in Appendix E of the Ohio Accessibility Manual to document the accommodation.

Scribe:

What is a scribe accommodation?

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 Test Delivery System, onto a scorable test booklet, or answer document for the student. Scribing may include selecting multiple choice or other selected response items such as "drag and drop" or "matching" as appropriate.

Scribe as an assessment accommodation

Students receiving the scribe accommodation may respond to test items in any of the following ways: verbally, STT or other assistive technologies, signing, gesturing, pointing, or through eye-gaze selection.

- If a student qualifies for the scribe accommodation based on the required criteria below, the scribe and the test administrator should familiarize themselves with the Protocol for Scribing and Transcribing Student Responses beginning on page 7 of this document.

- The scribe and the test administrator must sign *Appendix G: Non- Disclosure Agreement for Accommodations on Ohio's State Tests.*

- A scribe must administer the scribe accommodation only to one student at a time during a test session. The student must be tested in a separate setting.

- Accommodations are permitted for English learners ***without*** disabilities, as described in the *Ohio Accessibility Manual for Ohio's State Tests.* A scribe accommodation may be appropriate for beginning-level English learners who speak more proficiently than they can write. A scribe typically is less appropriate for intermediate- or advanced-level English learners.

- Eligibility decisions for a response accommodation for English learners should be made on a case-by-case basis. Please note that this Decision-Making Tool only applies to eligibility decisions for students with disabilities,

including English learners with disabilities.

Important Reminder:

- The Protocol for Scribing and Transcribing Student Responses are described later in this appendix.

Speech-to-Text:

What is embedded speech-to-text?

Speech-to-text (STT) is an accessibility feature allowing students to use their voices to dictate a response to test questions. The embedded STT feature allows students to speak into a Test Delivery System (TDS) and in the Notes tool and can capture up to five minutes of speech before turning off and needing to be reengaged. Students may continue to use their own (non-embedded) assistive technology instead of the embedded STT feature (see Appendix D: Assistive Technology Guidance). The embedded STT feature *only* supports dictation of student responses to test questions and text in the Notes tool. The embedded STT feature does not support verbal system commands such as "back" or "next". For navigational control of commands (i.e., voice control of keyboard commands) beyond dictation of student responses, students should use a non-embedded speech-to-text device.

Speech-to-text as an assessment accommodation

Students with disabilities who have an Individualized Education Program (IEP) or Section 504 Plan, English learners with disabilities, and testers who exited high school with a valid IEP or 504 Plan can use STT as an assessment accommodation. Districts must enable this accommodation with approval from the Department for the OST, OELPS, and OELPA.

Important Reminders:

- For the OST, OELPS, OELPA, and Readiness Assessments, STT-generated text may be auto-punctuated. It is the student's responsibility to ensure the accuracy of the transcription, including grammar and punctuation; thus, reinforcing prior experience with this accommodation is essential.
- Test administrators must administer a proctored practice test (page 3) using the embedded speech-to-text feature if the student plans to use this accommodation during testing. Directions for accessing a proctored practice test is on page 5 of this appendix.

Contact the Department at statetests@education.ohio.gov with questions about this document. The Department recommends maintaining this document in the student's file. Do not submit a copy of this document to the Department.

Response Accommodation Decision	
Before considering a response accommodation in a student's IEP (Sections 7 and 12) or Section 504 plan, the team should confirm that justification for the accommodation <u>is NOT</u> determined <u>solely</u> because of factors such as: • Disability category, educational environment, or instructional setting. • The student's instructional reading level is below grade level. • Expected poor performance on the assessment without the response accommodation. • Poor attendance or extended absences. • The student is an English learner. • The student's social, cultural, or economic characteristics.	

Step 1: IEP or 504 plan		
Does the student have a current IEP or 504 plan, or is one being developed?	**YES**	**NO**
If YES, *continue to step 2* ***AND use current data and/or evaluation sources*** *to determine eligibility for a response accommodation.*	***If NO, STOP.*** *The student does not qualify for a response accommodation on the OST, OELPS, or OELPA.* *Please view the Ohio Accessibility Manual to learn about the administrative considerations, universal tools, and designated supports available to all students that ensure accessibility.*	

Step 2: Required Eligibility Criteria		
1. The IEP or 504 plan documents an evaluation summary from locally administered screening or diagnostic assessments that: • The student has a physical disability that severely limits or prevents the student's motor processes of writing through keyboarding or paper-pencil. **OR** • The student has a disability that severely limits or prevents the student from independently generating written language, even after varied and repeated attempts to teach the student foundational writing skills such as conventions, encoding/spelling, syntax, and semantics.	**YES**	**NO**
2. The student's IEP or 504 plan includes ongoing, intensive instruction, and/or interventions in foundational writing skills or assistive tools to support written language.	**YES**	**NO**
3. The student uses speech-to-text or a scribe to generate written language during routine instruction and classroom assessments.	**YES**	**NO**

If YES to questions 1, 2, and 3, *the student* ***meets the required criteria*** *to receive a response accommodation on the OST, the OELPS, or the OELPA. Continue to Step 3.*	***If NO to any of the above questions, STOP.*** *The student does not qualify for a response accommodation on the OST, the OELPS, or the OELPA.* *Please view the Ohio Accessibility Manual to learn about the administrative considerations, universal tools, and designated supports available to all students that ensure accessibility.*

For information about who needs Assistive Technology and Accessible Educational Materials (AEM), how to obtain AT and AEM, and tools to support AT and AEM, visit the Assistive Technology & Accessible Educational Materials Center (http://ataem.org/).

Step 3: Student Information		
Student Name:	**Grade:**	
School and District:	**Student ID Number:**	
School Year:		
Assessment Name: OST, OELPS, OELPA, Readiness Assessment	**Response Accommodation:** Scribe or Speech-To-Text	
Parent/Guardian		
I have been informed and agree that my child will receive a written response accommodation for OST, OELPS, or OELPA as noted in my child's IEP or 504 plan.	**Initials**	**Date**

The Department recommends maintaining this document in the student's file.
Do not submit a copy of this document to the Department.

Requesting Department Approval for Speech-To-Text

Please understand that a Proctored Practice Test using the speech-to-text accommodation is required prior to requesting approval from the Department.

Steps for completing an Embedded Proctored Practice Test:

1. Access the TA Practice Site https://ohpt.cambiumtds.com/testadmin
2. Create a practice test session (begins with TRAIN-) with an applicable test added to the session.
3. Have the student open the secure browser and select 'go to practice site' in the bottom left corner.
4. Have the student login and select the applicable test. Once a test is selected the student testing site should say "Waiting for TA approval" on the student screen.
5. The Practice TA interface shows the student waiting for approval.
6. Press the student settings (eye) icon next to the student's name and turn on speech-to-text.
7. Approve the student to begin testing.
8. Have the student enable and use the STT function on a text entry response question.

Refer to the Practice Site Guidance Document for instructions on how to use the STT tool within the student testing site.

Steps for confirming use of **Third-Party** STT Software:

1. Access the TA Practice Site https://ohpt.cambiumtds.com/testadmin
2. Create a practice test session (begins with TRAIN-) with an applicable test added to the session.
3. Have the student open the secure browser and select 'go to practice site' in the bottom left corner.
4. Have the student login and select the applicable test. Once a test is selected the student testing site should say "Waiting for TA approval" on the student screen.
5. The Practice TA interface shows the student waiting for approval.
6. Press the student settings (eye) icon next to the student's name and turn on Permissive mode.
7. Approve the student to begin testing.
8. Follow the directions in the Assistive Technology Manual for allowing third-party software to work with the secure browser.
9. Have the student use the third-party software on a text entry response question.

If the STT accommodation worked well for this student, Cambium will need up to 72 hours to enable this accommodation in TIDE after approval from the Department.

If a proctored practice test was administered but did not work well for this student, consider using non-embedded STT or a human scribe. See the Protocols for Scribing and Transcribing Student Responses for more information.

Create an Accommodation Request

The Department will request the following information be *entered into TIDE* to determine eligibility for a speech-to-text accommodation on Ohio's State Tests, the Ohio English Language Proficiency Screener, and the Ohio English Language Proficiency Assessment.

<table>
<tr><th colspan="3">Complete this information and submit this form only to your District Test Coordinator (DTC)</th></tr>
<tr><td>Student SSID:
[AZ1234567]</td><td>Grade:</td><td>Administration:
☐ OST ☐ OELPS ☐ OELPA
☐ Readiness Assessments</td></tr>
<tr><td colspan="3">A brief summary (250-character limit) of why the student needs STT, such as IEP or 504 requirements, or emergency accommodation. Do not provide student name or other Personally Identifiable Information (PII). Do not provide full IEP or 504 Documentation.</td></tr>
<tr><td colspan="3">Is this a request to turn STT on or off? ☐ Yes ☐ No</td></tr>
<tr><td>Training Session ID:
[TRAIN-XXXX-XX]</td><td>OR</td><td>Training Session Date:
[XX-XX-XXXX]</td></tr>
<tr><td colspan="3">Type of STT [check one]: ☐ Embedded ☐ Third-Party/Permissive Mode</td></tr>
<tr><td>Did the student's IEP/504 team determine the student is eligible to receive speech to text?</td><td>☐ Yes, it is documented in current IEP

OR

☐ Yes, it is documented in current 504 Plan</td><td>☐ No</td></tr>
<tr><td colspan="3">What back-up plan does the test administrator have if the accommodation is not working or is not working well for this student on the day(s) of state testing? For example, a human scribe or the student will use the STT on a separate device.</td></tr>
</table>

Protocols for the Scribe Accommodation and Transcribing Student Responses

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 or permit issued by the Department. Any person providing an accommodation must be an adult, nonrelative of the student. Students may not provide testing accommodations to other students. Refer to the Ohio's State Tests Resource Book for more information about test administrators. Preferably, the scribe will 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 state assessment.

Administering the Scribe Accommodation

- A scribe *must* 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 or 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 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 non-embedded speech-to-text (speech recognition software), augmentative communication device, or assistive technology device for creating a response that the scribe transcribes into the online testing platform, onto a scorable test booklet, or answer document. **When using non-embedded speech-to-text, 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.

Acceptable scribing practices:

- 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.

Unacceptable scribing practices:

- 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 recognizes ASL a 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 Software and Other Devices

- Speech-to-text or speech 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 the Test Delivery System's embedded speech-to-text feature or their own assistive technology devices at separate computer stations equipped with speech-to-text or speech recognition software to respond to test items.
- Students who use speech recognition software routinely, and who have this accommodation listed in their IEPs, may use speech-to-text or speech recognition software as an accommodation. Students **must** be familiar with the software and **must** have opportunities to practice using it prior to state 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 (see below). 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 (Test Delivery System, 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 Test Delivery System.

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 Test Administration Manual for additional information about special versions administration.
- Student uses speech-to-text, 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 should follow these procedures:

- **At least two (2) people** should 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 Online 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 Test Delivery System.

Constructed Response Items
During computer-based assessments, some situations may require the test administrator to input a student's constructed responses into the Test Delivery System. These situations include students who need written responses on paper translated into English and students who use speech-to-text, 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:
  1. Wait for the test administrator to type the response into the Test Delivery System before moving onto the next item; or
  2. If writing the response or using non-embedded speech-to-text, 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 Test Delivery System after the student has completed the test **but** before submitting the test.
- **At least two (2) people** shall be present during any transcription of student responses with one being an authorized test administrator.
- The transcriber must transcribe verbatim into the Test Delivery System.
- Translators should 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.