OKLAHOMA STATE TESTING PROGRAM (OSTP)

ACCOMMODATIONS *for* STUDENTS *with an* INDIVIDUALIZED EDUCATION PROGRAM (IEP) *or* SECTION 504 PLAN

OKLAHOMA STATE DEPARTMENT OF EDUCATION

GREAT SEAL OF THE STATE OF OKLAHOMA 1907

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Definition and Purpose of Oklahoma State Testing Program (OSTP) Accommodations

A test accommodation is a change in the way a test is administered or in the way a student responds to test questions. Similar to instructional accommodations, test accommodations are intended to offset the effects of a student's disability and to provide them with the opportunity to demonstrate knowledge and skills on statewide assessments.

Eligibility for OSTP Accommodations

The right of a student with a disability to receive allowable accommodations on OSTP tests is protected by both federal and state laws. The student's current IEP or 504 plan must specify precisely which test accommodation(s) he or she will receive. In cases where an IEP or a 504 plan is under development, the school personnel responsible for writing the plan must have already met and agreed upon the necessary accommodation(s) before a student may be provided the accommodation(s).

A student who does not have a documented disability or is not served by a current IEP or a 504 plan is not eligible to receive accommodations on OSTP tests, except for Emergency Accommodation situations. Scribes may be provided for any student (with or without an IEP or Section 504 plan) who has a short-term medical condition that affects his/her physical dexterity which impedes his or her ability to respond to the assessment format.

Protocol for Emergency Accommodation on State Assessments

If prior to or during testing, the school principal (or designee) determines that a student requires an emergency accommodation (e.g., broken hand); **Form EA** must be completed and submitted to the District Test Coordinator (DTC) for approval. A copy of this form must be filed in the testing archives and a copy must be retained by the DTC at the central office.

Definition of Standard and Nonstandard OSTP Accommodations

For the purposes of the OSTP, a **standard accommodation** is defined as a change in the routine conditions under which students take OSTP tests that does not alter what the test is intended to measure. Standard accommodations are grouped into the following four categories:

- Setting; for example, administering the test in a small group or a separate setting
- Timing or scheduling of the test; for example, administering the test in short intervals or at a specific time of day
- Presentation; for example, using a large-print or Braille edition of the test
- Response; for example, dictating responses to a scribe

For the purposes of the OSTP, a **nonstandard accommodation** is defined as an accommodation that is needed for the student to access the assessment but not included on the allowable list of accommodations and requires OSDE approval for use on OSTP tests.

General Requirements for the Use of Standard and Nonstandard Accommodations

All accommodations require adherence to test security protocols, including the presence of both a Test Administrator and a Test Proctor during periods requiring access to secure testing materials (e.g., human read-aloud). IEP teams must reconvene annually in order to determine which accommodations will be needed and to document any changes to accommodations. If the IEP or 504 team believes that a test accommodation listed in the student's IEP or 504 plan should be removed because it is no longer necessary and appropriate for the student, the team must amend the plan accordingly prior to testing. If a **nonstandard accommodation** will be provided, the student meets all of the eligibility criteria for that accommodation and has been submitted for consideration and received approval from the Oklahoma State Department of Education. The use of accommodations is based on the individual needs of a student with a disability and may only be provided when **ALL** of the following conditions have been met:

1. The student has a disability that is documented in a current IEP or a 504 plan.

2. The student uses the accommodation routinely (with rare exceptions) during classroom instruction and assessment in the subject, both before and after the OSTP test is administered. However, use of a **nonstandard accommodation** during instruction does not necessarily qualify a student to receive the same nonstandard accommodation during OSTP testing; for example, the student must meet additional eligibility requirements to receive a nonstandard accommodation on an OSTP test.

3. The accommodation is documented on the Assessment page of the student's current IEP or 504 Plan.

4. The student requires the accommodation in order to participate in OSTP testing.

5. The accommodation is listed as a current accommodation in this appendix (or, prior to testing, the district or school has consulted with the OSDE and received permission to use a unique accommodation not included in this appendix).

Accommodations **may not:**

1) Alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option;

2) Provide verbal or other clues or suggestions that hint at or give away the correct response to the student;

3) Contradict test administration requirements or result in the violation of test security; for example,
   - Test questions may not be modified, reordered, or reformatted in any way for any student;
   - Tests may not be photocopied, enlarged, altered, or duplicated;
   - English-language dictionaries are not allowed for any student on any test.

If the above five conditions have been met and the IEP or 504 team determines an accommodation is necessary, then it must be provided to the student during OSTP testing. If an accommodation is provided that does not meet the conditions stated above, the student's test score may be invalidated. If a student refuses an accommodation listed in his or her plan, the accommodation must be offered and remain available to the student during testing. The school may want to document in writing that the student refused the accommodation and keep this documentation on file at the school. Students should never be asked to sign an agreement waiving their right to receive an accommodation. Accommodations used by the student must be indicated on the student's answer booklet and/or personal information profile (online).

Test Formatting Options	Paper Only	Online Only
3-5 ELA/Math/Science/Social Studies	X	
6-8 ELA/Math/Geography		X
8th Grade Science/Social Studies	X	
All EOI's		X
Braille Tests	X	
Large Print tests may be provided on paper format for Online Only tests.	*	*

Paper & Pencil Test Formats

IEP/504 teams are encouraged to provide students with disabilities the same test formats provided to their non-disabled peers based on the test formatting options listed above. IEP or 504 teams should base their decision upon individualized, objective evidence to determine whether a student may or may not be able to access a computer-based test. Students unable to access an OSTP computer-based test must also receive classroom assessments, benchmark assessments, and districtwide assessments in this manner. Consequently, a student on an IEP or 504 Plan does not automatically receive paper & pencil test formats. Blanket policies predetermining specific accommodations for students with disabilities are not in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

OSTP Standard Accommodations

I. Setting/Timing/Schedule	Procedures & Guidance
S1. Individual testing	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students may use a testing carrel, test in a special education resource room, or other location that maintains test security.
S2. Small group (5 or less) testing	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students may use a testing carrel, test in a special education resource room, or other location that maintains test security.
S3. Preferential seating	Students may need to sit close to the front of the room so they can see or hear more easily, increase physical access, or to provide access to special equipment.
S4. Separate location	This accommodation is intended to reduce student distractions. Students may use a testing carrel, test in a special education resource room, or other location that maintains test security. S1 & S2 student limits do not apply for this accommodation.
S5. Provide special lighting	Specify type (e.g., 75 Watt incandescent, light box, etc.)
S6. Provide adaptive or special furniture	Students may need these accommodations to provide better access (e.g., slant board, stander, etc.)
T1. Flexible schedule same day **Student test book(s) must be secured between sessions.**	Students are scheduled to allow for the best conditions/ timing for their performance, and/or may be allowed to take the test during more than one sitting during a single day. Students are not allowed to study for or discuss tests between sessions. This is not intended for lunch or recess breaks. **(S4)** must be selected for this accommodation.
T2. Administer subject area test over several sessions (except Writing tests or extended response sections). **Student test books must be secured between sessions.**	The test may be separated into smaller sections and administered over several days within the state testing window. Student may only work in one separated section at a time and may not go to previous sections or work ahead. **(S4)** must be selected for this accommodation.
T3. Allow frequent breaks during testing **Student test book(s) must be secured during the break(s).**	Students are allowed to take short breaks as requested or at predetermined intervals. Students must be monitored during breaks and may not study for or discuss the test during these breaks or view/change previously answered questions after a break. This is not intended for lunch or recess breaks. **(S4)** must be selected for this accommodation.

II. Presentation	Procedures & Guidance
P1. Alternate Formats a. Large-print Version (Instructions provided within kits.) b. Contracted Braille Version (Instructions provided within kits.) c. Large-print through Online Testing Client	The Test Administrator must transcribe student answers verbatim into the standard answer document/test book that was provided in the large-print (paper/pencil) or Braille kit. Braille test formats will be provided on paper using contracted Braille and Nemeth code for numbers and formulas. Large print formats may be configured in the online testing client for certain assessments.
P2. Reverse Color Contrast	Students who have a visual impairment may require this to access the computer screen. This accommodation option must be selected in the online testing client student profile.
P3. Use of assistive technology (AT) devices or supports: e.g., color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, slant board, wedge for positioning.	The specific device or support should be specified in the IEP/504 Plan, be routinely used by the student, and not alter the construct being measured. **(S1, S2, or S4)** may be appropriate for this accommodation as some AT devices may be distracting to other students.
P4. Text-to-Speech, Human Reader, or Sign Language Interpreter (**excludes ELA/Reading tests**) a. Text-to-Speech is built into the online testing client and requires the use of ear phones and may be administered individually, small groups, or regular setting. b. Human Reader requires the Test Administrator to read over the students shoulder during testing and is limited to small group or individualized testing. Test directions, test items, and answer choices must be read verbatim. c. Sign Language Interpretation may be accomplished by using a separate test booklet. Please refer to the Human Reader directions on pages 13-14.	**Grades 3-8 & EOI Math, Grades 5 ,8, & EOI Science, Grade 5 ,7 ,8 , & EOI Social Studies, and Grade 5/8 Writing tests are the only subjects included in this accommodation.** Paper Only tests are read by a Human Reader. Small group testing (**S2**) is required and test forms must be the same. Online Only tests have built in Text-to-Speech functionality. This is the preferred method for providing read aloud to students (**S2** is not required, but ear phones are required). However, if a human reader is required for the student, then the test must be read from the computer screen verbatim. **(S1 or S2)** is required when utilizing a Human Reader. **Students may request items be read more than once.**
P5. Use of Secure Braille Note-taker (students with a visual impairment)	An electronic note-taker, which may have a Braille or QWERTY-type keyboard, is an adaptive device similar to a PDA. This device may have built-in speech output and/or a refreshable braille display. **(S1 or S2)** must be selected for this accommodation.

P6. Simplification/repetition/signage of directions a. Student may ask for clarification of directions	This does not include test questions or answer choices. Students may have directions reread for each page of questions.
P7. Turn off Universal Tools/Accessibility Features	Disabling any tools that may be distracting to a student, or that a student does not need to use, or the student may be unable to use.
P8. Use of an Abacus.	Students who have a visual impairment/blindness or access mathematical calculations tactilely may use an abacus.
P9. Use a calculator on OCCT Grades 3–8 Mathematics & 5th Grade Science. See Calculator Requirements on pages 11-12	A four function calculator may be used. Calculators with Computer Algebra Systems are prohibited.
P10. Provide cues (arrows, stop signs) on answer form	This applies to Paper Only tests. Cues may not clue a student to a correct or incorrect answer.
P11. Use masking or templates to reduce the amount of visible print.	Masking involves blocking off content that is distracting to the student. Students are able to focus their attention on a specific part of a test item by masking. This feature is built into the online testing client.
P12. Secure paper to work area with tape or magnets.	This applies to Paper Only tests.
P13. Student may read the test aloud or sign the test to himself or herself.	This requires individual testing and non-disclosure forms signed by TA/TP. **(S1)** must be selected for this accommodation.
P14. Placeholders, templates, or markers to maintain place	This applies to Paper Only tests.
P15. Audio Calculator	This requires ear phones for group testing. A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, is currently unavailable within the online assessment platform. **(S1, S2, or S4)** may be appropriate for this accommodation.
P16. Paper & Pencil Test Please see Paper & Pencil Test Format guidelines on page 4.	Students unable to access computer-based tests in both classroom assessments and OSTP assessments may receive a paper & pencil format.

III. Response	Procedures & Guidance
R1. A student marks answers in test book and not on an answer document, for later transfer by a Test Administrator to an answer document.	The Test Administrator must transcribe answers verbatim into the standard answer document. This accommodation applies to Paper Only tests.
R2. Scribe Reading/ELA, Mathematics, Science, or Social Studies test: a. Student dictates or signs responses to a scribe who records responses on a multiple-choice answer document or Online Testing Client by Test Administrator/Proctor. Please see Scribe Instructions and Guidelines on pages 16-19.	A scribe is a Test Administrator/Proctor who writes down or enters into a secure online testing client what a student has dictated using one or more of the following modes: an assistive technology communication device, pointing, and/or communication by the student via Sign Language Interpretation. Students who have documented significant motor or processing difficulties that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment. The guiding principle in scribing is to assist the student in accessing the test and responding to it. **(S1)** must be selected for this accommodation.
R3. Use computer or other assistive technology device to respond. a. Student utilizes word processor, computer, or electronic keyboard without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet. b. Student tapes or records response for a writing portion of the test for verbatim transcription by Test Administrator/Proctor. Please see Scribe Instructions and Guidelines on pages 16-19.	Students may use a computer, typewriter, or other assistive technology device to respond. This may include software dictation or dictation devices the student uses during routine instruction. Extended written responses must be printed off for transcription. Return the original typed student response for secure materials submission. The Test Administrator must transcribe words verbatim into an answer document/test book or Online Testing Client. The electronic responses or recordings must be destroyed or erased by District Test Coordinator. **(S1)** must be selected for this accommodation.
R4. The Test Administrator monitors the placement of student responses on the answer document or the online testing client.	Test Administrator may redirect students. Students may not be directed to correct or incorrect answers in any way.
R5. Brailler/Secure Braille Note-taker/Abacus (students with a visual impairment)	The Test Administrator must transcribe answers verbatim into the standard answer document/test book that was provided in the large-print (paper/pencil) or Braille kit. **(S1, S2, or S4)** must be selected for this accommodation.

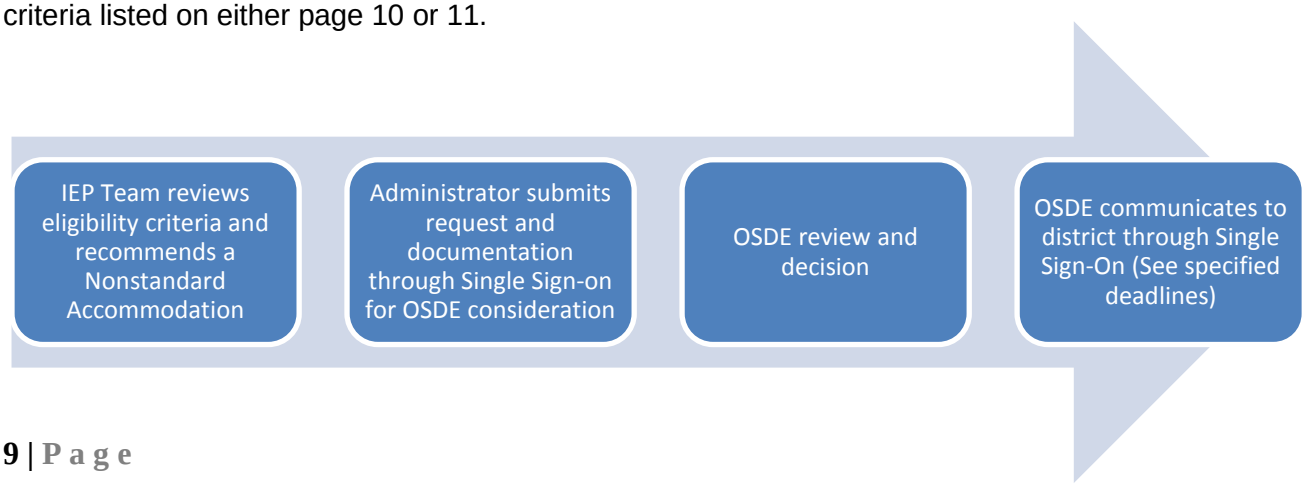
Requirements for the Use of Nonstandard Accommodations

IEP and 504 teams may request the use of one or more of the following OSTP nonstandard accommodations (ELA/Reading Read-Aloud or Unique Accommodation) only when all of the criteria are met, as described on either page 10 or 11. The decision to use a nonstandard accommodation is recommended by the IEP/504 team based on the nonstandard accommodation eligibility criteria. Nonstandard accommodations for use on OSTP tests must be approved by the OSDE. The nonstandard accommodation can only be provided to a student with a disability on an OSTP test when it is documented on the Assessment page in a current IEP or listed in the student's 504 plan specifically as an OSTP accommodation. Once OSDE approves the accommodation, this documentation may be addressed through an IEP meeting or an IEP amendment. Use of a nonstandard accommodation during instruction does not necessarily qualify a student to receive the same nonstandard accommodation on an OSTP test.

The **ELA/Reading Read-Aloud accommodation (NS1)** request may only be submitted when all three prongs of the eligibility requirements are met as described on page 10. The **OSTP ELA/Reading Read-Aloud Protocol** will be used by the IEP/504 team to document all three prongs, including submission of any documents or evaluations to the OSDE. The information from this protocol must be submitted through the Nonstandard Accommodation Tool located on the Single Sign-on Website for consideration by the Oklahoma State Department of Education (OSDE).

A **Unique Accommodation (NS 2)** is an accommodation that requires changes or alterations to the test materials/booklet or media presentation. The unique accommodation must be one that is regularly used by the student for classroom instruction, must be on the student's IEP, and must not alter the underlying content of the assessment. The unique accommodation request must be submitted through the Nonstandard Accommodation Tool located on the Single Sign-on Website for consideration by the Oklahoma State Department of Education (OSDE). Please refer to page 11 & **Form U**, Unique Accommodation (NS2) for specific requirements.

IEP and 504 teams are encouraged to make consistent, defensible, and appropriate decisions for each student, and to amend the IEPs and 504 plans of students who do not meet the nonstandard accommodation eligibility criteria. The OSDE will continue to review the number of students with disabilities who receive nonstandard accommodations in each district. Nonstandard accommodation requests must be approved by the OSDE before a student may use the accommodation on a state test. The use of a nonstandard accommodation on the OSTP without OSDE approval may result in a testing invalidation. Please do not submit a request if the student does not meet the specific eligibility criteria listed on either page 10 or 11.



OSTP Nonstandard Accommodations

IV. ELA Read-Aloud*	Eligibility Requirements
NS1. Text-to-Speech, Human Reader, or Sign Language Interpretation Accommodations for the English Language Arts/Reading Assessments. a. Text-to-Speech is built into the testing client and requires the use of ear phones and may be administered individually or small group (preferred method). b. Human Reader requires the Test Administrator to read over the students shoulder during testing and is limited to small group or individualized testing. c. Sign Language Interpretation may be accomplished by using a separate test booklet. Test directions, test items, and answer choices may be read verbatim. Refer to test formatting options. Students may request items be read more than once. Requests must be submitted to the OSDE by November 1st for the EOI Retest/ Winter/ Trimester window and responses will be provided on a case-by-case basis by November 14th. Request must be submitted to the OSDE by March 1st for the Spring testing window and responses will be provided on a case-by-case basis by March 21st. ***Score reports for students receiving a read-aloud on an ELA/Reading test will indicate the student received this nonstandard accommodation.**	This accommodation must be determined by the following 3-pronged approach: 1.The student has a specific disability that severely limits or prevents him or her from decoding printed text at any level of difficulty, even after varied and repeated attempts to teach the student to do so (i.e., the student is a non-reader, not simply reading below grade level); **and** 2.The student can only access printed materials through a screen reader (assistive technology), human reader, and/or is provided with spoken text on audiotape, CD, video, or other electronic format during routine instruction (includes Sign Language Interpretation), except while the student is actually being taught to decode; **and** 3. The IEP or Section 504 team will utilize and provide the required documentation from the **OSTP ELA/Reading Test Read-Aloud Protocol**; this includes the use of the Protocol for Accommodations in Reading (PAR) or the AIM Navigator for deaf or blind students, and must be uploaded into the Nonstandard Accommodation Single Sign-on Application for consideration by the State Department of Education. Paper Only tests are read by a Human Reader. (**S1 or S2)** is required and test forms must be the same. Online Only tests have built in Text-to-Speech functionality. This is the preferred method for providing read aloud to students. However, if a human reader is required for the student, then the test must be read from the computer screen verbatim. **(S1, S2, or S4)** is required. **The request will be submitted annually through the Nonstandard Accommodation Tool Single Sign-on application.**

NS2. Unique Accommodations Students with disabilities who have IEPs or 504 plans are eligible for consideration for unique accommodations on state assessments (e.g., allow projection of test for students receiving the Sign Language Interpretation accommodation in small groups, manipulatives, etc.). A unique accommodation is an accommodation that requires changes or alterations to the test materials/ booklet or media presentation. The unique accommodation must be one that is regularly used by the student for classroom instruction, must be on the student's IEP, and must not alter the underlying content of the assessment. **The requested accommodation must not impact the reliability or validity of the test and the request may not exempt a student from taking any portion of the OSTP test(s).**	A request may be made (pursuant to the IEP/504 team's determination) for a unique accommodation utilizing **Form U** for a student with a disability on any specified subject area(s) of the OSTP. The written request must: • Be submitted through the Nonstandard Accommodation Tool Single Sign-on Application • Be due to the student's need for an accommodation, which would enable the student to access the state assessment Include the following documentation: • Student information and any information requested on Form U. • A copy of the most recent IEP/504 plan

Calculator Requirements

The items on the Grade 8 Science, Algebra I, Geometry, Algebra II, and Biology I assessments are designed so that calculators are not required to solve any of the problems. All tasks can be solved without the use of a calculator. However, certain tasks are much more difficult if a calculator is not available.

Before the first day of the test, students using a calculator for any Grade 8 Science, Algebra I, Geometry, Algebra II, or Biology I assessment should be familiar with the use of the specific calculator that will be utilized. Students must be instructed in the use of calculators, otherwise it may hinder students' performance on the assessment.

Subject-Specific Requirements

- Grades 3-8 Math:
  - Calculators are only allowed as an approved accommodation for students on an IEP or 504 Plan, and only a basic four-function calculator with square root and percent.
- Grade 8 Science, Biology I, Algebra I and Geometry:
  - Scientific Calculators meeting general requirements may be used on all sections.
- Algebra II:
  - Graphing Calculators meeting general requirements may be used on all sections.

General Requirements

- Calculators are permitted but are not required.
- Calculator capabilities described for a specific subject give the maximum capabilities allowed; calculators with less capability are acceptable.
- Students may not share calculators.
- Students may use their own calculators or those provided by the school.
- Calculators that make noise must have the sound feature turned off.
- Calculators that have paper tape must have the tape removed.
- All calculators must have the memory cleared before and after the test session.
- Any programs or applications must be removed prior to the test session.

Prohibited Calculators

- Pocket organizers
- Handheld or laptop computers
- Electronic writing pads or pen-input devices
- Calculators built into cellular phones, smart watches, tablets or other electronic communication devices
- Calculators with a typewriter keypad (QWERTY format)
- Calculators with programs or applications that cannot be removed or disabled (e.g., Polynomial Root-Finder and Simultaneous Equation Solver on TI-86)
- Calculators with built-in computer algebra systems (CAS), such as, but not limited to:
    - Casio: Algebra fx 2.0, ClassPad 300, and all model numbers that begin with CFX-9970G
    - Texas Instruments: All model numbers that begin with TI-89 or TI-92, TI-Nspire CAS
    - Hewlett-Packard: HP-48GII and all model numbers that begin with HP-40G or HP-49G

Test Security and Validity

Using a calculator that does not meet the above requirements invalidates the test results and is a violation of test security and test validity. Any violation will be reported to the State Superintendent and may result in revocation of teaching and/or administrative certificates.

Protocol for Human Readers Providing Verbatim Read-Aloud Test Accommodations

A Test Administrator (human reader) who provides the verbatim reading accommodation to a student must comply with the following procedures when working with a student in a testing situation:

- Human Reader: A state certified educator who reads orally to a student.
- All Human Readers must receive Test Administrator training by the local district and the district must retain documentation, which may be requested by the OSDE at any time.
- A test proctor is required. Small group (no more than 5 students) or individual testing required.
- Human Readers must sign the Test Administrator Test Security Form and a Non-Disclosure form.
- Human Readers must read from the computer screen for online test formats or over a student's shoulder for paper test formats; please see applicable test formats.
- Students without the verbatim reading accommodation should not be tested in the same location as students with the verbatim reading accommodation.
- If students are taking the paper test, the students grouped together must have the **same paper test form.**

Verbatim Read-Aloud Procedures for Human Reader Accommodators

To ensure uniformity in presentation of standardized tests in Oklahoma, **built-in Text-to- Speech software on the secure online testing client** should be used whenever possible. Human readers must follow the procedures outlined below:

1. Human readers must read, verbatim (word-for-word), only the words in the test book or on the computer screen, without changing or adding words, or otherwise assisting the test-taker in any way to influence the test taker's selection of a response.
2. Human readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation. Readers should be provided a copy of the test and the examiner's directions, no more than one day prior to the start of testing, to become familiar with the content being tested in order to correctly read words, terms, symbols, signs or graphics that are part of the test. The test must remain in a secure location on school premises.
3. Human readers may not clarify, elaborate, or provide assistance to students.
4. Human readers must give special emphasis only to words printed in boldface, italics, or capitals and tell the test-taker that the words are printed in that way. No other emphasis or special vocal inflection is permissible. Readers should use even inflection so that the student

does not receive any cues by the way the information is read.

5. Human readers must be patient and understand that the test-taker may need to have test items repeated several times.

6. Human readers must not attempt to solve problems or determine the correct answer to an item while reading as this may result in an unconscious pause or change in inflection which could be misleading to the test-taker.

7. Human readers must maintain a neutral facial expression and must not smile or frown which may be interpreted by the test-taker as approval or disapproval of the student's answers.

8. Human readers must recognize that test-takers who are blind or who have low vision may also have additional special tools or equipment (e.g., abacus, brailler, slate, stylus) that have been approved for use during the test.

9. Human readers must be familiar with the student's IEP, 504 Plan and know in advance the exact type of verbatim reading accommodation required by the student. The test-taker may require all or portions of the test to be read aloud, depending on his or her particular set of accommodations.

10. If a human reader finds an unfamiliar word or one that he or she is not sure how to pronounce, advise the test-taker of the uncertainty about the word and spell the word.

11. When reading a word that is pronounced like another word with a different spelling, if there is any doubt about which word is intended, readers must spell the word after pronouncing it.

12. Human readers must spell any words requested by the test-taker.

13. When reading passages, readers must be alert to all punctuation marks. Human readers may read the passage through once so that the test-taker can grasp the content of the passage. Some test-takers may ask for the passage to be read through a second time with punctuation marks indicated. When required or asked to read, with punctuation, specific lines within a passage indicate all punctuation found within those lines.

14. When test items refer to particular lines of a passage, reread the lines before reading the question and answer choices. For example, a human reader might say, "Question X refers to the following lines…" Reading the lines referred to would then be followed by reading question X and its response options.

15. When reading selected response items, readers must be particularly careful to give equal stress to each response option and to read all of them before waiting for a response. The test-taker will record the answer or provide the answer to the test scribe, who will record it for the test-taker.

16. If a human reader is also serving as a scribe, and if the test-taker designates a response choice by letter only ("D", for example), the human reader must ask the test-taker if he/she

would like the complete response be reread before the answer is recorded.

17. If the test-taker chooses an answer before the reader has read all the answer choices, the human reader must ask if the test-taker wants the other response options to be read.

18. After a human reader finishes reading a test item, the human reader must allow the test-taker to pause before responding. However, if the test-taker pauses for a considerable time following the reading of the answer choices, say: “Do you want me to read the question again...or any part of it?” In rereading questions, readers must be careful to avoid any special emphasis on words not emphasized in the printed copy by italics or capital letters.

Special Guidelines When Reading Mathematics and Science Content

Mathematical expressions and science vocabulary must be read precisely and with care to avoid misrepresentation. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the entire question before reading it aloud to the test-taker. Use technically correct yet simple terms, and be consistent in the treatment of similar expressions.

Sign Language Interpreters

Test takers who are deaf or hard of hearing may require the services of an interpreter. The Interpreter typically provides support to the student in understanding test instructions which would normally be read aloud to all students.

1. Discussions with the interpreter on testing procedures should be conducted with the test-taker present before (and not during) the test session.

2. Before the session, the interpreter must become familiar with the test instructions and the terminology used in the test that he or she will be interpreting.

3. An interpreter always lags a few words or phrases behind the person who is speaking. Allow short pauses for the test-taker to respond or to ask questions.

4. As the test administrator, remember to speak directly to the test-taker even when an interpreter is present.

5. Courtesy requires that test examiners not say things to the interpreter that they do not want repeated to the test taker. (For example, do not ask the interpreter’s opinion about the test taker or the situation.)

6. An interpreter may also provide a verbatim read-aloud accommodation for students who require this accommodation, as listed in the student’s IEP/504 plan.

Procedures for Scribing and Student Responses

Overview

A scribe is a Test Administrator/Proctor who writes down what a student dictates by speech, or through an assistive technology communication device. The guiding principle in scribing is to assist the student in accessing the test and responding to it. **Alterations or changes to an OSTP tests are not allowed and will result in test invalidation.** Any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores is considered a modification.

A scribe must be a currently employed educator; must be familiar with scribing; and must have been trained as a Test Administrator/Proctor; and must have on file a signed Non-Disclosure Form for Test Administrators/Proctors (See Test Preparation Manual). Individuals who serve as scribes need to be carefully prepared to ensure that they know the vocabulary involved and understand the boundaries of the assistance to be provided.

Scribes must be impartial and experienced in transcription. It is preferable for the scribe to be a familiar person such as the teacher who is typically responsible for scribing during regular instruction. Scribes will review the test security procedures and will sign all statements required of Test Administrators/Proctors.

Scribes must fulfill the following duties:

- Sign a test security form acknowledging that they will ensure that the content of the written responses directly represents the independent work of the student.
- Sign a Nondisclosure form.
- List the names and enrollment grades of the students whose responses were transcribed and send the form to the building test coordinator upon completion.
- Demonstrate proficiency in signing (ASL and/or signed English) if serving as both the interpreter and scribe.
- Test in a location where other examinees are not able to hear or see other students' responses.
- Remain silent while students are dictating or signing.
- Ask students to repeat a word or phrase for understanding when needed.
- Indicate when he or she was unable to understand the student's oral or signed response.
- Record the interpreter's response.

Produce legible text so that the written portion of the test can be scored.

- When transcribing from a handwritten or word-processed response, record punctuation, capitalization, and spelling as provided by the student.

Refrain from

- Communicating verbally or nonverbally whether the response is correct or incorrect;
- Prompting the student in any way that would result in a better response or essay; or
- Otherwise influencing the student's response in any way.
- Refrain from editing student work or completing a student's incomplete essay.
- Refrain from discussing the student's essay with the student or any other person.

Scribing multiple-choice questions

The scribe should confirm the student's response before recording the student's answer on the score sheet or entering the student's response into the secure online testing client. If the scribe cannot understand a student's pattern of speech, or it is barely audible, large cards, each indicating one of the response options (e.g., A-D), can be used. The student can then choose the card that indicates the student's desired response to the multiple-choice question.

Scribing constructed/extended-response questions (writing tasks)

The scribe should determine the preferred mode of recording the student's response *before* the date of the test. At testing time, the student may then dictate the constructed/extended response directly to a scribe. A student with disabilities must be given the same opportunity as other students to plan, draft, and revise the constructed/extended response. The scribe's responsibility is to be both accurate and fair, neither diminishing the fluency of the student's response nor helping to improve or alter what the student asks to be recorded. This means that the scribe may write an outline or other plan as directed by the student. For Online Only tests, transcribing involves the transfer of a student's written response into the secure testing client.

The student does not have to repeatedly specify spelling and language conventions once the student has demonstrated knowledge and skills in the use of these spelling and language conventions. The scribe may apply these conventions automatically. Examples include the following:

- Once a student has demonstrated the knowledge of indicating the beginning of sentences with a capital letter, the student does not need to specify this throughout the remainder of the constructed/extended response. That is, scribes can automatically capitalize the first letter in the beginning of a sentence if the student has indicated punctuation ending the previous sentence. If the student has not indicated punctuation ending the previous sentence and says, "The dog ran. The dog jumped," the scribe would write "the dog ran the dog jumped".

- Homonyms and often-confused words such as "to," "two," and "too," or "there," "their," and "they're," or "than" and "then" should be spelled by the student each time they are used.

Scribing Procedures

To maintain the student's fluency of thought and to allow the student to demonstrate the requisite knowledge and skill in English-language arts conventions, the scribe should adhere to the following process:

1. The student dictates the response without interruption directly to the scribe or electronic recording device.

    a. Students may punctuate as they dictate. For example, when stating the sentence "The cat ran." the student may say, "The cat ran period."

    b. Students may dictate more than one sentence at a time and add punctuation after the fact when given the scribed sentences to proofread.

c. The scribe transcribes a draft of the student's response exactly as dictated without including any conventions other than spelling. Probing or clarifying questions are not allowed except in the case of classifiers for students using ASL. Scribes may not question or correct student choices. Scribes may draw a diagram or a picture described by the student if the student is unable to draw the diagram or picture. The student may not yet view this written transcription.

2. The scribe reads the draft to the student without vocal inflection that would indicate punctuation or alert the student to possible mistakes.

3. The student then provides letter-by-letter spelling for each word in the response that the scribe has determined must be spelled by the student. The scribe edits the draft of the constructed/extended response as spelled by the student.

4. The student views the draft and/or listens to the scribe as the scribe reads the draft of the constructed/extended response (i.e., written transcription). Students MUST be given the opportunity to review their responses in the way that the student prefers:

   a. Scribes may read back the dictation for proofreading to the student; or

   b. Students may review the written or typed response on paper or on the computer screen after having indicated word-for-word spelling according to these guidelines.

5. The student indicates additional edits to the scribe, including but not limited to paragraph structure, capitalization (for proper nouns, acronyms, and so forth), wording, spelling, or punctuation. The scribe will make those changes exactly as dictated by student, even if incorrect.

6. The scribe records the final written response. Scribes may handwrite (there is no penalty for cross-outs and insertions), type, or use a laptop to record the student's work. If the scribe types and prints out the student's responses, the responses do not need to be transcribed into the response booklet. The transcriber must copy the student's marks or responses exactly as he/she has written—including all errors in grammar, mechanics, spelling, etc. The scribe must type the student's response directly into the secure testing client.

   If necessary, proofread the student essay with another scribe before word processing the student response.

   - ✓ If the student is using a tape recorder or videotape for later transcription by a scribe, it is advisable to have two people listen or view as a reliability check for accuracy.

   - ✓ For an accuracy check, scribes may record the session on audio or videotape for play back.

   - ✓ Corrections of exclusively braille errors will be at the discretion of the Scribe. Braille errors are those errors that occur specifically to that population due to recording medium. An example could be the result of the physical typing on a braille machine such as typing an 'f' as opposed to the intended 'd' due to finger misplacement. The transcriber has the option to verify student response with another examiner trained in braille.

- ✓ To increase accuracy, it is advisable to have one person reading the student's responses, as another transcribes them to the test booklet. The persons then switch roles to check the transcription. Transcriptions must take place in a secure environment and, whenever possible, under the direction of the building test coordinator. Please note that all test material—including the test booklet the student originally used—must be returned to the testing vendor.

- ✓ Collect scratch paper, rough drafts, and login information immediately at the end of the testing session. These items are considered secure material and must be collected and shredded by the building testing coordinator at the end of the testing session.

Oklahoma Alternate Assessment Program (OAAP)

Oklahoma has developed the Oklahoma Alternate Assessment Program (OAAP) in order to broaden the inclusion of children with disabilities in the state assessment program. The Criteria Checklist is intended to assist IEP teams in determining whether a student should participate in the regular assessment, with or without accommodations, or in an alternate assessment and to address documentation requirements under IDEA. For additional information on the OAAP, visit **http://ok.gov/sde/assessment** or contact the Special Education Office at (405) 521-3351.

Supporting Documents

OSTP ELA/Reading Test Read-Aloud Protocol

Form EA (Emergency Accommodation)

Form U (Unique Accommodation)