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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 promote equity among test takers and increase the likelihood that English Learners (ELs) are tested on their knowledge of the content rather than their proficiency in English. For the purposes of the OSTP, EL accommodations are categorized into linguistic (direct) and nonlinguistic (indirect) supports.

Eligibility for OSTP EL Accommodations

Under Title I of the Elementary and Secondary Education Act (ESEA), states must include students with limited English proficiency (ELs) in their assessments of academic achievement. Both Titles I and III of the ESEA require local education agencies to annually assess the English proficiency of **all** ELs, including those with disabilities, who are enrolled in public schools (K-12) in the domains of speaking, listening, reading, and writing.

Effective accommodations for students with limited English proficiency address the unique linguistic and sociocultural needs of the student by reducing construct-irrelevant variance due to language without altering the test construct. Decisions concerning OSTP Accommodations should be made by the **English Language Academic Plan (ELAP) or locally designed equivalent** committee responsible for planning the student's academic program. The role of the ELAP committee is to discuss and decide which state-approved accommodations that a student may need for state testing (if any) and then document them in the student's ELAP or equivalent plan. The committee must coordinate with all teachers of English learners to ensure that these students use the accommodations **as part of classroom instruction on a regular basis**. The day of the assessment should not be the first time a student with limited English proficiency uses the accommodation(s) called for in his or her ELAP.

Members of the ELAP Committee should include:
- the EL student's English as a Second Language teacher;
- the EL student's course content teacher(s);
- an administrator or designee (e.g., guidance counselor or reading specialist);
- the EL student's parent or guardian; and
- the EL student, if appropriate

All decisions made by the ELAP committee must be documented in the EL student's ELAP. Any accommodations not detailed in the plan will not be allowed for the EL student and will be cause for test invalidation if used during testing.

State Testing Accommodations for Monitored English Learners

English learners who have tested as proficient in English and entered their monitoring period may continue to be eligible for state testing accommodations for ELs during their first two years of monitoring if they meet certain criteria.

Eligibility is dependent upon student performance on his or her OSTP ELA test, first in the same year that he or she tests as proficient in English, and then in his or her initial monitor year. Possible scenarios are described below:

1. In the same year that an EL tests as proficient in English, he or she scores *Proficient* or *Advanced* on his or her OSTP ELA test. He or she **will not** be eligible for state testing accommodations in his or her first monitor year.

2. In the same year an EL tests as proficient in English, he or she scores *Basic* or *Below Basic* on his or her OSTP ELA test. He or she **will be eligible** for state testing accommodations in his or her first monitor year.
3. In the first monitor year, a monitored EL scores *Proficient* or *Advanced* on his or her OSTP ELA test. **He or she may be offered or not offered EL accommodations; this choice is to be made at district discretion.**
4. In the first monitor year, a monitored EL scores *Basic* or *Below Basic* on his or her OSTP ELA test. He or she **will be eligible** for state testing accommodations in his or her second monitor year.
5. In the second monitor year, a monitored EL scores *Proficient* or *Advanced* on his or her OSTP ELA test. He or she **will not** be eligible for state testing accommodations. No monitored EL is eligible for state testing accommodations past the second monitor year.
6. In the second monitor year, a monitored EL scores *Basic* or *Below Basic* on his or her OSTP ELA test. He or she **will not be eligible** for state testing accommodations. No monitored EL is eligible for state testing accommodations past the second monitor year. **However, if a monitored EL scores *Basic* or *Below Basic* during both the first and second monitor year, he or she should be evaluated for potential rescreening for EL services.**

Please consult the table below to determine if a monitored EL is eligible for state testing accommodations:

Student Status	OSTP ELA Score	Eligible for EL Accommodations Following Test Year? Y/N
Final year as English Learner	*Proficient* or *Advanced*	**NO: Student Receives No Accommodations in 1st Monitor Year**
Final year as English Learner	*Below Basic* or *Basic*	**YES: Student Receives Accommodations in 1st Monitor Year**
1st Year Monitor	*Proficient* or *Advanced*	**YES or NO: Accommodations in 2nd Monitor Year may be offered at district discretion**
1st Year Monitor	*Below Basic* or *Basic*	**YES: Student Receives Accommodations in 2nd Monitor Year**
2nd Year Monitor	*Proficient* or *Advanced*	**NO: Students Are Not Eligible for Accommodations in 3rd Monitor Year**
2nd Year Monitor	*Below Basic* or *Basic*	**NO: Students Are Not Eligible for Accommodations in 3rd Monitor Year. Potentially rescreen for EL services if student scored *Basic* or *Below Basic* in 1st and 2nd Monitor Years.**

Overview of Exemptions from OSTP Assessments Available to EL Students

Content Area	Available Exemptions on OSTP Assessments
ELA, Mathematics, Science, and US History	EL students **may NOT be exempted** from any of these OSTP subject area tests. ELs must take all appropriate grade level tests**.*** ***In an EL's first year in U.S. schools, their scores will not count toward district accountability measures. In their second year of testing in U.S. schools, their scores will only count toward district accountability measures using a progress measurement, with their first year's scores establishing their baseline. In their third year of testing in U.S. schools, their scores will fully count toward district accountability measures.**

SAT/ACT Accommodations

All students enrolled in the 11th grade will participate in the College and Career Readiness Assessment (CCRA) for the 2017-18 school year, which includes either the SAT or ACT plus writing, **except** students participating in the Oklahoma Alternate Assessment Program (OAAP). Both SAT and ACT require schools to request appropriate accommodations for students with a documented need. Accommodation needs should be addressed during the development of the grade 11 student's English Language Academic Plan (formerly known as an ELAP) plan or by a locally designed plan.

CCRA accommodation requests must be submitted to SAT or ACT during the designated window and approved before a student can be provided their SAT or ACT specific accommodations. Assessment accommodations requested on behalf of the student must be regularly used in classroom instruction and documented in the student's ELAP. If an accommodation request is denied, then the student may either take the SAT or ACT with *State-Approved OSTP Accommodations (***NOT** a college reportable score) or take the SAT/ACT (college reportable score) without accommodations, per SAT/ACT policy.

For more information visit:
- [SAT Accommodations Request Form](#)
- [ACT Accommodations Request Form](#)
- The District Test Coordinator at your local school district

Students Dually Identified as English Learners with a Disability

EL Students who are also students with disabilities are frequently referred to as "EL with disabilities." All students, including dually identified students, are expected to participate in statewide academic assessments. Special testing accommodations are available to the dually identified student based on the student's disability and must be documented in the student's IEP or 504 Plan. Additionally, an EL with disabilities student may participate in an alternative assessment if eligibility requirements are met. For detailed information on assessment participation of students with disabilities, refer to *OSTP Accommodations for Students with an Individualized Education Program (IEP) or Section 504 Plan.*

The IEP/504 teams and EL Committees must work *collaboratively* to determine the assessment participation for dually identified students following these guidelines:

- The IEP/504 team and EL committee jointly determine the statewide assessment participation based on the dually identified student's disability and EL status.
- The IEP/504 team and EL committee jointly determine testing accommodations based on the student's disability and EL status.
- Statewide assessment participation and testing accommodations must be documented in the student's IEP/504 Plan and EL Student Assessment Participation Plan.

The following questions and answers are provided for clarification:

Q1. Is the EL with disabilities student eligible for direct and indirect linguistic testing accommodations?

Yes, direct and indirect linguistic testing accommodations are available to the EL with disabilities student based on the student's EL status as documented in the student's EL Student Assessment Participation Plan.

Q2. Is the EL with disabilities student eligible for the same special testing accommodations as students with disabilities?

Yes. Special testing accommodations are available to the EL with disabilities student based on the student's disability as documented in the student's IEP/504 Plan. For example, an EL with disabilities student who is eligible for the OSTP ELA assessment based on his/her EL status may also be eligible for the read-aloud or audio accommodation based on his/her disability status.

Q3. Are EL test exemptions available to the EL with disabilities student?

Yes. EL text exemptions are available to the dually identified student based on the student's EL status. EL test exemptions resulting from the student's EL status must be documented in the student's IEP/504 Plan <u>and</u> the EL Student Assessment Participation Plan.

For questions regarding EL students' participation in the Oklahoma State Testing Program, please contact the Office of Assessment at (405) 521-3341.

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.

General Requirements for the Use of Test 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/qualified translator). The use of accommodations is based on the individual needs of an EL student and may only be provided when **ALL** of the following conditions have been met:

1. The student has a primary language other than **English** and is not proficient in listening, speaking, reading, writing, or comprehension in the English-speaking classroom as determined by the ACCESS for ELs 2.0.

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.

3. The accommodation must be documented on the student's current ELAP or locally designed equivalent 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 manual.

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 ELAP team or local equivalent team determines an accommodation is necessary, 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).

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is essential for all team members to know and understand the requirement of district and state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day.

Prior to the day of testing, be certain test administrators and proctors know what accommodations each student will be using and how to administer them properly. For example, test administrators and proctors need to know whether a student will be allowed extra time to complete the test, when the testing time is ended, and what plan exists for the student to continue working. Staff administering accommodations, such as *read-aloud* or *scribing* student responses, must adhere to specific guidelines so that student scores are valid. Translators 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.

Test Formatting and Spanish Translation Options

	Paper (English)	Online (English)	Paper (Spanish)-ELs Only	Online (Spanish)-ELs Only
3rd Grade ELA	✔		Spanish Instructions Only	
4th-8th Grade ELA		✔		Spanish Instructions Only
3rd Grade Math	✔		✔	
4th-8th Grade Math		✔		✔
5th & 8th Grade Science		✔		✔
11th Grade Science Content (CCRA)/11th Grade US History		✔		✔

OSTP English Learner Testing Accommodations

EL OSTP Accommodations (3-8, HS Science)

Table Key

- ● Highly recommended for use by students at this English language proficiency level.
- ○ Recommended for use by students at this English language proficiency level and certain levels of English or native language literacy development.
- X May not be appropriate for students at these English language proficiency levels; however, the accommodation is available to students at all levels as determined by the ELAP team.

I. Nonlinguistic Accommodations	Content Area	ACCESS Levels			Procedures & Guidance
		ELP 1 & 2	ELP 3 & 4	ELP 5	
S1. Individual testing	All	●	●	●	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students must be actively monitored and may use a testing carrel or test in a resource room or other location that maintains test security.
S2. Small group testing (**8-10 maximum**)	All	●	●	●	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students must be actively monitored and may use a testing carrel or test in a resource room or other location that maintains test security.
S3. Preferential seating	All	○	○	○	Students may need to sit close to the front of the room so they can see or hear more easily.
S4. Separate location (**No limit on the number of students**)	All	○	○	○	This accommodation is intended to reduce student distractions. Students may use a testing carrel, test in a resource room, or other location that maintains test security. **(S1 & S2)** student limits do not apply for this accommodation.
T1. Flexible schedule same day **Student test book(s) must be secured between sessions.**	All	●	●	●	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.

OSTP English Learner Testing Accommodations

T2. Administer subject area test over several sessions or "chunking" **Student test books must be secured between sessions.**	**All** **EXCEPT** Writing Tests or extended response sections.	○	○	○	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 (**maximum 10-15 minute duration**) **Student test book(s) must be secured during the break(s).**	**All**	○	○	○	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 accommodation is not intended for lunch or recess breaks. Students must complete a section before being dismissed.**

		ACCESS Levels			
II. Linguistic Accommodations	**Content Area**	ELP 1 & 2	ELP 3 & 4	ELP 5	**Procedures & Guidance**
EL1. Provide the assistance of a qualified language translator* to translate or clarify test instructions. ***See Qualified Language Translator Requirements on pages 10-12** **This does not include test items or answer choices.**	**All**	●	●	X	The qualified language translator uses a separate test booklet. This accommodation may be provided through electronic recordings. The DTC must destroy or delete these recordings. If a qualified language translator is required for any Online tests, then the test must be read from the computer screen verbatim. **(S1, S2, or S4)** must be selected for this accommodation.
EL2. Provide the assistance of a qualified language translator* to translate test items and answer choices that do not assess reading competency. **DTCs should order Paper & Pencil formatted test for students receiving this accommodation** ***See Qualified Language Translator Requirements on pages 10-12**	**All** **3-8 Math and Science Tests** **AND** **Grade 11 Science Test/US History**	○	●	●	The qualified language translator uses a separate test booklet. This accommodation may be provided through electronic recordings. The DTC must destroy or delete these recordings. Test booklets may be provided to a Qualified Language Translator in advance to produce recordings. All test security procedures must be followed, including signing of the Test Administrator/Test Proctor Security Form. **(S1 or S2)** must be selected for this accommodation.

EL3. Simplify, repeat, and clarify test instructions. **This does not include test items or answer choices.**	**All**	●	●	○	Student may ask for clarification, simplification, signage of directions. This does not include test questions or answer choices. Students may have directions reread for each page of questions. **(S1, S2, or S4)** must be selected for this accommodation.
EL4. Text-to-Speech or Human Reader in English **(excludes ELA tests, except for Grades 5 and 8 Extended Constructed Response sections.)** a. Text-to-Speech is built into the online testing client, requires the use of ear phones, and may be administered individually, in small groups, or in regular setting. b. Human Reader reads test directions, test items, and answer choices from separate test booklet. This is limited to small group or individualized testing. Test directions, test items, and answer choices must be read verbatim in **English**.	**All 3-8 Math and Science Tests** **AND** **Grade 11 Science/ US History Test** **AND** **Grades 5 & 8 ELA Extended Constructed Response Sections ONLY**	●	●	●	Paper tests are read by a Human Reader. Test Administrator uses separate test booklet. Online tests have built in Text-to-Speech functionality. This is the preferred method for providing read aloud to students (**S2** is not required and **S4** may be utilized; however, 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)** must be selected when utilizing a Human Reader. **Please refer to the Human Reader directions on pages 13-15.** **Students may request items be read more than once.**
EL5. Student may read the test aloud to himself/herself.	**All**	●	●	X	**(S1)** must be selected for this accommodation.
EL6. Scribe for student's response **A student's response may NOT be transcribed from another language into English.**	**Writing sections of Grade 5 and 8 ELA Tests**	X	X	X	A scribe is a Test Administrator or Test Proctor employed by the school district who writes down what a student dictates in English **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. **Please refer to Scribe Instructions and Guidelines on pages 15-18.**
EL7. Word-to-Word Dictionaries	**All**	○	●	●	

Intent: The intent of this accommodation is to provide linguistic support by allowing students to access precise translation of unknown words in a standardized manner. Students who benefit most from this accommodation are students who are able to use a translation dictionary with ease.					Dictionaries that do not provide pictures or word definitions. These may be paperback or electronic dictionaries. No Electronic Translators **(S2 or S4)** is suggested for this accommodation so that other students not needing this accommodation are not distracted. **(T1)** Allow extended time to allow proper use of the accommodation.
EL8. Translated Test Forms in (Neutral Latin American) Spanish for test instructions, items and answer choices.. The Spanish-translated 3rd grade Math test form is paper-based. The paper-based Spanish language test form for 3rd grade Math will have accompanying Spanish language audio files for download via a secure portal. The Spanish-translated 4-8 Math and Science test forms and Grade 11 Science test form are all computer-based. The computer-based Spanish language test forms will have accompanying Spanish text-to-speech files for download via a secure portal.	**All 3-8 Math and Science Tests** **AND** **Grade 11 Science/ US History Test**	•	○	X	The testing vendor will provide a translated paper test form for grade 3 math. Translated paper test forms will have accompanying (Neutral Latin American) Spanish audio files. The testing vendor will provide computer-based (Neutral Latin American) Spanish forms for grades 4-8 math, and grades 5, 8, and 11 science. Translated computer-based forms will have accompanying Spanish text-to-speech files.
EL9. Translated Test Instructions in (Neutral Latin American) Spanish.	**3-8 ELA, Math, and Science Tests** **AND** **Grade 11 Science/ US History Test**	•	○	X	The testing vendor will provide (Neutral Latin American) Spanish instructions for grades 3-8 ELA, Math, and Science and Grade 11 Science. **These instructions will be available for download and/or printing from the Measured Progress Help and Support site.**
EL10. Oral Language Translations in (Neutral Latin American) Spanish for test instructions, items and answers.	**3-8 Math and Science Tests** **AND** **Grade 11 Science/ US History Test**	•	○	X	Districts may request to use the Spanish audio files with English paper test forms for students who are not literate in Spanish, but would benefit from listening to the Spanish audio files.

Remember, there is no one-size-fits-all set of accommodations for EL students because they are not a homogenous group. Testing accommodations and test administration practices need to be customized to the different strengths and needs these students have as they develop English language proficiency. **Please note that a student should not be provided with an accommodation unless the student uses the accommodation routinely (with rare exceptions) during classroom**

Protocol for Human Reader/Qualified Oral Language Translators Providing Verbatim Read-Aloud Test Accommodations

A human reader/qualified language translator who provides the verbatim reading accommodation to a student to a student must comply with the following procedures when working with a student in a testing situation:

- Human reader: A state certified educator, acting as a Test Administrator, who reads orally, **in English**, to a student. **A test proctor who is employed by the school district is required.**

- Qualified oral language translator: A Test Administrator or Test Proctor, preferably employed by the district, who has a high proficiency in English and the child's native language, and who also has familiarity with the instructional and assessment context before working with the child and the test.

- All human readers/qualified language translators 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.

- Small group (8-10 maximum) or individual testing is required.

- Human readers/qualified language translators must sign the Test Administrator Test Security Form. Human readers/qualified language translator must read from the computer screen for online test formats or from a separate test booklet for paper/pencil formats.

- Students without the verbatim read-aloud accommodation should not be tested in the same location as students with the verbatim read-aloud accommodation.

- If students are receiving the EL2 accommodation or the EL4 accommodation, then students grouped together must have the **same paper test form.**

- Human readers/qualified language translators 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.

    o Districts providing electronic recordings may provide the human reader/qualified

language translator with the test booklets in advance to produce the recordings. All test security procedures must be followed, and a Test Administrator/Test Proctor Security Form must be signed by all parties who view the test(s).

Verbatim Read-Aloud Procedures for Human Readers/Qualified Language Translator 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/qualified language translators must follow the procedures outlined below:

1. Human readers/qualified language translators must read, verbatim (word for word), only the words in the test booklet 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/qualified language translators must speak in a clear and consistent voice throughout the test administration, using correct pronunciation. Human readers/qualified language translators 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/qualified language translators may not clarify, elaborate, or provide assistance to students.

4. Human readers/qualified language translators 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. Human readers/qualified language translators should use even inflection so that the student does not receive any cues by the way the information is read.

5. Human reader/qualified language translators must be patient and understand that the test-taker may need to have test items repeated several times.

6. Human readers/qualified language translators 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/qualified language translators must maintain a neutral facial expression and must not smile or frown, which may be translated by the test-taker as approval or disapproval of the student's answers.

8. Human readers/qualified language translators must be familiar with the student's ELAP and know in advance the exact type of verbatim read-aloud accommodation required by the student.

9. If a human reader/qualified language translator 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.

10. When reading a word that is pronounced like another word with a different spelling, if there is

any doubt about which word is intended, the language translator must spell the word after pronouncing it.

11. Human readers/qualified language translators must spell any words requested by the test-taker.

12. When reading passages, human readers/qualified language translators must be alert to all punctuation marks. Human readers/qualified language translators 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, read the specific lines within a passage and indicate all punctuation found within those lines.

13. 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/qualified language translator 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.

14. When reading selected response items, the human reader/qualified language translator 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.

15. After a human reader/qualified language translator finishes reading a test item, he/she must allow the test-taker time 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, qualified language translators must be careful to avoid any special emphasis on words not emphasized in the printed copy by italics or capital letters.

Special Guidelines When Translating Mathematics and Science Content

Mathematical expressions and science vocabulary must be read precisely and carefully to avoid misrepresentation. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the human reader/qualified language translator 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.

Procedures for Scribing Student Responses

Overview

A scribe is a Test Administrator or Proctor who writes down what a student dictates in English. The guiding principle in scribing is to assist the student in accessing the test and responding to it. **Alterations or changes to 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 currently employed educator/paraprofessional, must be familiar with scribing, and must have been trained as a Test Administrator or Proctor, and must have on file a signed Test Administration/Proctor Test Security Form (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. .
- List the names and enrollment grades of the students whose responses were transcribed and send the form to the building test coordinator upon completion.
- Test in a location where other examinees are not able to hear or see other students' responses.
- Remain silent while students are dictating.
- Ask students to repeat a word or phrase for understanding when needed.
- Indicate when he/she was unable to understand the student's oral or signed response.
- Record the translator'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.
- Influencing the student's response in any way.
- Editing student work or completing a student's incomplete essay.
- Discussing the student's essay with the student or any other person.

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 tests, transcribing involves the transfer of a student's written response into the secure testing client. **A student's response may not be transcribed from another language into English.**

The student does not have to specify repeatedly 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.

- ✓ 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.

Supporting Documents
Form EA (Emergency Accommodation)
Form U-A (Unique Accommodation for ACCESS)
Approved Word-to-Word Dictionaries List
English Language Academic Plan (ELAP) for English Learners (ELs)