OKLAHOMA SCHOOL TESTING PROGRAM (OSTP)

ACCOMMODATIONS *for* ENGLISH LANGUAGE LEARNERS

OKLAHOMA STATE DEPARTMENT OF EDUCATION

GREAT SEAL OF THE STATE OF OKLAHOMA 1907

Table of Contents

Test Formatting Options 1
Definition and Purpose of Oklahoma State Testing Program (OSTP) Accommodations 2
Eligibility for OSTP ELL Accommodations 2
Students Dually Identified as ELLs with a Disability 3
Protocol for Emergency Accommodation on State Assessments 4
Planning for Test Day 5
OSTP ELL Accommodations 5
Protocol for Human Reader/Qualified Oral Language Translator 8
Verbatim Read-Aloud Procedures for Human Reader/Qualified Oral Language Translator 9
Special Guidelines When Reading or Translating Mathematics and Science Content 10
Procedures for Scribing Student Writing Responses 11
Scribing Constructed/Extended-Response Questions (Writing Tasks) 11
Scribing Procedures 12

Test Formatting Options

	Paper Only	Online Only
3-5 Reading or ELA /Math /Science /Social Studies & Grades 5/8 Writing	X	
6-8 Reading or ELA/Math /Geography		X
8th Grade Science/Social Studies	X	
All EOI's		X

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 Language Learners (ELLs) are tested on their knowledge of the content rather than their proficiency in English. For the purposes of the OSTP, ELL accommodations are categorized into linguistic (direct) and nonlinguistic (indirect) supports.

Eligibility for OSTP ELL Accommodations

Under Title I of the Elementary and Secondary Education Act (ESEA), states must include students with limited English proficiency (ELLs) 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** ELLs, 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 **Language Instruction Educational Plan (LIEP) or locally designed equivalent** committee responsible for planning the student's academic program. The role of the LIEP 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 LIEP or equivalent plan. The committee must coordinate with all teachers of English language 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 LIEP.

Members of the LIEP Committee should include:

- Student's English as a Second Language teacher or other English Language Development staff member (bilingual paraprofessional) if in place;
- Student's course content teacher(s);
- Student's Special Education teacher if the student is on an IEP or 504
- an administrator or designee (e.g., guidance counselor or reading specialist);
- Student's parent or guardian, as needed.

All decisions made by the LIEP committee must be documented in the ELL student's LIEP or equivalent. Accommodations not detailed in the plan may result in a test invalidation if used during testing.

Overview of Exemptions from OSTP Assessments Available to ELL Students

Content Area	Available Exemptions on OSTP Assessments
ELA/Reading & Writing	ELL students who have attended school in the United States for less than 12 months may receive a one-time exemption for the OSTP Reading test in grades 3 through 8 and English EOI II/III (this does not exempt or waive ACE graduation requirements).
Mathematics, Science, and Social Studies	ELL students may NOT be exempted from any of these OSTP subject area tests.

Students Dually Identified as ELLs with a Disability

ELL Students who are also students with disabilities are frequently referred to as "ELL 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 ELL 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 ELL Committees must work *collaboratively* to determine the assessment participation for dually identified students following these guidelines:

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

The following questions and answers are provided for clarification:

Q1. Are ELL students with disabilities eligible for linguistic (direct) and/or nonlinguistic (indirect) accommodations?

Yes, linguistic (direct) and nonlinguistic (indirect) testing accommodations are available to the ELL student with disabilities based on the student's ELL status as documented in the student's LIEP or equivalent.

Q2. Are ELL students with disabilities eligible for the same special testing accommodations as students with disabilities?

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

Q3. Are ELL test exemptions available to ELL students with disabilities?

Yes. ELL text exemptions are available to the dually identified student based on the student's ELL status. ELL test exemptions resulting from the student's ELL status must be documented in the student's IEP/504 Plan and LIEP or equivalent.

For questions regarding ELL students' participation in the Oklahoma State Testing Program, please contact the Office of Assessment at (405) 521-3341. See page 2 for an Overview of OSTP exemptions for ELL students.

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 translators). The use of accommodations is based on the individual needs of an ELL 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 for students identified as ELL.

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 LIEP 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;

If the above five conditions have been met and the LIEP 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 and 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.

OSTP ELL Accommodations

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 LIEP team.

*Overall Composite Score

I. Nonlinguistic Supports	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 (5 or fewer) 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.
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	**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.

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.
T2. Administer subject area test over several sessions (except Writing tests or extended response sections). **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 support.
T3. Allow frequent breaks during testing **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 is not intended for lunch or recess breaks. **(S4)** must be selected for this accommodation.

II. Linguistic Supports	**Content Area**	**ACCESS Levels***			**Procedures & Guidance**
		ELP 1 & 2	ELP 3 & 4	ELP 5	
ELL1. Provide the assistance of a qualified oral language translator* to translate or clarify test instructions. ***See Qualified Oral Language Translator Requirements on pages 8-10** **This <u>does not</u> include test items or answer choices.**	**All**	●	●	**X**	**See Language Translator Guidelines.** The qualified oral language translator uses a Test Administration Manual to translate/clarify test instructions. This accommodation may be provided through electronic recordings. The DTC must destroy or delete these recordings. **(S1, S2, or S4)** must be selected for this accommodation.
ELL2. Provide the assistance of a qualified oral language translator* to translate test items and answer choices that do not assess reading competency. **DTCs should order Paper & Pencil formatted tests for students receiving this accommodation.** ***See Qualified Oral Language Translator Requirements on pages 8-10.**	**All** **Except ELA or Reading Tests**	●	●	○	The qualified oral language translator uses a separate test booklet and must log the test booklet serial number on the Nondisclosure agreement (NDA). This accommodation may be provided through electronic recordings. The DTC must destroy or delete these recordings. Test booklets may be provided to Translator in advance to produce the recordings. All test security procedures must be followed, including the logging and signing of an NDA. **(S1 or S2)** must be selected for this accommodation.

ELL3. Simplify, repeat, and clarify test instructions in English. **Does Not Include Test Items or Answer Choices.**	**All**	●	●	○	Student may ask for clarification or simplification 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.
ELL4. Text-to-Speech or Human Reader **(excludes ELA/Reading tests)** a. English Text-to-Speech is built into the online testing client, requires the use of ear phones, and may be administered individually, small groups, separate location, or regular setting. b. Human Reader reads test directions, test items, and answer choices from separate test booklet and must log the test booklet serial number on the Nondisclosure agreement (NDA). This is limited to small group or individualized testing. Test directions, test items, and answer choices must be read verbatim in **English**.	**All** **Except ELA or Reading Tests**	●	●	●	Paper Only tests are read by a Human Reader. Test Administrator uses separate test booklet and must log the test booklet serial number on the Nondisclosure agreement (NDA). 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 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 8-10.** **Students may request items be read more than once.**
ELL5. Student may read the test aloud to himself/herself.	**All**	●	●	●	This requires individual testing and Nondisclosure Agreement (NDA) signed by Test Administrator and Test Proctor. **(S1)** must be selected for this accommodation.
ELL6. Scribe the 5th/8th Grade Writing Test or English II/III writing portion **A student's response may NOT be transcribed/translated from another language into English.**	**Grade 5/8 Writing and English II/III Writing portions Only**	**X**	**X**	**X**	A scribe is a test administrator or test 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.** **(S1)** must be selected for this accommodation. Please see Scribe Instructions and Guidelines on pages 11-13.

ELL7. Word-to-Word Dictionaries **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. Word-to-word dictionary List	**All**	○	●	●	Dictionaries that do not provide pictures or word definitions. These may be paperback or electronic word-to-word 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.
ELL8. ACE English II EOI retake opportunity **Intent:** ELL students who have lived in the United States less than three (3) years prior to their proposed graduation date are allowed to **retake** the ACE English II EOI with all regularly available accommodations and the additional accommodation of test items being read-aloud in English and repeated (which is not a normally allowed accommodation on the assessment).	**English II EOI**	●	○	**X**	Students must meet the following conditions in order to qualify for this accommodation: • The student has already taken the English II EOI and scored Limited Knowledge or Unsatisfactory; • The student has participated in remediation as provided or approved by the local school district; • The student has a passing grade in the English II course; and • A read-aloud accommodation is normally employed as part of classroom instruction on a regular basis.

Remember, there is no one-size-fits-all set of accommodations for ELL 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.

Protocol for Human Reader/Qualified Oral Language Translator

A Human Reader/Qualified Language Translator 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/Qualified Oral Language Translator: A test administrator or test proctor who has a mastery level proficiency in both 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 Oral 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.
- A test proctor and test administrator are required. Small group (no more than 5 students) or individual testing is required.
- Must sign the Test Administrator Test Security Form, and log the test booklet serial number on a signed Non-Disclosure agreement form (NDA).

- Must read from the computer screen for online test formats or from a separate test booklet for paper/pencil formats. The reader/language Translator must log the test booklet serial number on a signed Non-disclosure agreement form (NDA).

- 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 ELL2 accommodation, then students grouped together must have the **same paper test form.**

- Human Readers/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.
    - Districts providing electronic recordings may provide Translators with the test booklets in advance to produce the recordings. All test security procedures must be followed and a Non-disclosure agreement (NDA) must be signed by all parties who view the test(s).

Verbatim Read-Aloud Procedures for Human Reader/Qualified Oral Language Translator

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 Oral Language Translators must follow the procedures outlined below:

1. 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. Speak in a clear and consistent voice throughout the test administration, using correct pronunciation. Readers/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. May not clarify, elaborate, or provide assistance to students.

4. 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/Translators should use even inflection so that the student does not receive any cues by the way the information is read.

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

6. 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. 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. Must be familiar with the student's LIEP and know in advance the exact type of verbatim read-aloud accommodation required by the student.

9. If a Human Reader/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. Must spell any words requested by the test-taker.

12. When reading passages, translators must be alert to all punctuation marks. 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, specific lines within a passage 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 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, Human Reader/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 Human Reader/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 Reading or 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 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 Writing Responses

Overview

A scribe is a test administrator or test 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 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 test administrator and test proctor are **required** for all test administrations.

A scribe must be currently employed educator or paraprofessional, must be familiar with scribing, and must have been trained as a Test Administrator/Proctor, and must have on file a signed Nondisclosure Agreement (NDA) 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 Non-disclosure Agreement (NDA).
- 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 Only tests, transcribing involves the transfer of a student's written response into the secure testing client. **A student's response <u>may not</u> 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 need to be transcribed into the response booklet for paper based tests or typed directly into the secure testing client for online tests. The transcriber must copy the student's marks or responses exactly as he/she has written—including all errors in grammar, mechanics, spelling, etc.

    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)
Word-to-Word Dictionaries for ELL/LEP Students
Sample Language Instruction Education Plan (LIEP) for English Language Learners (ELLs)