2016 Scribing Protocol for the M-STEP, MI-ACCESS, SAT and WIDA Assessments

MICHIGAN Department of Education

Scribing Protocol

This document outlines the required procedures a scribe must follow for the Michigan Student Test of Educational Progress (M-STEP), MI-Access, and WIDA assessments. A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to test content and is able to respond to the content.

Scribes are allowable as a documented accommodation for English Language Arts (ELA), M-STEP short answer and essay questions and MI-Access Functional Independence (FI) ELA Expressing Ideas. Scribing is additionally allowable as a designated support for Mathematics and ELA non-writing items. For the WIDA assessments, scribes are allowable accommodations for the Reading, Writing, and Listening domains.

As you review this document, you will need to be aware of the following terms:

Item Types:

Selected Response: Selected response items present students with a question and several answer choices. These items may appear as traditional multiple-choice items. They may also appear as multiple-select items (choose more than one answer) or Hot Text items (choose one or more embedded correct response).

Short Text Response: These item types ask students to produce short language segments.

Long Essay (Full Write) Response: These item types ask students to produce essays.

Constructed/Equation Response: These item types ask students to create equations or explanations for their responses.

Embedded Accessibility Option: This is a tool or support for students within the online delivery system, such as a highlighter or American Sign Language videos. Please refer to Michigan's Accommodations Table for more information related to allowable accessibility options.

Non-Embedded Accessibility Option: This is a tool or support provided for students outside of the online delivery system, such as a scribe or scratch paper. Please refer to Michigan's Accommodations Table for more information related to allowable accessibility options.

Qualifications for Scribes:

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with Michigan's administration and security policies and procedures, as articulated in Michigan's test administration manuals, guidelines, and related documentation.

Preparation:

- Scribes should read and sign Michigan's test security/confidentiality agreement prior to test administration.
- If the student for whom they are scribing has a disability, scribes and test administrators should be familiar with the content of the student's Individualized Education Program (IEP) or 504 Plan, specifically surrounding the use of a scribe as an accommodation, to ensure there are plans in place for providing all needed designated supports and accommodations.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. A working familiarity with the test environment will facilitate the scribe's ability to record the student's answers.
- Scribes should also have a strong working knowledge of the available embedded and non-embedded accessibility and accommodations options and features.
- Scribes should review the Scribing Protocol for the student at least one to two days prior to the test event.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

General Guidelines:

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.
- If the scribing-assisted testing is not conducted with the student in a separate setting, the scribe should be situated close enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded tools available for a given item and student.
- For computer-based administrations, scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if the responses would compromise the validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to re-state words or parts of the answer as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, or prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

Post-Administration Procedures for All Assessments

- Immediately at the end of the testing session, the scribe will submit online or paper-based student responses; collect scratch paper, rough drafts, and login information; and deliver the materials to the test administrator in accordance with Michigan's state policies and procedures.

English Language Arts: M-STEP and MI-Access Functional Independence (FI)
Selected Response Items (Single and Multiple Answer, Matching Table interaction)

- The student must point to or otherwise indicate his/her selection(s) from the options provided.
- Scribes are expected to comply with student directions regarding screen and test navigation and the use of test platform features available for a given item.
- The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item.

Constructed Response Items (Short-Text)

- The scribe will write verbatim student responses on paper or on screen, in an area obstructed from the view of other students.
- The scribe will spell all content specific words/academic vocabulary as dictated.
- The scribe will not capitalize words or punctuate text in the student's response.
- The scribe will orally confirm the spelling of homonyms and commonly confused homophones, e.g., than and then; to, two, and too; there, their, and they're.
- The student will proofread the response to add punctuation, capitalization, spacing, and make other edits.
- The scribe will make student-requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.

Constructed Response - Long Essay (Full-Write)

- The scribe will write verbatim student responses on paper or on screen, in an area obstructed from other students' view.
- The scribe will spell all words as dictated.
- The scribe will not capitalize words or punctuate text in the student's response.
- The scribe will orally confirm the spelling of homonyms and commonly confused homophones, e.g., than and then; to, two, and too; there, their, and they're.
- The student will proofread the response to add punctuation, capitalization, spacing, and other edits.
- The scribe will make student-requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.

Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words in the submitted responses, and must allow the student to review and edit what the scribe has written.

Mathematics: M-STEP and MI-Access Functional Independence (FI)
Selected Response Items (Single and Multiple Answer, Matching Table interaction)

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.

Constructed/Equation Response Items
- The student must point or otherwise direct the scribe in developing his/her response.
- The scribe will input student work directly onscreen and in view of the student.
- For responses requiring equations, the student must specify where to place figures and operands.
- For responses requiring text, the scribe will spell all content area words/academic vocabulary as dictated and conform to standard writing conventions.
- For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits.
- The scribe will make student-requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Science and Social Studies: M-STEP and MI-Access Functional Independence (FI)
Selected Response Items (Single and Multiple Answer)

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and the use of test platform features available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

SAT, PSAT 8/9, and PSAT 10

Some students may be approved for personal assistants, such as readers or writers. **Assistants must be assigned by the school** and may not be a relative of the student.

Scribe/writers:
Depending on the student's needs, a scribe may be required to:
- Complete the student's identifying information on the answer sheet.
- Fill in the circles on the regular answer sheet corresponding to the answers chosen by the student.
- Make any corrections indicated by the student.
- Write the student's name and registration ID number on the student's test book, write "Answers in book" on front cover, and ensure that the test book is returned with the answer sheet.
- Translate oral instructions only into sign language.
- Assist the student in turning pages

Other duties
Some personal assistants may be required to:
- Accompany students when they go to the restroom during testing time.
- Assist the test administrator in ensuring test material security.

Qualifications
- Current or retired professional, administrative, secretarial, or clerical staff or graduate student.
- Able to follow oral and written instructions precisely.
- A reader or writer should be experienced in special education, and should speak English clearly.
- A sign-language interpreter must be able to effectively sign to the student and voice the student's signing to the administrator.

ACT WorkKeys

For more information on appropriate practices for recording student responses please refer to page 4 and page 8 of the ACT WorkKeys Administration Manual at http://www.act.org/aap/michigan/workkeys.html.

For questions related to any ACT WorkKeys accommodations please call the ACT customer service line at 1-800-553-6244 x1788.

English Language Development (ELD) for English Learners (ELs):
WIDA W-APT, ACCESS for ELLs 2.0, and Alternate ACCESS for ELLs

Individuals who provide the scribe accommodation to a student must be trained by the school or district on test administration procedures and security requirements prior to testing.
Students receiving the scribe accommodation may respond to assessment items either:
- orally
- by using an assistive technology device or software (e.g., speech-to-text, picture/symbol communication system, etc.)
- gesturing/pointing

For ELs taking the computer-based ACCESS 2.0, it is advisable for the adult test administrator to keyboard the student's responses onscreen directly into the student's computer.

Scribing must take place as the student dictates or otherwise produces the response. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All edits must be made and all responses transcribed onto the paper-based test or on the computer screen during the test session. For constructed responses, the student is responsible for all capitalization and punctuation and should verbally instruct the scribe what letters are capitalized and where to add punctuation. The student should provide exact spelling the first time they use a key word (noun or verb relevant to the content); thereafter, the scribe can spell the word as the student first spelled it. If the student uses a non-English word or one that the scribe does not understand, the scribe should prompt the student to spell the word and write down the student's spelling of the word.

The following scribing practices are acceptable:
- The scribe may ask, "Are you finished?" or "Is there anything you want to add or delete?"
- The scribe may respond to procedural questions asked by the student, such as, "Do I have to use the entire space to answer the question?" (the scribe may say, "No.").
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously, being careful not to cue the student to errors.
- The scribe may prompt and remind the student of instructions or dictation rules, as needed, such as "Please spell that word."
- The scribe may ask the student to slow down or repeat their dictated response.
- The student should review his or her response and dictate the changes or edits that he or she would like done.

The following scribing practices are unacceptable:
- The scribe may not influence the student's response in any way.
- The scribe may not coach the student by giving specific directions, clues, or prompts.
- The scribe may not tell the student if his/her answer is correct or incorrect, or alert the student to mistakes he/she made.
- The scribe may not answer a student's questions related to the content (e.g., "Can you tell me what this word means?").
- The scribe may not suggest that the student write more or go back and check the responses.
- The scribe should not write down unrelated vocalizations (e.g., "um") by the student.

Requirements for the Scribed Response Accommodation

Individuals who provide the scribe accommodation to a student must be trained by the school or district on test administration procedures and security requirements prior to testing. The scribe should know how to accurately provide the accommodation. Likewise, when determining accommodations for a student, the student should have experience with the given accommodation on an ongoing basis. It is not recommend that a new accommodation be introduced to the student for the first time during administration.

References

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