

Appendix C-8: Scribe Guidance for ACCESS 2.0

Students receiving the scribe accommodation may respond to test items either

- Orally
- Using gesturing/pointing
- Eye-gazing
- AAC device

The adult test administrator serving as a scribe may either keyboard the student's responses directly onscreen (online) or enter the student's responses in the student's answer booklet (paper-based).

Scribing takes place as the student dictates or produces the response, and the response is entered verbatim into the online assessment or the paper test booklet at the time of testing. If requested by the student, the scribe may read the dictated response back to the student. The student may subsequently 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.

- A scribe may administer the accommodation to only one student at a time during a testing session. The student must be tested in an individual setting.
- The scribe may manipulate embedded universal tools such as the notepad, line guide or color contrast setting as requested by the student.
- A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan or draft as directed by the student.
- The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read a response that was already dictated. The student may dictate change or edits to the scribe, and the scribe must make those changes exactly as directed by the student, even if the change is incorrect.
- All scribing, including changes, must be completed during the test session.

For the Writing domain:

While mechanics are not specifically scored in the Writing domain, grammatical structures and organization of text does affect the student's score. The student is responsible for all capitalization and punctuation by verbally instructing the scribe what letters are capitalized and where to add punctuation.

- After dictation: The student can dictate the entire response at one time. The scribe will write/type the response without capitalization and punctuation. When the student is finished dictating, the scribe will show the response to the student. The student will tell the scribe which letters are to be capitalized and where punctuation should be added.
- During dictation: The student may add capitalization and punctuate as he/she dictates. (e.g., capital S, she only paints with bold colors, semicolon, she does not like pastels, period.)

The student should provide exact spelling the first time they use a keyword (noun or verb relevant to the content); thereafter, the scribe can spell the word as the student first spelled it. (e.g., pastels, P-A-S-T-EL-S.)

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 (e.g., “how do you spell twall?”) and write down the student's spelling of the word.

Qualifications for a Scribe

Individuals who provide the Scribe accommodation must:

- Be trained by the SEA or LEA on how to accurately provide the accommodation. (Ideally, the training would provide an opportunity to practice and receive immediate direct feedback.)
- Sign a WIDA's non-disclosure agreement.
- Be proficient in all English language domains.
- Produce legible text (paper-based) or be proficient at typing (online).

Preferably, the scribe will already have experience scribing for the student. Likewise, the student should have experience with the given accommodation on an ongoing basis. The exception would be in an unforeseeable circumstance such as a broken arm or hand. In this case, it is strongly recommended that the student and scribe be allowed time to practice prior to beginning the assessment.

A new accommodation should not be introduced to the student for the first time during administration (exceptions apply to emergency accommodations, e.g., scribe due to a broken hand). Accommodations used during assessment should be familiar to the student because they have been used instructionally.

Acceptable Scribing Practices

- The scribe may ask “Are you finished?” or “Is there anything you want to add or delete?”
- The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate “No.”
- The scribe may prompt and remind the student of instructions or dictation rules, as needed, such as “Please spell that word.”
- 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 can ask the student to slow down or repeat their dictated response.
- The scribe should not write down unrelated vocalizations (“um”) by the student.

Unacceptable Scribing Practices

- The scribe must not influence the student's response in any way.
- The scribe must not coach the student by giving specific directions, clues, or prompts. (e.g., “remember to tell me to capitalize the first letter of a sentence.”)
- The scribe must not tell the student if his or her answer is correct or incorrect, or alert the student to mistakes.
- The scribe must not answer a student's questions related to the content. (e.g., “Can you tell me what this word means?”)
- The scribe cannot suggest that the student says more or go back and check the responses.