

Procedures for the Use of a Scribe

Testing accommodations allowing the use of a scribe may be recommended for students who, because of a disability, need someone to transcribe their dictated responses on tests. Implementing this accommodation generally necessitates the use of an alternate location and extended time. These additional accommodations must also be specified in the IEP/504 plan to be provided. If "extended time" and "separate location" are needed only when the use of a scribe or a recording device is required, that must be indicated so that the accommodations are not provided during other times when not appropriate. Scribes may be teachers, teacher aides, teacher assistants, or other school personnel who are appropriately prepared to provide this accommodation. Scribes must have an understanding of how to record responses using the procedures described and be familiar with the test, including knowledge of the vocabulary used in the test.

The following procedures must be used to implement the testing accommodation "use of scribe." Generally, the student is expected to provide any punctuation beyond what is needed at the end of a sentence, as well as paragraphing, and capitalization of proper nouns.¹

- When "use of a scribe" is indicated as a testing accommodation on an IEP/504 plan, the student may dictate responses directly to the scribe or into a recording device, which may be played back by a scribe for transcription. If a recording device is recommended to implement this testing accommodation, this should be indicated accordingly as an implementation specification in the student's IEP/504 plan.
- Scribes must record word-for-word what the student dictates or records. Scribes may capitalize the first letter of each sentence and provide punctuation at the end of a sentence. Scribes must leave out additional punctuation (e.g., commas or quotation marks) and capitalization of proper nouns. Students do not have to spell words aloud while dictating to a scribe.
- A word processor may be used by a scribe to type a student's dictation, and scribes should write/type a student's dictation on every other line.
- When the student's dictation is complete, the scribe shows the student the written response and asks him or her to indicate where capitalization of proper nouns, additional punctuation, and paragraphing should be used.

¹ Generally, for the Grades 3-8 ELA Assessments, waiving spelling, capitalization, punctuation and/or paragraphing requirements is not permitted. However, students participating in the Grades 3-8 ELA Assessments who are blind and require the use of a scribe do not need to provide capitalization, punctuation, and/or paragraphing when following the procedures to use this accommodation. For this specific population of students, the scribe may provide these areas of written mechanics and formatting.

Appendix G

- The student reads the completed dictation/transcription and indicates if there are any further changes to be scribed on the skipped lines.
- The scribe must then transfer the student's completed responses into the paper test booklet, and staple the student's dictation to the paper test booklet. If the student is participating in CBT, the student's transcribed responses would need to be entered into the CBT platform to submit.

The following procedures may be used to implement the use of a scribe as a testing accommodation specific to the administration of mathematics tests:

- Scribes must record what the student dictates on a separate sheet of paper.
- The scribe should ask the student to indicate exactly where the numbers need to be placed and lined up.
- The scribe must record the operational sign as dictated by the student (addition sign, subtraction sign, etc.).
- When dictating numbers, the student must indicate how the number is written and indicate place value. For example, if the student says one thousand thirty-eight, the student should specify how that is written: one, zero, three, eight.
- When computing a problem, the student must indicate to the scribe how he/she is computing and should be specific in terms of what numbers to write down, including carrying. For example, when adding 23 and 9, the student should indicate 9 plus 3 is 12, put down the 2 and carry the one above the 2.
- The scribe shows the student the written response and asks him or her to indicate if there are any further changes to be made.
- The student does not have to provide spelling and punctuation in word responses.
- The scribe must transfer the student's completed responses into the test booklet and staple the student's dictation to the test booklet.