

Appendix B: Scribing Protocol for DC CAPE Next Assessments

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, American Sign Language (ASL), braille, assistive communication device). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on DC CAPE Next assessments as a documented accommodation. For information on documentation requirements and decision-making criteria for the use of scribes, please see the sections that follow.

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 Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and member test administration manuals, guidelines, and related documentation.

Preparation

- Scribes should be trained on all test security requirements and procedures prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment.
- Scribes should be familiar with the Individualized Education Program (IEP) or 504 plan, if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on DC CAPE Next assessments.
- Scribes should review the Scribing Protocol for DC CAPE Next Assessments with 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.
- 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.
- Scribes are expected to comply with student requests regarding the use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions and navigation within the test environment).
- Scribes may not respond to student questions about test items if their responses compromise the validity of the test. The student must not be prompted, reminded, or otherwise assisted

in formulating their response during or after the dictation to the scribe.

- Scribes may ask the student to restate words or parts, 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 that the scribe read aloud the completed text before final approval.

Content Area Specific Guidelines

Content Area	Guidelines
English language arts	Selected-Response Items (single and multiple answer) - The student must point to or otherwise indicate the student's 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 the student is ready to move on to the next item. Constructed-Response Items (short text) - The scribe will write student responses verbatim on paper or on screen in an area where the student's answers will not be accessible to other students. - The scribe will spell all words exactly as dictated. - The scribe will not capitalize words or punctuate text. - The scribe will orally confirm the spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>. - The student will proofread to add punctuation, capitalization, formatting, 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 the student is ready to move on to the next item. Long Essay (full write) - The scribe will write student responses verbatim on paper or on screen in an area where the student's answers will not be accessible to other students. - The scribe will spell all words exactly as dictated. - The scribe will not capitalize words or punctuate text. - The scribe will orally confirm the spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>. - The student will proofread to add punctuation, capitalization, formatting, 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 the student is ready to move on 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.

Content Area	Guidelines
Mathematics and Science	Selected-Response Items (single and multiple answer) - The student must point to or otherwise indicate the student's 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 the student's selections and indicate to the scribe when the student is ready to move on to the next item. Constructed-Response Items - The student must point to or otherwise direct the scribe in developing the student's 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 words exactly as dictated and conform to standard writing conventions. - For responses requiring text, the student will proofread to add punctuation, capitalization, formatting, 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 the student is ready to move on to the next item.

Considerations for Students Also Using ASL or Other Sign System

- The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system. When a constructed response is required, the interpreter/scribe should convey the meaning behind the student's indicated response.
- The interpreter/scribe should show the student the written response but NOT sign the response to the student.
- Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

Considerations for Students Using Braille

- The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student.
- The scribe should enter the responses on paper or online exactly as the student has brailled. In addition to following the content-specific guidelines above, errors in braille code should not be corrected.
- The scribe may ask for the student to read back brailled responses for clarification if the brailled response is difficult to read due to student corrections.
- Students may review the written or typed response on paper or on the computer screen

by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

Post-Administration

- The scribe will submit online or paper-based student responses and collect scratch paper, graph paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the Test Coordinator in accordance with test security policies and procedures.

Guidelines for Transcribing Student Responses (Paper-based testing only)

Certain situations involving scribing of responses during administration of assessments may require a Test Administrator to transcribe a student's response in a standard, scorable test booklet or answer document. These situations may include:

- Answers were recorded in the wrong section of a Test Booklet or Answer Document, or in an incorrect Test Booklet or Answer Document.
- A student takes the test using a special test format that requires answers to be transcribed (e.g., large print).
- A student uses a speech-to-text converter, augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time.
- As an accommodation, a student records answers in a test booklet, answer document, or on blank paper, instead of in the required Test Booklet or Answer Document.
- A Test Booklet or Answer Document becomes unusable (e.g., torn, wrinkled).

If a student's responses must be transcribed after test administration is completed, the following steps must be followed:

- At least two people must be present during any transcription of student responses. One of these people will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. One of the individuals must be an authorized Test Administrator, and it is highly recommended that the other individual be an authorized LEA Test Coordinator or School Test Coordinator.

The student's response must be transcribed verbatim into the Answer Document or Test Booklet. The student's original response in an Answer Document/Test Booklet should be returned with secure test materials. The LEA Test Coordinator or School Test Coordinator should write "DO NOT SCORE" or draw an "X" in large font on the front of the original Answer Document/Test Booklet. Do not cover the barcode. Return them with nonscorable test materials.

- Braille transcription: Only an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness, or someone working under the direct supervision of an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses onto the paper form of the DC CAPE Next assessments.
- Any original student responses that were printed from an assistive technology device or recorded separately on blank paper (or on other external devices) must be securely shredded.