



Guide for IEP/504 Teams Considering the Scribe (SC) State Test Accommodation (Updated January 2, 2024)

This document contains guidelines for the Scribe accommodation for the ELA long-write essay and is organized into four sections: (I) general principles; (II) legal foundation; (III) critical considerations for teams; and (IV) decision guidance for teams. Sections I, II, and IV are provided in Appendix A.

The Scribe (SC) state test accommodation is described as follows:

- It is available for the **long-write essay** found in Part II of the Performance Task (ELA-PT) on the Smarter Balanced English Language Arts (ELA) summative assessment or the ELA-PT on the interim assessment.
- It is for students who have a condition that prevents them from independently producing a typed response.
- There are two cases in which the Scribe accommodation is warranted for the long-write essay. The first case is for students with significant motor or processing disabilities. The second case is for students with a recent injury (e.g., a broken arm or hand, or have become blind through an injury and have not had sufficient time to learn braille) that prevents them from producing text.
- The Scribe accommodation allows the use of a human scribe to transfer a student's spoken, signed, or otherwise communicated words and commands into typed print.
- The student must provide specific directions for organization and provide all edits and corrections to the produced text. The human scribe cannot provide any grammatical support or organizational framing for the student's response.
- Scribes must follow the guidelines in the [Test Administration Scribing Protocol](#) and sign the *Scribing Protocol for HSAP Assessments Security/Confidentiality Agreement*.
- Students are allowed to review and revise the scribe-produced text; however, all directions on revision must be precisely dictated to the human scribe without any embellishment or assistance provided to the student by their assigned scribe.
- Because of the **high risk** of human error, embellishment, or unintentional edits that might be made by the scribe, and the fact that an alternative accommodation exists (electronic speech-to-text transfer via software), this accommodation requires close scrutiny and clear establishment of student need.
- It is also available at the designated support level in all content areas of ELA (**except the ELA long-write essay**), math, and science state tests. The Scribe designated support allows the use of a human to select the multiple-choice option indicated by the student or type in the short answer response spoken, signed, or otherwise communicated by the student.
- Care must be taken to clearly distinguish the Scribe accommodation from the Scribe designated support as they apply to different tests or components of tests.

Section III: Critical Considerations before Assigning SC State Test Accommodation for ELA Long-Write Essays

Decisions about assigning the SC state test accommodation should be based on the general principles and laws governing state test accommodations presented in Sections I and II and the specific SC guidelines found below.

Purpose of the Scribe (SC) State Test Accommodation

The purpose of the SC state test accommodation is to provide students with a motor or processing disability or a recent injury that impedes their ability to type out an essay response, an avenue for participating in the ELA assessments of long-write essays. The SC test accommodation allows these students the use of a human to transfer what a student communicates into print. Without this accommodation, these students would be unable to produce the text-based essay that is needed to generate a writing score on the ELA assessment.

Construct Measured by the ELA Summative Test Performance Task (Part II)

A test construct is what a test measures. Parts I and II of the ELA Performance Task (ELA-PT) in the ELA summative assessment measure students' ability to compose an answer or essay in response to a question or writing prompt. The student's response on Part II is used to generate a writing score that informs on how well "*students can produce effective and well-grounded writing for a range of purposes and audiences*" pursuant to the Writing claim in the [Claims for the English Language Arts/Literacy Summative Assessment](#). Additionally, the three traits of writing that are being measured by the ELA-PT are provided in the [ELA Shortened Summative Assessment Final Blueprint](#).

Documented Level of Need for the SC State Test Accommodation

There are two cases in which students may qualify for this accommodation: 1. Students with significant motor or processing disabilities; or 2. Students with a recent injury that prevents them from typing a response. In both cases it is necessary to show:

- a. Significant need;
- b. Inability to use speech-to-text software (*The STT test accommodation offers the advantages of direct transfer of student response and improved test item security.*); and/or
- c. Regular and consistent use of a human scribe by the student during all classroom assignments and assessments that require an extended written response. This use must be evidenced in the IEP/504 record or substantiated by a doctor's note.

Documented Familiarity with Scribe and Ability to Review and Edit Transcription

If students are to use the SC state test accommodation for the **long-write essay**, they must know how to work with a human scribe to dictate, review, and edit the transcription. The Scribe will not

be able to assist students with anything except the literal transfer of the student’s communicated words.

Documentation of Designated Supports and State Test Accommodations for IDEA and Section 504 Students

IDEA, Section 504, and English Learner (EL) students with disabilities who may have certain characteristics and access needs that require accessibility supports on statewide assessments must document those supports in their IEPs/504 Plans. The IEPs/504 Plans are stored in the [electronic Comprehensive Student Support System](#) (eCSSS).

Test Coordinators (TCs) and/or school authorized contacts must provide documentation of their students’ use of designated supports and state test accommodations either under the “*Present Levels of Educational Performance*” (PLEP), “*Services,*” or “*Accommodations and Related Services*” tab of their students’ IEPs/504 Plans (refer to **slides 130-131** of the [Webinar: 2023-2024 Accessibility and Accommodations Training \[PowerPoint\] \(Updated January 2, 2024\)](#)).

Designated supports are provided to any student based on their school’s testing policies. Test Coordinators (TCs) and/or authorized school contacts must set/record designated supports in the [Test Information Distribution Engine](#) (TIDE) for all students who are assigned designated supports for state testing. In addition, for those students with IEPs/504 Plans, Test Coordinators and/or authorized school contacts must document evidence of designated supports in their students’ IEPs/504 Plans (refer to **slides 130-131**) and ensure the documentation represents their students’ designated support settings in TIDE.

In accordance with the [IDEA, Sec. 300.160 \(b\)](#), School IEP and Section 504 Teams are instructed to select only those state test accommodations that do not invalidate test scores. If directed by their school Teams, Test Coordinators are to submit state test accommodation verification forms to the Assessment Section (refer to the “*Guidelines for Verifying Accommodations on Statewide Assessments*” below and **slides 138-157**). The Assessment Section will verify state test accommodations based on the IDEA, Sec. 300.160 (b) and documentation in the students’ IEPs/504 Plans (refer to **slides 128-129, 130-131**). Upon verification, the state test accommodations will be set/recorded in TIDE by the Assessment Section. Further, Test Coordinators and/or authorized school contacts should follow *established* procedures to ensure the state test accommodations listed under the “*Statewide Assessment*” tab of their students’ IEPs/504 Plans represent their *verified* state test accommodation settings in the TIDE.

Guidelines for Verifying Accommodations on Statewide Assessments

The guidance on and deadlines for submitting the SY 2023-2024 Hawai'i State Test Accommodation Verification Request Form (“Form”) for IEP/504 students are as follows:

- School IEP/504 Team meets to review the following resources on accessibility supports before instructing their school Test Coordinator (TC) to submit the Form:

1. The Universal Tools and Designated Supports that are available for state testing without verification are provided on Table 1 and Table 4 of the [Crosswalk of Accessibility Features Across State Assessments in Hawai'i 2023-2024](#) ("Crosswalk"), respectively;
 2. The range of accommodations that are available for state testing with verification, including the applicability of accommodations to selected section(s) of the tests, are described on Tables 7-9 of the [Crosswalk](#); and
 3. Critical considerations and documented evidence to support the need for state test accommodations are provided in the [State Test Accommodation Guides 2023-2024](#).
- As announced in the [July 14, 2023 DOE memo](#), only American Sign Language (ASL), Braille (includes Audio Transcriptions and Emboss), and Closed Captioning (CC) accommodations will be carried over for use in SY 2023-2024.
 - School TCs are to submit the Form by logging in to the Test Information Distribution Engine (TIDE) (<https://www.hitide.org>) and under *Preparing for Testing*, select *Submit Test Administration Forms > Submit a Form > State Test Accommodations Verification Request*.
 - The Form should be submitted one month before the opening of the test window. In all cases, it should be submitted no later than *14* days before interim or summative testing of a student.
 - The Assessment Section will review the submitted Form, email its decision to the TC (via TIDE and/or hsa@k12.hi.us), and set/record the student's state test accommodation in TIDE if it is verified. *TCs should ensure that records of verified state test accommodations in eCSSS (IEPs/504 Plans) match those in TIDE; if these records are inconsistent, then TCs will need to follow established procedures to update the eCSSS records.*
 - Do not submit a Form for IEP/504 students who will take the HSA-Alternate Assessments.

Additional Resources in the [Accessibility and Accommodations](#) folder on alohahsap.org

- [Hawai'i State Test Accommodation Guides](#)
- [Crosswalk of Accessibility Features Across State Assessments in Hawai'i \(CAF\)](#)
- [Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines 2023-2024 \(UAAG\)](#)
- [Assistive Technology Manual and Braille Resources SY 2023-2024](#)

If there are any questions, please contact Dr. Elaine Lee in the Assessment Section by email at elaine.lee@k12.hi.us or by phone at 808-307-3636.