Guide for IEP/504 Teams Considering the Speech-to-Text (STT) State Test Accommodation (Updated January 2, 2024)

This document contains guidelines for the Speech-to-Text accommodation 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 Speech-to-Text (STT) state test accommodation is described as follows:

- It applies to all parts of the Smarter Balanced English Language Arts (ELA), Math, and Science (NGSS) interim and summative assessments and End-of-Course exams, including the **ELA long-write essay**.
- In the ELA summative assessment, the performance task (ELA-PT) consists of two parts. Part I requires students to produce a short answer, while Part II requires students to compose a long-write essay. The long-write essay measures a student's composition skills against the grade-level ELA Common Core standards for Writing.
- IDEA or 504 students who have motor or processing disabilities or who have become blind through an injury and have not had sufficient time to learn braille are provided a means for hands-free navigation, answer selection, and/or essay production.
- Students who do not have IEPs or 504 Plans, who have hand or arm injuries, and who have a doctor's note are allowed to request verification of the STT. A doctor's note is needed to substantiate a student's condition and the need for electronic transcription.
- Students who are assigned this support for testing would regularly use this support during classroom assessments of student writing and composition skills.
- For the long-write essay, students are able to fully represent their understanding of writing: how to organize an essay, write for a specific purpose, provide evidence, elaborate ideas, and employ writing conventions with the STT test accommodation.
- It allows students to navigate through and complete the statewide assessments using voice commands to move between items, select answers, and compose short answer or essay responses.
- *If a student is verified to use the STT state test accommodation, be sure to consult the [Assistive Technology Manual](#) for a list of third-party STT software programs that are compatible with the Test Delivery System (TDS). Should your school's STT program not work with the TDS, then a human scribe (SC) will need to be requested and verified for state testing.*
- In comparison to the Scribe accommodation, STT is the preferred state test accommodation for students with physical/processing disorders or injury. STT test accommodation has the advantages of direct transfer of student response and improved test security.
- It is only available as an accommodation, it is not available as a designated support.

Section III: Critical Considerations before Assigning STT State Test Accommodation

Decisions about assigning the STT 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 STT guidelines found below.

Purpose of Speech-to-Text (STT) State Test Accommodation

The purpose of the STT accommodation is to provide students with a motor or processing disability or a recent injury that impedes their ability to navigate through and complete an assessment (e.g., select answers, produce an essay response). The STT accommodation allows these students the use of speech-to-text software to transfer their spoken words electronically into typed text or commands. With the STT test accommodation, the student can independently participate in and complete all parts of an assessment, including the long-write essay.

Construct Measured by the ELA Summative Test Performance Task

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 Need for the STT State Test Accommodation

To qualify for the STT accommodation, it is necessary to show in the student's IEP/504 Plan either:

1) The student has motor or processing disabilities or
2) Physical impairments (e.g., broken hand or arm),

which prevent them from being able to navigate independently, select answer options, and/or produce an essay response. The students' IEP or 504 record should clearly describe the conditions under and frequency with which STT is currently applied, including those conditions for classroom-based assessments of writing. For students with a recent injury, a doctor's note substantiating the student's condition is needed.

Documented Familiarity with STT and Ability to Review and Edit Transcription

If students are to use the STT accommodation for the ***long-write essay*** on the ELA assessments, they must know how to work with the speech-to-text software to dictate, review, and edit the electronic transcription, including spelling, punctuation, and organization. Students should have

fluid familiarity with the software and be able to operate it independently as no external assistance is allowed when this accommodation is used while testing.

We strongly recommend that your school try out the STT accommodation using a training or practice test (https://smarterbalanced.alohahsap.org/test-coordinators.html). Be sure to sign in the practice or training test **using the student's credentials**, not as a "guest," to access their STT setting in TIDE. Refer to the *Guide to Navigating the Online HSAP 2023-2024* for guidance on accessing the training/practice tests in TIDE.

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 Hawaiʻi 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
- *Hawaiʻi State Test Accommodation Guides*
- *Crosswalk of Accessibility Features Across State Assessments in Hawaiʻi (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.