

Appendix D-4: Simplifying Language/Paraphrasing Protocol - DCAS Science

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- Simplifying or paraphrasing test **directions ONLY** in English.
- Simplifying or paraphrasing test **directions ONLY** in native language.

A “paraphraser” shall not inappropriately impact the content being measured.

Paraphrasing for the Delaware Comprehensive Assessment System (DCAS) Science assessments shall be consistent with classroom instruction and includes repeating or rephrasing only the directions. Directions referred to are those stand alone and are not attached to any one particular test question. Directions that are clearly part of a test question are not to be paraphrased. This shall include breaking directions into parts or segments or using similar words or phrases, but it shall **not** include defining words or concepts or telling a student what to do first, second, etc. **Test questions and reading passages may not be paraphrased.**

Qualifications for a Paraphraser:

- Proficient in English and student’s native language (if paraphrasing in native language).
- Familiar with the content standards and grade-level expectations (GLEs) in the content area.
- Able to speak clearly and at a normal pace with good pronunciation.
- Familiar with the vocabulary used in the test.
- Willingness to be patient and repeat directions and questions.
- If the simplifier/paraphraser is also the scribe, qualifications for both roles are required.
- Familiar with the United States K-12 public educational system.
- If the paraphraser is also a sight translator, qualifications for both roles are required.

Before a Test

- Paraphraser will complete DCAS Test Administrator Training and sign all necessary forms.
- Paraphraser must review security policy.
- If student is taking the paper-and-pencil version of the test, paraphrasers may review test directions only several days prior to testing.
- One paraphraser should be assigned to students for the entire assessment (it is preferred that the paraphraser be the same person each day of the assessment—stay consistent throughout test administration).
- The student and paraphraser should each have a copy of the directions.

During a Test

- Restate the directions with more appropriate vocabulary.
- Rather than reading directions verbatim, read these aloud in paraphrased, clarified, or simplified form.

- Do not alert the student to his/her mistakes during testing.
- Do not prompt the student in any way that would result in a better response or essay.
- Do not influence the student's response in anyway.
- Give special emphasis to words printed in boldface, italics, or capitals.
- Avoid voice inflection which may be seen as a clue (with the exception of words in bold, italics, or capitals, which are intended to be emphasized).

After a Test

- Do not discuss test items or responses with others.
- Participate in the evaluation process if school or district staff asks you to do so (discussion of how well the accommodation worked).