# Scribing Protocol - DCAS and EOC

**NOTE:** Much of the text below refers to the scribing of text composed by a student ("During the Test" and "Student Edits to Responses.") The 2014-15 DCAS/EOC does not require students to compose any short answer or essay responses, but a scribe could be asked to scribe a student's multiple choice responses or responses to a grid question. The text below relating to sentences, capitalization, and punctuation has been retained in view of the future possibility that such test items may again become part of the testing program. **However, the sections on "Choosing a Scribe," "Before the Test," "Multiple Choice Questions," "Grid Questions," and "After the Test" are still highly relevant.**

### *Choosing a Scribe*

- It is preferable for the scribe to be a familiar person, such as the teacher or teaching assistant who is typically responsible for scribing during regular instruction.
- For students who are deaf, the scribe must be fluent in receptive and expressive American Sign Language (ASL) and/or English (also see below for guidelines specific to scribes for students who are deaf).
- Scribe will complete DCAS/EOC Test Administrator Training and sign all necessary forms.

### *Before the Test*

- Scribe will complete DCAS/EOC Test Administrator Training and sign all necessary forms.
- Scribes will review the Scribing Protocol.
- Students will review the Scribing Protocol.

### *During the Test*

- Scribes will type or write exactly what is heard.  Probing or clarifying questions are not allowed except in the case of classifiers for students using ASL.
- Scribes will not influence the content of the student's response in any way except with regard to spelling and capitalization.
- Scribes may not question or correct student choices.

### *Multiple Choice Questions*

- Student will indicate which option the student believes is the correct answer. For example the student might say, "Click C." The scribe will click the selected answer but will show no reaction to the student's choice.

### *Grid Questions*

- Student will direct the scribe to click on icons, drag icons from one place to another.
  - For example, "Click on the black square"
  - For example, "Drag the black square into the circle."
- When directing the scribe to put a point on a graph, the student will
  - point to the place on the graph where he/she desires the point to be;  or
  - provide the coordinates of the location to the scribe. For example, the student could say, "Place the point at point (3, -2)."

- When directing the scribe to draw a line from one point to another, the student may say,
    - "Draw a line from point (0,1) to point (5,4)" or
    - "Draw a line from here to here," when pointing to the starting and ending points of the line.
- When directing the scribe to delete a point, line or drawing, the student may say,  for example, "delete the line connecting point (0,1) and point (2,3)," or, "Delete the line going from here to here," or, "Delete the box that is labeled 'Box C'."

## *Open Response Questions*

*(Currently there are no typed response items on the DCAS. However, this information remains in the Guidelines as a resource for administrators and classroom teachers and for possible use on future assessments.)*

- Students will dictate sentences or paragraphs in the same manner used during instruction.
- Students are responsible for punctuation and may indicate punctuation in several ways.
    - A student may punctuate as they dictate.  For example, when stating the sentence, "The cat ran." the student will say, "The cat ran period."
    - A student may dictate more than one sentence at a time and add punctuation after the fact when given the scribed sentences to proofread.
- Scribes will use correct spelling.
    - Scribes can automatically capitalize in these cases:
    - Scribe should capitalize the first letter in the beginning of a sentence if the student has indicated punctuation ending the previous sentence.  For example, if the student said, "The cat ran period.  The cat jumped period."  The scribe would write "The cat ran.  The cat jumped."
    - The first word in any paragraph.
    - Students must specify capitalization in these cases:
    - The first letter at the beginning of a sentence if the student has not indicated punctuation ending the previous sentence.  For example, if the student said, "The cat ran.  The cat jumped."  The scribe would write "The cat ran the cat jumped."
    - Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.).
    - A scribe may write, type, or use a laptop to record the student's work.  If the scribe types and prints out the student's responses for a paper/pencil administration, the responses do not need to be entered into the online Data Entry Interface (DEI).  <u>See the school test coordinator or the DCAS portal instructions on using the DEI.</u>
    - If the student is using a tape recorder or videotape for later transcription by a scribe, it is advisable to have two people listen or view as a reliability check for accuracy.  Any audio or video recording constitutes secure materials and must be handled according to the security policy and destroyed after the test window has closed.
    - For an accuracy check, scribes may record the session on audio or videotape for playback.
    - Scribes may draw a diagram or a picture described by the student if the student is unable to draw the diagram or picture.

### Student Edits to Responses

- Scribe may NOT suggest edits to the student or influence the editing in any way except spelling and capitalization.
- Student MUST be given the opportunity to review his or her responses in the way that the student prefers:
- Scribe may read back the dictation for proofreading to the student; or
- Student may review the written or typed response on paper or on the computer screen.
- Students may proofread to add punctuation and may change any capitalization or spelling they wish even if it is incorrect.
- The student may dictate any changes to the scribe, including but not limited to wording or punctuation.  The scribe will make those changes exactly as dictated by student.

### After the Test

Scribe must:

- Refrain from discussing test questions or responses with others.
- Participate in the evaluation process (discussion of how well the accommodation worked).

### Scribing Protocol for Students Having the DCAS/EOC Presented in American Sign Language (ASL)

### Scribing Conditions for ASL Students

An ASL student who receives the scribing accommodation should meet the following conditions:

1. ASL and written English are the languages of instruction.  Spoken English support is provided as needed for understanding and responses.
2. In the classroom, the staff use one language at a time and expect students to do the same.
3. In the IEP/504, if the scribe accommodation is listed, it is necessary to provide a clear rationale for using the accommodation.
   a. If spoken English is used, the general scribe protocol is to be used.
   b. If ASL is used, the scribing protocol for deaf students is to be used.
4. In the classroom, students who prefer to use spoken English will have opportunities to practice using both accommodations (spoken English scribe and ASL/English scribe).

If the student signs and talks simultaneously, the scribe will follow the general scribing protocol (see above) instead.

### Choosing a Scribe

- For students who are deaf, the scribe should be proficient in receptive and expressive American Sign Language (ASL) and English.
- It is preferable for the scribe to be a familiar person, such as the teaching assistant who is typically responsible for scribing during regular instruction.
- Scribe will complete DCAS Test Administrator Training and sign all necessary forms.

**During the Test**

*Scribing Process*

- The student will use ASL to explain their answers in the same manner used during instruction.
- The scribe will make conceptual translations from ASL to English.
- When translating, the scribe will use correct spelling and put punctuation and language conventions in the appropriate places.
- The student indicates when he/she is satisfied with the work.
- The student and scribe are to be familiar with the scribing process prior to testing.

*General Process for Scribing*

- A scribe may handwrite, type, or use a laptop to record the student's work. If the scribe types and prints out the student's responses, the responses do not need to be transcribed into the online Data Entry Interface (DEI). <u>See the school test coordinator or the DCAS portal instructions on using the DEI.</u>
- Student signs his/her answer first. Scribe takes notes.
- Scribe asks student to re-sign parts as needed.
- Scribe signs written answer back to student.
- Scribe makes changes per student correction or clarification.
- Scribe will restate the written ASL-English translation to the student.
- Student will indicate when he/she is ready to move on to the next question.
- Scribe can only ask clarifying questions about concepts or classifiers that are signed by the student.
- Scribes may not question or correct student answers.
- If the student chooses to respond in spoken English, or signs and talks simultaneously, the general scribe protocol will be used, and the scribe will write exactly what the student says—word for word. The student will be responsible for punctuation and capitalization.

**Student Edits to Responses**

- Scribe may NOT suggest edits to the student or influence the editing in any way except spelling and capitalization.
- Student MUST be given the opportunity to review his or her responses in the way that the student prefers:
- Scribe may sign back the dictation for proofreading to the student; or
- Student may review the written or typed response on paper or on the computer screen.
- Students may proofread to add punctuation and may change any capitalization or spelling they wish even if it is incorrect.
- The student may dictate or sign any changes to the scribe, including but not limited to wording or punctuation. The scribe will make those changes exactly as dictated by student.

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**After the Test**

Scribe must:

- Refrain from discussing test questions or responses with others.
- Participate in the evaluation process (discussion of how well the accommodation worked)

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