

# ELPA Read Aloud & Scribe Guidelines

## Read Aloud Guidelines

### Background

In cases where a student cannot use the computer-based version of ELPA21 assessments, the student should be provided the non-embedded read aloud feature. When provided the read aloud support, the student will have those parts of the test that have audio support in the computer-based version read by a qualified human reader.

In cases where a student has been assigned a reading domain exemption on the ELPA21 assessment, the test administrator may read as much of the item and item response choices aloud as the student needs in the listening, speaking, and/or writing domains.

### Qualifications of Test Readers

- The human reader should be an education professional who is familiar with the student and who is typically responsible for providing this feature in the classroom.
- The human reader must be trained in accordance with ELPA21 and state test administration and security policies and procedures as articulated in the state's guidelines.
- The human reader must have prior experience in providing read aloud support and must be familiar and comfortable with the process before providing this support to a student during test administration.

### Preparation Procedures

- Human readers must read and sign a test security/confidentiality agreement consistent with state policy or practice prior to test administration.
- Human readers are expected to familiarize themselves with the test environment and format of the test in advance of administering the read aloud support during operational testing.
- Human readers must clearly distinguish between the test content that should and should not be read aloud to students. Reading aloud test content that is not permitted will result in a test misadministration and will invalidate the test.
- Prior to administering the test, the human reader should inform the student of the parameters of the read aloud accessibility feature.
- The human reader must be aware of whether the student requires additional accessibility features or accommodations that have been approved for use during the test.

### Guidelines for Reading Aloud

- The test environment must be configured in such a way as to ensure that the read aloud does not interfere with the instruction or assessment of other students (e.g., ensuring adequate spacing so that the reader's voice does not carry to other students, including those testing in a separate setting).

- The human reader can only read aloud the same test content that is supported through audio in a computer-based version. No other test content may be read aloud.
- The human reader must read test content exactly as written and as clearly as possible.
- The human reader must communicate in a neutral tone and maintain a neutral facial expression and posture.
- The human reader should avoid gesturing, head movements, or any other verbal or non-verbal emphasis on words.
- The human reader must avoid conversing with the student about test items and respond to the student's questions by repeating the item, words, or instructions verbatim as needed.
- The human reader must not paraphrase, interpret, define, or translate any items, words, or instructions.
- The human reader may provide spelling of any word in a writing item prompt if requested by the student.
- The human reader should adjust the speed and volume if requested by the student.

**Post-Administration**

- The human reader must not discuss any portion of the test or the student's performance with others.

# Scribe Guidelines

## Background

A scribe is an adult who writes down or inputs into the computer what a student dictates via speech or an assistive communication device. A guiding principle in providing a scribe during test administration is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on the writing domain of the ELPA21 assessment for students with IEPs or 504 plans who need to respond orally to a human scribe or transcriber. Scribes are also allowable on the writing domain in situations where the online test platform does not support a student's dictation (speech-to-text) and/or word prediction software, thus necessitating that a test administrator transfer the student's written words from the assistive device onto the online testing platform. A scribe is considered a non-embedded accommodation on the ELPA21 assessment.

## Qualifications of Scribes

- The scribe should be an education professional who is familiar with the student and who is typically responsible for providing this accommodation in the classroom.
- The scribe must be trained in accordance with ELPA21 and state test administration and security policies and procedures as articulated in ELPA21 and the state test administration manuals, accessibility and accommodations manuals, and related documentation.
- The scribe must have prior experience in providing scribing or transcribing services and must be familiar and comfortable with the process before providing this accommodation to a student during operational test administration.

## Preparation Procedures

- Scribes must read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with test format using the ELPA21 practice test as well as test environment in advance of the testing session, if administering the scribe accommodation during operational testing.
- Scribes must 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 must be aware if the student requires additional accessibility features or accommodations that have been approved for use during the test.
- When using the scribe accommodation for transferring student responses from an assistive device onto the online testing platform, it must be ensured that automatic correction and the feature to save data into the assistive device are disabled.
- Scribes should meet with the student in advance and practice scribing with the student prior to the assessment.

## **Guidelines for Scribing**

- Scribing must be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded accessibility features and accommodations available for a given item and student.
- Scribes should comply with student requests regarding use of all available features within the test environment.
- Scribes must avoid conversing with the student about test items and record the student's responses verbatim, even if they contain errors.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating a response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts of a sentence 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 prompt or influence students in any way that might compromise the integrity of student responses.
- Scribes may not edit or alter student work in any way and must record exactly what the student has dictated or entered on their dictation (speech-to-text) and/or word prediction device.
- The student must be allowed to review and edit what the scribe has written.

## **Post-Administration**

- The scribe must not discuss any portion of the test or the student's performance with others.