

Pennsylvania Read-Aloud and Scribing Guidelines For Operational Assessments

- **Keystone Exams**
- **PSSA**



pennsylvania
DEPARTMENT OF EDUCATION

Revised March 2016

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INTRODUCTION

This manual provides guidelines for “Readers” who read words, phrases, or test items aloud and for “Scribes” who record student responses for operational assessments in Pennsylvania for the Keystone Exams and the Pennsylvania System of School Assessment (PSSA). The purpose of these guidelines is to ensure consistency in the read-aloud and scribing events for students in classrooms throughout the Commonwealth of Pennsylvania in order to maintain fairness for all students.

A “read aloud” may be considered to be a test feature or an accommodation. As a test feature, the read aloud of a word, phrase, or test item is allowable for all students. For more information regarding the difference between a test feature and an accommodation, see the *PSSA and Keystone Accommodations Guidelines*. The current version of this document can be found at:

- www.education.pa.gov [Hover over K-12 in the dark blue bar at the top of the page and click on Assessment and Accountability. Select the PSSA link that reads “Continue to Pennsylvania System of School Assessment (PSSA) Information...” under the paragraph titled “PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT (PSSA)” or the Keystone link that reads “Continue to Keystone Exams Information...” under the paragraph titled “KEYSTONE EXAMS.”]

For all content areas and subjects, Readers may **not** clarify, elaborate, paraphrase, assist, or cue a student through uneven voice inflection. Read the *PSSA and Keystone Accommodations Guidelines* for specific instructions regarding the guidelines for reading aloud to a student or a group of students. Read aloud of any test item should only occur at individual student request unless otherwise specified as a documented accommodation for a non-English speaker or a student with a disability.

Scribing involves a scribe writing a response as a student dictates the response. This occurs during the administration of the assessment as students dictate the response orally or by gesturing or pointing to correct responses. This differs from transcribing, which occurs after the assessment is administered. Transcribing occurs when a student uses a device such as a word processor, a speech-to-text device, or a recording device and the test administrator then transfers those responses to the student’s answer booklet. If a student uses a Braille or large-print form, scribing can be used, if the student responds orally, or transcribing can be used, if the student responds using a Braille writer or Braille notetaker.

Scribing is considered an accommodation and is available for students who already use scribing on a day-to-day basis for instruction and assessment. This accommodation is available for a student whose IEP team, Section 504 Services Plan team, or educational team determines that scribing (dictation) is essential for the student to be able to access the test OR for a student who has a current disabling injury. Scribing is allowable for all item types for PSSA Mathematics and Science and Keystone Algebra I, Biology, and Literature. Additionally, scribing is allowable for PSSA English Language Arts (ELA) for multiple-choice questions, evidence-based selected-response questions, and short-answer questions (Grade 3 only). Scribing is only allowable as a unique accommodation for ELA writing prompts (Grades 3–8) and text-dependent analysis questions (Grades 4–8). (Refer to the section titled “PSSA English Language Arts Scribing Guidelines” later in this document for additional information about the process for using scribing as a unique accommodation.)

Qualified teachers, counselors, administrators, and paraprofessionals employed by the LEA may act as scribes. Any person who functions as a scribe for the PSSA or Keystone Exams must complete the PSSA and Keystone Exams Test Administration online training module found at:

- *www.pstattraining.net*

Additionally, any person functioning as a scribe for the PSSA or Keystone Exams must follow the procedures for scribing as described in this manual.

GENERAL READ-ALoud GUIDELINES

Of utmost importance when reading aloud any item or portion thereof is that the validity of the item be maintained. Any portion of an item that might cue the correct answer or provide inappropriate assistance for the test taker must **not** be read aloud.

Answer Choices

- For multiple-choice questions, read the answer choice letter, pause briefly, then read the answer choice. Pause again before reading the next answer choice letter.
- Do **not** say anything prior to the answer choice letter, such as “answer choice” or “option.”

Emphasis in Test Items

- Emphasize words that are underlined or bolded as a part of the question being asked (e.g., not, best, or most) using voice inflection.
- Emphasize titles that are underlined, in quotation marks, or in italics by briefly pausing before and after the emphasis.
- Do **not** emphasize individual words or phrases that are underlined as part of a stimulus or answer choice.

Fill in the Blank

- Read the blank element as “blank” preceded and followed by a pause. For example, “I would like to have either an apple (pause) blank (pause) a banana to eat with my lunch.”
- If the space to be filled in has a number, read it as “blank number x” where x is the number on the line.

PSSA ENGLISH LANGUAGE ARTS READ-ALOUD GUIDELINES

Section 1: Writing and Language

A read-aloud is permitted for all multiple-choice questions and writing prompts found in Section 1 of the English Language Arts assessment at Grades 3–8 as per restrictions specified in the *PSSA and Keystone Accommodations Guidelines*.

Stimulus Sentences

In some cases, sentences within a larger stimulus will be sequentially numbered for ease of reference for the students. When reading these paragraphs or groups of sentences, do not read or refer to the sentence numbers.

Example:

Read the paragraph.

(1) The Commonwealth of Pennsylvania encourages citizens to plant rain gardens. (2) Rain gardens capture storm water so that the water does not flow into storm drains. (3) Existing low spots or shallow pits lined with gravel make ideal locations for rain gardens. (4) If you use native plants in your rain garden, it will be easy to take care of and might even have attracted birds and butterflies.

Which sentence in the paragraph has an error?

- A. sentence 1**
- B. sentence 2**
- C. sentence 3**
- D. sentence 4**

The question above should be read aloud as follows:

“Read the paragraph. (pause) The Commonwealth of Pennsylvania encourages citizens to plant rain gardens. Rain gardens capture storm water so that the water does not flow into storm drains. Existing low spots or shallow pits lined with gravel make ideal locations for rain gardens. If you use native plants in your rain garden, it will be easy to take care of and might even have attracted birds and butterflies. (pause) Which sentence in the paragraph has an error? (pause) A (pause) sentence 1, (pause) B (pause) sentence 2, (pause) C (pause) sentence 3, (pause) D (pause) sentence 4”

Guidelines for Punctuation Items

- Do not say the name of any punctuation used in test questions.
- For end punctuation, read the sentence with normal inflection. Do not add unnatural inflections that may cue a student.
- Do not indicate quotation marks or apostrophes in any manner.
- For commas, briefly pause wherever a comma appears in a sentence.

Example

Which sentence is punctuated correctly?

- A** He said “My new kitten loves to roll in the grass.”
- B** “He said My new kitten loves to roll in the grass.”
- C** He said, “My new kitten loves to roll in the grass.”
- D** “He said, My new kitten loves to roll in the grass.”

The question above should be read aloud as follows:

“Which sentence is punctuated correctly? (pause) A. (pause) He said my new kitten loves to roll in the grass. (pause) B. (pause) He said my new kitten loves to roll in the grass. (pause) C. (pause) He said (pause) my new kitten loves to roll in the grass. (pause) D. (pause) He said (pause) my new kitten loves to roll in the grass.”

Guidelines for Capitalization Items

- Do **not** provide a verbal indication of capitalization within items.

Example

Which sentence has a mistake in capitalization?

- Ⓐ We enjoyed reading the play If You Give a Mouse a Cookie.
- Ⓑ Our class loudly sang the song “It’s a Small World” at the show.
- Ⓒ My favorite chapter in the book is called “First Day of Spring.”
- Ⓓ I read the book Two little Trains three times already today.

The question above should be read aloud as follows:

“Which sentence has a mistake in capitalization? (pause) A. (pause) We enjoyed reading the play (pause) if you give a mouse a cookie. (pause) B. (pause) Our class loudly sang the song (pause) it’s a small world (pause) at the show. (pause) C. (pause) My favorite chapter in the book is called (pause) first day of spring. (pause) D. (pause) I read the book (pause) two little trains (pause) three times already today.”

Guidelines for Spelling Items

- Speak the word rather than the individual letters in the word.
- Pronounce misspelled words as though they were spelled correctly.

Example

Read the sentence.

Several students were siting under the tree.

Which word in the sentence is **not** spelled correctly?

- Ⓐ students
- Ⓑ were
- Ⓒ siting
- Ⓓ under

The question above should be read aloud as follows:

“Read the sentence. (pause) Several students were sitting under the tree. (pause) Which word in the sentence is **not** spelled correctly? (pause) A. (pause) students, (pause) B (pause) were, (pause) C (pause) sitting, (pause), D (pause) under.”

Guidelines for Writing Prompts

- Writing prompts must be read aloud on an individual basis only and only at student request. Do not read aloud a prompt to the entire class.
- The bulleted lists below each step of the writing process may be read aloud on an individual basis only. Do not read the bulleted list to the entire class.
- Read the writing prompt or bulleted list exactly as written. Do not clarify, elaborate, paraphrase, assist, or cue a student through uneven voice inflection. Do not provide a definition of a word or phrase.
- If stimulus material is present below the writing prompt, any text that is a part of that stimulus material may be read aloud. Do not provide a verbal description of any graphic.

Grade 3, Sections 2–4: Reading

A read aloud is **not** permitted for any passage, multiple-choice question (or answer choice), evidence-based selected response question (or answer choice), or short-answer question found in Sections 2 through 4 of the PSSA English Language Arts assessment for Grade 3.

Grades 4–8, Section 2: Reading

A read aloud is **not** permitted for any passage, multiple-choice question (or answer choice), or evidence-based selected response question (or answer choice) found in Section 2 of the PSSA English Language Arts assessment for Grades 4–8.

Grades 4–8, Sections 3–4: Reading and Text Dependent Analysis

A read aloud is **not** permitted for any passage, multiple-choice question (or answer choice), or evidence-based selected response question (or answer choice) found in Section 3 or Section 4 of the PSSA English Language Arts assessment for Grades 4–8.

It is permissible to read aloud the three-page text-dependent analysis question (or a word or phrase found from the text-dependent analysis question) found at the end of Section 3 or Section 4 of the PSSA English Language Arts assessment for Grades 4–8 on an individual basis at student request.

KEYSTONE LITERATURE READ-ALLOUD GUIDELINES

A read aloud is **not** permitted for any passage, multiple-choice question (or answer choice), or constructed-response question for a Keystone Literature Exam.

PSSA MATHEMATICS/KEYSTONE ALGEBRA I READ-ALOUD GUIDELINES

A read aloud is permitted for both the PSSA Mathematics Tests and the Keystone Algebra I Exams for all multiple-choice questions (and answer choices) and open-ended/constructed-response questions. Students with a documented accommodation for a disability or for a non-English speaking designation may have the entire assessment read aloud in an appropriate setting; otherwise, they may request a word, phrase, or test item be read aloud on an individual basis.

Symbols

Symbols should be read in a way that does **not** cue the correct answer or provide inappropriate assistance for the test taker.

The following symbols are each read as “times”: \times , \bullet .

For a number or variable followed by a grouping symbol, read the number/variable followed by “times the quantity” (e.g., $3(x + 7)$ would be read as “3 times the quantity x plus 7”).

The symbols \overline{AB} , \overleftrightarrow{AB} , or \overrightarrow{AB} would be read as “segment A B,” “line A B,” or “ray A B.” Pause between speaking the letters.

Each of the following symbols would be read as “a symbol”: \perp , \square , \cong , \sqcup , $<$, $>$, \leq , \geq

Exponents should be read as “x to the n” for x^n .

Numbers

Numbers should be read in a way that does **not** cue the correct answer or provide inappropriate assistance for the test taker. If the question is assessing a student’s knowledge of place value, read the number using the following examples:

- 2,224—read as “two, comma, two, two, four”
- 10.205—read as “one, zero, point, two, zero, five”

In questions where the student is given a written-out dollar value to match with a numerical value, \$18.24 would be read as “dollar sign, one, eight, point, two, four.” In all other instances, \$18.24 would be read as “eighteen dollars and twenty-four cents.”

For questions where the place value is **not** relevant, read the numbers in standard form (e.g., 1,234 would be read as one thousand, two hundred thirty-four).

Fractions should be read as “the fraction (numerator) over (denominator)” (e.g., $\frac{3}{4}$ would be read as “the fraction three over four”).

Mixed numbers should be read as “(whole number) and the fraction (numerator) over (denominator)” (e.g., $2\frac{1}{4}$ would be read as “two and the fraction one over four”).

Negative numbers are scripted as “negative (number).”

Graphs/Tables/Charts

First read the title. “The title of the [type of graph or table] is [title].”

Number lines: “The title of the number line is [title]. The label below the number line is [label]. The numbers below the number line are [numbers]. The letters above the number line are [letters].”

Line plots: “The title of the line plot is [title]. The label below the line plot is [label]. The numbers below the line plot are [numbers].”

Tally charts: Read the title and headings. Refer to the tally marks as “some tally marks” rather than the number of tally marks shown. For one tally mark, read “a tally mark” and for zero tally marks, read “no tally marks.”

Stem-and-leaf plots: “The title of the stem-and-leaf plot is [title]. The numbers on the stem-and-leaf plot are [read each row from left to right]. Below the stem-and-leaf plot is a key. Key, [number] bar [number] equals [number].”

Double stem-and-leaf plots: “The title of the double stem-and-leaf plot is [title]. The numbers on the double stem-and-leaf plot are [read each row from left to right]. Below the double stem-and-leaf plot is a key. Key, [number] bar [number] equals [number]; [number] bar [number] equals [number].”

Box-and-whisker plots: “The title of the box-and-whisker plot is [title]. The label below the box-and-whisker plot is [label]. The numbers below the box-and-whisker plot are [numbers from left to right].”

Bar graphs: “The title of the bar graph is [title]. The label to the left of the bar graph is [label]. The numbers to the left of the bar graph are [numbers]. The label below the bar graph is [label]. The words below the bars are [bar labels].”

Double bar graphs: “The title of the bar graph is [title]. The label to the left of the bar graph is [label]. The numbers to the left of the bar graph are [numbers]. The label below the graph is [label]. The words below the bars are [bar labels]. Below the bar graph is a key. Key, [label], [label].”

Circle graphs: “The title of the circle graph is [title]. The labels on the circle graph are [read the labels starting at the 9-o’clock position and going around clockwise].”

First quadrant graphs: “The title of the graph is [title]. The label to the left of the graph is [label]. The numbers to the left of the graph are [numbers]. The label below the graph is [label]. The numbers below the graph are [numbers].”

Coordinate grids: “The title of the (coordinate) (grid/plane)¹ is [title].² The numbers to the left of the vertical line are [read numbers on y-axis from bottom to top]. The numbers below the horizontal line are [read numbers on x-axis from left to right]. The points marked on the grid are labeled [points].³

1. Use coordinate grid or coordinate plane based on what is referenced in the first part of the question.
2. If there is no title, replace the first sentence with “A coordinate grid is shown.”
3. Only read the point labels if they are words.

Graphics/Diagrams/Figures/Clocks

The read aloud of most graphics follows this pattern: “The title of the picture (or figure or diagram) is [title].” (Use picture, figure, or diagram based on what is referenced in the first part of the question. Other parts of the picture are only included if measurements or other pertinent information is included.)

An analog clock is referred to as a clock; a digital clock is referred to as a digital clock. If there is **no** title, then read “A (digital) clock is shown,” followed by any labels.

PSSA SCIENCE/KEYSTONE BIOLOGY READ-ALoud GUIDELINES

A read aloud is permitted for both the PSSA Science Tests and the Keystone Biology Exam for all multiple-choice questions (and answer choices), open-ended/constructed-response questions, and scenarios. Students may have the entire assessment read aloud or they may request a word, phrase, or test item be read aloud.

Chemical Symbols

Symbols should be read in a way that does **not** cue the correct answer or provide a hint for the test taker. If a question includes both the name and the symbol of an element or formula of a compound, the symbol/formula may be read as the name in later instances within the test question. If only the symbol/formula appears within a test question, only the symbol/formula should be read (e.g., Cl₂ should be read as “C, l, two,” **not** as “chlorine gas” or “chlorine”).

Scientific Units

Abbreviated units should be described using the full word(s). For example, 3 m should be read as “three meters,” and 9.8 m/s² should be read as “nine point eight meters per second squared.”

Graphs/Tables/Keys

For graphs, first read the title of the graph. Then read the label and the numbers on each axis, referring to the horizontal axis as the bottom of the graph and the vertical axis as the left side of the graph. The order will depend upon the content of the graph. Describe the key if there is one.

For data tables, first read the title of the data table. If the data table has two columns, read as follows:

- The heading of the left column is “___”
- The heading of the right column is “___”
- The data from left to right are as follows:
- Row one: __, __
- Row two: __, __
- Etc.

If the data table has three or more columns, read as follows:

- The headings of the columns from left to right are: “___”
- The data from left to right are as follows:
- Row one: ____
- Row two: ____
- Etc.

Headings with units should be read with an insertion of “in” between the measurement and the unit (e.g., “Distance (feet)” should be read as “Distance in feet”).

Most data tables should be read left to right by each row; however, it is more appropriate to read some data vertically for each column.

Science Scenarios

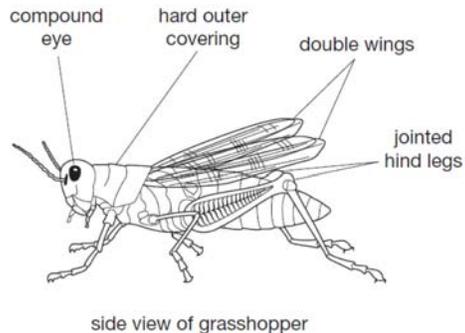
First read the directions above the scenario, and then read the phrase “The title of the scenario is ‘___’.”

If a picture/diagram/data table shown within the scenario is **not** referenced in the sentence prior to its appearance, use the phrase “A (picture/diagram/data table) is shown. The title of the (picture/diagram/data table) is ‘___’.”

Diagrams/Figures/Flowcharts

Always read the title if there is one. “The title of the (diagram, figure, flowchart, food web, etc.) is (‘___’).”

Diagrams with labels should be described in a concise format including all text/labels, as in the following example:



“The drawing shows a side view of a grasshopper. There are four labels from left to right: compound eye, hard outer covering, double wings, jointed hind legs.”

Food webs should be described by starting at the bottom of the food web and reading all labels and describing the direction of arrows.

Flowcharts:

- Horizontal flowcharts should be read left to right and include a description of the labels and arrow directions.
- Vertical flowcharts should be read in the direction indicated by the arrows and include a description of the labels. If arrows are not present, they should be read top to bottom and include a description of the labels.

Note: A graphic should be referenced by the Reader the same way it is identified in the introduction of the item (or scenario), with the same term used consistently throughout the script. Picture, diagram, and drawing are **not** interchangeable.

GENERAL SCRIBING GUIDELINES

Scribing is an allowable accommodation for a student who has a physical disability that severely limits or prevents the student's motor process of writing, typing, or recording responses during testing (including pain and/or fracture) or for a student who has a documented disability in the area of written expression which results in significant interference in the student's ability to express knowledge in writing/keyboarding, even after varied and repeated attempts to teach the student to do so.

Scribing must be used only by a student who already uses scribing on a day-to-day basis for instruction and assessment and whose IEP team, Section 504 Services Plan team, or educational team determines that scribing is essential for the student to access the test. IEP and 504 Services Plan teams should consider the following before listing the accommodation in the student's IEP/504 plan:

- Is the student's inability to express in writing documented in evaluation summaries from locally-administered diagnostic assessments?
- Does the student receive appropriate ongoing, intensive instruction and/or interventions to learn written expression?

The following guidelines must be followed whenever scribing is used:

- A student who uses the scribing accommodation must be tested in a separate setting.
- If a student is NOT capable of independently responding to selected-response (multiple-choice and evidence-based selected-response) questions via the online test, the student should use the paper/pencil version of the assessment. The student would then dictate the responses to the School Assessment Coordinator (SAC) or his or her designee, the scribe, who would record all responses verbatim into the student's answer booklet.
- If a student is capable of independently responding to selected-response questions by pressing A, B, C, or D on a keyboard, PDE recommends that the student participate in the online test version to allow the student as much independence as possible. For an online tester who requires a scribe for constructed responses:
 - The student must be provided with a paper/pencil booklet of the same form designation as his or her online test.
 - If the student is unable to key an extended response but is able to handwrite the constructed response in the booklet, he or she should write each constructed response in the provided answer booklet.
 - If the student is unable to key or handwrite the extended response, the procedures for scribing should be followed. A scribe may NOT enter a student's dictated responses directly into the online test. Instead, the student should dictate the response to the SAC or designee, who must write the response verbatim into the provided answer booklet.
 - The SAC or designee will then open the online test at a later time and transcribe the student's constructed responses into the student's online test. **Note:** If this accommodation is used, the student should NOT select Review/End Test followed by End Test upon completion of the selected-response portion of the assessment. Instead, the student should Pause and Exit, as the student has not completed that section of the assessment.
 - Once the SAC or designee has completed the transcription (which may require the Test Ticket to be unlocked if the transcription does not occur on the same day that the assessment session was administered), a Do Not Score Label must be affixed to the paper/pencil answer booklet that was used by the student and/or scribe to initially record the responses.

Additionally, all scribes should follow the general procedural guidelines below:

- The scribe must NOT give any help that might suggest the correct answer to a question. The scribe must not communicate to a student that he or she should “check” an answer or has answered an item correctly or incorrectly.
- The scribe must NOT edit or alter student work in any way and must record exactly what the student has dictated.
- The scribe may ask the student to restate words or parts of the answer as needed to ensure a correct transcription of the student’s response. The scribe must be careful to ensure that such requests are not communicated in any way that would indicate to the student that he or she should revise or correct the response.
- Students must be allowed to review and edit what the scribe has written. The scribe may ask “Are you finished?” or “Is there anything you want to add, delete, or change?”
- The scribe may respond to procedural questions asked by the student (e.g., If the student asks, “Do I have to use the entire space to answer the question?” the scribe can indicate “no.”)
- The scribe may not answer questions related to the content (e.g., “Can you tell me what this word means?” or “Is this the right way to set up the problem?”).

PSSA ENGLISH LANGUAGE ARTS SCRIBING GUIDELINES

Multiple-choice Questions, Evidence-based Selected-response Questions, and Short-answer Questions (Grade 3 only)

The student dictates responses using the same manner that is used during instruction and assessment, which may include pointing to answer choices or using “a, b, c, d” cards. The scribe may not question or correct student answer choices or coach the student on the meaning or spelling of words.

Writing Prompts and Text-dependent Analysis Questions

Scribing is only allowable as a unique accommodation for ELA writing prompts (Grades 3–8) and text-dependent analysis questions (Grades 4–8). To use scribing as a unique accommodation, the SAC or designee must complete the Scribing Unique Accommodation form to PDE and submit it to PDE at: RA-accommodations@pa.gov. The current version of this form can be found at:

- www.education.pa.gov [Hover over K-12 in the dark blue bar at the top of the page and click on Assessment and Accountability. Select the PSSA link that reads “Continue to Pennsylvania System of School Assessment (PSSA) Information...” under the paragraph titled “PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT (PSSA)” or the Keystone link that reads “Continue to Keystone Exams Information...” under the paragraph titled “KEYSTONE EXAMS.”]

No approval response from PDE will be given. The district must retain documentation of the need for the accommodation. The “Other (special paper, etc., as indicated in Accommodations Guidelines or a unique accommodation as approved by PDE)” bubble should then be filled in under “Student used the following Response Accommodations” on page 3 of the student’s answer booklet. The Supplemental Data Field should also be completed. Email PDE (rayyoung@pa.gov) for the Supplemental Data Field code.

In addition to the general guidelines, the following scribing guidelines must also be followed for writing prompts and text-dependent analysis questions:

- A student using a scribe must be given the same opportunity to plan and draft an essay as any other student participating in the assessment. This means that the scribe may write an outline or plan as directed by the student. The scribe must write the words of the student exactly as dictated during the entire test administration.
- The scribe must write the student response verbatim, have the student review the response for punctuation, capitalization, spelling, word choice, and spelling, revise the response as directed by the student, and transcribe the final student-approved essay with no changes.
- The scribe must spell all words as dictated. The scribe must orally confirm the spelling of frequently confused words (e.g., there, they’re, and their; two, to, and too).

- The scribe should not use capitalization or punctuation in the student’s response, except in cases as noted in the following bullets. The student must proofread the response to add punctuation and capitalization. (This can be done all at once upon completion of the response or as the student dictates the response, based on the preference of the student. Proofreading must be conducted in such a way as to not interfere with the student’s construction of the response.) The scribe must make all student-requested changes, even if they are incorrect.
 - The scribe can automatically capitalize the first word of any paragraph. (The student must indicate paragraph breaks. The student can do this by saying, for example, “The cat ran. New paragraph. The rabbit hopped.” If the student does not indicate paragraph breaks during the writing of the essay, he or she can go back and add them later. The scribe must not add capitalization unless the student indicates a new paragraph.)
 - The 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.” However, if the student said, “The cat ran. The cat jumped.” the scribe would write “The cat ran the cat jumped”.
- The student must confirm the final response and indicate when he or she is ready to move on to the next item.

KEYSTONE LITERATURE SCRIBING GUIDELINES

The student dictates responses using the same manner that is used during instruction and assessment, which may include pointing to answer choices or using “a, b, c, d” cards. The scribe may not question or correct student answer choices or coach the student on the meaning or spelling of words.

PSSA MATHEMATICS/KEYSTONE ALGEBRA I SCRIBING GUIDELINES

The student dictates responses using the same manner that is used during instruction and assessment, which may include pointing to answer choices or using “a, b, c, d” cards. The scribe may not question or correct student answer choices or coach the student on the meaning or spelling of words.

PSSA SCIENCE/KEYSTONE BIOLOGY SCRIBING GUIDELINES

The student dictates responses using the same manner that is used during instruction and assessment, which may include pointing to answer choices or using “a, b, c, d” cards. The scribe may not question or correct student answer choices or coach the student on the meaning or spelling of words.

REFERENCES

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