

New Hampshire Statewide Assessment System (NH SAS)

Scribing Protocol

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, American Sign Language (ASL), braille, assistive communication device). It is important to ensure that the student has access to and is able to respond to test content.

Scribe Qualifications

The scribe should be an adult who is familiar with the student, such as the teacher or paraprofessional who is typically responsible for scribing during classroom instruction and assessment.

Scribe must have demonstrated knowledge and experience in the subject for which scribing will be provided.

Scribe should have knowledge and an understanding of the test security policies and procedures outlined in the Test Administration Manual.

Preparing for Test Administration

- ❖ Complete the NH SAS Test Administration Certification training.
- ❖ Read and sign the NHDOE Test Security Assurances for Proctors/Test Administrators.
- ❖ A scribe should 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 needed accommodations and designated supports.
- ❖ A scribe should be familiar with the embedded and non-embedded supports available to students as outlined in the [New Hampshire Statewide Assessment System: Accommodations, Designated Supports and Universal Tools Guide](#).
- ❖ A scribe is expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. It is recommended that a scribe review the practice tests to become familiar with the assessment.
- ❖ Practice scribing with the student using the practice tests.
- ❖ Review this *Scribing Protocol* with the student one or two days prior to testing.

General Guidelines

Scribing must be administered to a student individually in a separate setting, so it does not disrupt other students, or inadvertently reveal student answers.

- ▶ For computer-based administration, scribes must enter student responses directly into the test interface, making use of the applicable embedded and non-embedded supports available for a student.
- ▶ 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 will compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating their response during or after the dictation to the scribe.
- ▶ Scribes may ask the student to restate words or parts 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 mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way and must record exactly what the student has dictated.
- ▶ Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

Content Area Specific Guidelines

Content Area	Guidelines
English Language Arts	<p>Selected Response Items (Single and Multiple Answer)</p> <ul style="list-style-type: none">▶ The student must point to or otherwise indicate their selection(s) from the options provided.▶ Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item.▶ The student will confirm the selected answer and indicate to the scribe when they are ready to move to the next item. <p>Constructed Response Items (Short-Text)</p> <ul style="list-style-type: none">▶ The scribe will write verbatim student responses on paper or on screen in an area where the student's answers will not be accessible to other students.▶ The scribe will correctly spell all words as dictated by the student.

Content Area	Guidelines
English Language Arts	<ul style="list-style-type: none">▶ The scribe will not capitalize words or punctuate text.▶ The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>.▶ The student will proofread to add punctuation, capitalization, formatting, and make other edits.▶ The scribe will make student-requested changes, even if incorrect.▶ The student will confirm the fidelity of the response.▶ The student will indicate to the scribe when they are ready to move to the next item. <p>Writing</p> <ul style="list-style-type: none">▶ The scribe will write verbatim student responses on paper or on screen in an area where the student's answers will not be accessible to other students.▶ The scribe will correctly spell all words as dictated.▶ The scribe will not capitalize words or punctuate text.▶ The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>.▶ The student will proofread to add punctuation, capitalization, formatting, and other edits.▶ The scribe will make student-requested changes, even if incorrect.▶ The student will confirm the fidelity of the response.▶ The student will indicate to the scribe when they are ready to move to the next item.▶ Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Content Area	Guidelines
Mathematics	<p>Selected Response Items (Single and Multiple Answer)</p> <ul style="list-style-type: none"> ▶ The student must point to or otherwise indicate their selection from the options provided. ▶ The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question. ▶ The student will confirm their selections and indicate to the scribe when they are ready to move to the next item. <p>Constructed/Equation Response Items</p> <ul style="list-style-type: none"> ▶ The student must point or otherwise direct the scribe in developing their response. ▶ The scribe will input student work directly onscreen and in view of the student. ▶ For responses requiring equations, the student must specify where to place figures and quantities. ▶ For responses requiring text, the scribe will correctly spell all words as dictated and conform to standard writing conventions. ▶ For responses requiring text, the student will proofread to add punctuation, capitalization, formatting, and other edits. ▶ The scribe will make student-requested changes, even if incorrect. ▶ The student will confirm the fidelity of the response. ▶ The student will indicate to the scribe when they are ready to move to the next item.

Considerations for Students Also Using American Sign Language

- ▶ The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system.
- ▶ When a constructed response is required, the interpreter/scribe should convey the meaning behind the student's indicated response.
- ▶ The interpreter/scribe should show the student the written response, but **NOT** sign the response to the student.
 - Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- ▶ Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

Considerations for Students Using Braille

- ▶ The scribe should be proficient in reading braille in all braille codes used by the student.
- ▶ The scribe should enter the responses on paper or online exactly as the student has brailed. In addition to following the content-specific guidelines above, errors in braille code should not be corrected.
- ▶ The scribe may ask for the student to read back braille responses for clarification if the brailed response is difficult to read due to student corrections.
- ▶ Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

Post-Administration

- ▶ The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and test ticket immediately at the end of the testing session and deliver it to the test administrator. Test materials must be securely shredded once testing is complete.

Decision-making criteria, documentation requirements and available NH SAS supports are available in the [New Hampshire Statewide Assessment System: Accommodations, Designated Supports and Universal Tools Guide](#).