

2017–18 Guidelines for Administration of Accommodations and Linguistic Supports

Introduction

This document contains guidelines for the administration of the MCA with the script, signed interpretation, and scribe accommodations/linguistic supports. Detailed information on and considerations for selecting the script, signed interpretation, and scribe accommodations/linguistic supports is available in Chapters 5 and 6 of the [Procedures Manual](#) (PearsonAccess Next > Resources & Training > Policies and Procedures).

The applicable guidelines in this document should be provided to Test Monitors administering these accommodations/linguistic supports for review prior to testing.

Questions on these guidelines or the administration of accommodations and linguistic supports should be directed to mde.testing@state.mn.us.

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Mathematics and Science Script Guidelines

Background

A mathematics or science script may be provided to students with an Individualized Education Program (IEP) or 504 plan or English learners. When the script accommodation/linguistic support is selected, the reader uses the script to read aloud specified portions of the test to the student. The guidelines for reading aloud below are also included in the script. Note: The script may be a heavy language load that is beneficial for a limited number of students. The standard text-to-speech available in the online test is available for all students and may be more appropriate.

Qualifications of Readers

- The reader should be a district staff member who is familiar with the student, and who is typically responsible for providing this type of accommodation or linguistic support in the classroom.
- The reader must be familiar and comfortable with the process before providing this accommodation/linguistic support during test administration.

Preparation Procedures

- Readers must complete the applicable *Test Monitor Training*, which includes the *Test Security Training* and the *Assurance of Test Security and Non-Disclosure*, prior to test administration.
- Readers must be familiar with district policies and procedures for testing.
- Readers are expected to familiarize themselves with the test format using the item samplers and the applicable *Directions for Administration* in advance of the testing session.
 - For mathematics, the script must be administered with a paper test book (regular print, large print, or braille).
 - For science, the script can be administered with the online test or with a paper test book (large print or braille). If administering the script with the online test, the student must be in a test session in PearsonAccess Next with the Science Script test assigned. If not in a test session with the Science Script test assigned, the student's test will not match the script.
- Readers must be familiar with the student's IEP or 504 plan, if applicable, so there are plans in place for providing all needed designated supports and accommodations.
- Readers should meet with the student in advance and practice reading the script using the item samplers, as needed, so the student is familiar with the format of the test that will be taken.
- Prior to administering the test, the reader should inform the student of the guidelines that must be followed for the administration of the script, as outlined in the following sections.
- Readers must confirm the testing location and test administration day(s) with the District or School Assessment Coordinator. The script accommodation/linguistic support must be provided in an individual setting or small group setting with other students who require the script.

Guidelines for Reading Aloud – Mathematics

General Instructions:

- Before students start the test, read the applicable directions to students from the *Directions for Paper Administrations*.
- Do not discuss test content with the student during or after the test.
- Do not discuss any portion of the test or the student’s performance with others.

Read Aloud ONLY what is in BOLD TYPE

- Read test content in bold in the script exactly as written, as steadily and clearly as possible without changing, emphasizing, or adding information.
- Do not paraphrase, clarify, define, or translate any part of the questions, answer options, or instructions in the script.
- Reading additional test content from the test book is not allowed and may require the test to be invalidated.
- Respond to student questions using only scripted directions from the *Directions for Paper Administrations*.

Respond to the Student’s Needs

- Adjust your reading speed and volume if requested by the student.
- After the question and all answer options have been read, allow the student time to respond. If the pause has been lengthy, you may ask, “Do you want me to repeat the question or any part of it again?” before continuing.

Maintain Neutrality

- Communicate in a neutral tone and maintain a neutral facial expression and posture.
- Do not attempt to solve questions, or determine the correct answer to a question while reading, as this may result in pauses or changes in inflection which may mislead the student.
- Be careful to give equal emphasis to each answer option. If the student chooses an answer before all the answer options have been read, you may ask, “Do you want the other answer options read?” before continuing.

Guidelines for Reading Aloud – Science

General Instructions for Test Monitors:

- This script contains two sets of instructions: the first set is used for administering the script with the online test and the second set is used for administering the script in conjunction with a large print or braille test book. Use the watermark and tabs in the script to confirm you are using the correct script; the large print instructions are used for braille test administration with a script.
- Do not discuss test content with the student during or after the test.

- Do not discuss any portion of the test or the student’s performance with others.

Read Aloud ONLY what is in BOLD TYPE

- Read test content in bold in the script exactly as written, as steadily and clearly as possible without changing, emphasizing, or adding information.
- Do not paraphrase, clarify, define, or translate any part of the questions, answer options, or instructions in the script.
- Reading additional test content from the test book or screen is not allowed and may require the test to be invalidated.
- Respond to student questions using only scripted directions from the *Directions for Online Administrations* or *Directions for Paper Administrations*.

Respond to the Student’s Needs

- Adjust your reading speed and volume if requested by the student.
- After the question and all answer options have been read, allow the student time to respond. If the pause has been lengthy, you may ask, “Do you want me to repeat the question or any part of it again?” before continuing.

Maintain Neutrality

- Communicate in a neutral tone and maintain a neutral facial expression and posture.
- Do not attempt to solve questions, or determine the correct answer to a question while reading, as this may result in pauses or changes in inflection which may mislead the student.
- Be careful to give equal emphasis to each answer option. If the student chooses an answer before all the answer options have been read, you may ask, “Do you want the other answer options read?” before continuing.

Scribe Guidelines

Background

In cases where visual or motor difficulties prevents a student from indicating their own responses, students with an IEP or 504 plan may be provided the scribe accommodation. The student dictates via speech or an assistive communication device while the scribe indicates responses in paper accommodated test materials or navigates and enters responses into the online test. Scribes may also be provided to general education students in the case of an injury situation (e.g., broken arm).

Qualifications of Scribes

- The scribe should be a district staff member who is familiar with the student, and who is typically responsible for providing this accommodation in the classroom.
- 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 during test administration.

Preparation Procedures

- Scribes must complete the applicable *Test Monitor Training*, which includes the *Test Security Training* and the *Assurance of Test Security and Non-Disclosure*, prior to test administration.
- Scribes must be familiar with district policies and procedures for testing.
- Scribes are expected to familiarize themselves with the test format using the item samplers and the applicable *Directions for Administration* in advance of the testing session.
- Scribes must be familiar with the student's IEP or 504 plan, if applicable, so there are plans in place for providing all needed designated supports and accommodations.
- Scribes should meet with the student in advance and practice scribing using the item samplers, as needed, so the student is familiar with the format of the test that will be taken.
- Prior to administering the test, the scribe should inform the student of the guidelines that must be followed for the administration of the scribe accommodation, as outlined in the following sections.
- Scribes must confirm the testing location and test administration days with the District or School Assessment Coordinator. This accommodation must be provided in an individual setting so as not to disrupt other students who are testing.

Guidelines for Scribes

General Instructions:

- Before students start the test, read the applicable directions to students from the *Directions for Online Administrations* or *Directions for Paper Administrations*.
- Do not discuss test content with the student during or after the test.
- Do not discuss any portion of the test or the student's performance with others.

Respond to the Student's Needs

- As needed, respond to procedural questions asked by the student (e.g., test directions, navigation within the test). Do not answer student questions about test items. To ensure a standardized administration, scripted directions from the *Directions for Online Administrations* or *Directions for Paper Administrations* should be used to respond to the student whenever possible.
- Use of the online and accessibility tools within the online test as requested by the student.
- Allow the student to review and edit what has been entered or written.

Transcribe ONLY what is communicated by student

- Do not question or correct student choices, alert students to errors, prompt, or influence students in any way that might compromise the integrity of student responses. You may repeat directions provided on the item (e.g., instructions that clarify how many responses are required or what symbols may be used) but do not provide additional information.
- Do not edit or alter student work in any way, and record exactly what the student has dictated.
- Ask the student to restate the answer or parts of an answer as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.

Maintain Neutrality

- Communicate in a neutral tone and maintain a neutral facial expression and posture.
- Do not read aloud student responses or any test content.
- Avoid conversing with the student about test content during test administration.

Signed Interpretation Guidelines

Background

In cases where a student requires a sign language accommodation, an interpreter is provided. There are two accommodations available for students with an IEP or 504 plan: signed interpretation of the Mathematics and Science MCA scripts and signed interpretation of test directions. The guidelines for signing a mathematics/science script below are also included in the script.

Qualifications of Interpreters

- The interpreter should be familiar with the student and someone who is typically responsible for providing signed interpretation in the classroom.
- The interpreter must be familiar and comfortable with the process before providing either of these accommodations during test administration.

Preparation Procedures

- Interpreters must complete the *Test Security Training* and the *Assurance of Test Security and Non-Disclosure* prior to test administration. If they are also the Test Monitor, the applicable *Test Monitor Training* must be completed.
- Interpreters must be familiar with district policies and procedures for testing.
- Interpreters are expected to familiarize themselves with the test format using the item samplers and the applicable *Directions for Administrations* in advance of the testing session.
- If signed interpretation of the mathematics/science script is required, interpreters should be provided a copy of the script up to 48 hours prior to the start of testing, in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be presented to the student. The *Directions for Administrations* may be provided further in advance as they are not secure test materials.
 - Upon review of the mathematics/science script, if an interpreter is unsure how to sign an unfamiliar word, the interpreter should collaborate with an ASL-fluent content expert (if available) to determine which sign is most appropriate to use. Otherwise, finger spelling should be used.
 - If collaborating with an ASL-fluent content expert, only the word(s) in question may be shared; the entire script cannot be shared. The content expert must also complete the *Assurance of Test Security and Non-Disclosure*.
- Interpreters must be familiar with the student's IEP or 504 plan, so that there are plans in place for providing all needed designated supports and accommodations. Interpreters must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test.
- Interpreters should meet with the student in advance and practice signing the directions and/or the script using the item samplers, as needed, so the student is familiar with the format of the test that will be taken.

- Prior to administering the test, the interpreter should inform the student of the guidelines that must be followed for these accommodations, as outlined in the following sections.
- Interpreters must confirm the testing location and test administration day(s) with the District or School Assessment Coordinator. The script accommodation must be provided in an individual setting or small group setting with other students who require the script.

Guidelines for Signed Interpretation of Test Directions

- Sign scripted directions exactly as written, as steadily and clearly as possible without changing, emphasizing, or adding information. Do not sign any part of the questions or answer options in the assessment, unless the student also requires the script accommodation for mathematics or science.
- Use signs that are conceptually accurate, with or without simultaneous voicing.
- Use facial expressions consistent with sign language delivery. Do not use expressions which may be interpreted by the student as approval or disapproval of the student's answers.
- Do not clarify, provide additional information, assist, or influence the student's selection of a response in any way.
- Adjust your signing speed if requested by the student.
- Do your best to use the same signs if the student requests a portion repeated.
- When using an ASL sign that can represent more than one concept or English word, you must adequately contextualize the word, in order to reduce ambiguity. You may also spell the word after signing it, if there is any doubt about which word is intended.
- Spell any words requested by the student during the test administration.
- Respond to student questions using only scripted directions from the *Directions for Online Administrations* or *Directions for Paper Administrations*.

Guidelines for Signed Interpretation of Mathematics and Science Scripts

General Instructions:

- Before students start the test, sign the applicable directions to students from the *Directions for Paper Administrations* or *Directions for Online Administrations*.
- Do not discuss test content with the student during or after the test.
- Do not discuss any portion of the test or the student's performance with others.

Sign ONLY what is in BOLD TYPE

- Sign test content exactly as written, as steadily and clearly as possible without changing, emphasizing, or adding information.
- Do not clarify or define any part of the questions, answer options, or instructions in the script.
- Signing additional test content from the test book is not allowed and may require the test to be invalidated.
- Respond to student questions using only scripted directions from the *Directions for Paper Administrations* or *Directions for Online Administrations*.

Use Professional Judgement when Signing

- Do your best to use the same signs if the student requests a portion to be repeated.
- Use signs that are conceptually accurate, with or without simultaneous voicing.
- When using an ASL sign that can represent more than one concept or English word, you must adequately contextualize the word to reduce any ambiguity. You may also spell the word after signing it to remove any doubt about which word is intended.
- If you are unsure how to sign and/or pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.
- In cases where signs give clues to the answer, finger spelling must be used.

Respond to the Student's Needs

- Adjust your signing speed if requested by the student.
- Spell any words requested by the student during the test administration.
- After the question and all answer options have been signed, allow the student time to respond. If the pause has been lengthy, you may ask, "Do you want me to sign the question or any part of it again?" before continuing.

Use Appropriate Physical/Facial Expressions

- Use facial expressions consistent with sign-language delivery; do not use expressions which may be interpreted by the student as approval or disapproval of the student's responses.
- Do not attempt to solve questions, or determine the correct answer to a question while signing, as this may result in pauses or changes in inflection which may mislead the student.
- Be careful to give equal emphasis to each answer option. If the student chooses an answer before all the answer options have been signed, you may ask, "Do you want the other answer options signed?" before continuing.