

Students with Disabilities: Guidelines for Participation in the West Virginia Measures of Academic Progress

FOREWORD

West Virginia Measures of Academic Progress encompasses multiple state assessments to measure student achievement and inform program improvement. The Individuals with Disabilities Education Act of 2004 (IDEA) requires participation of students with disabilities in statewide assessment consistent with the No Child Left Behind Act of 2001 (NCLB) and directs states to issue guidelines for appropriate participation of students with disabilities in those assessments.

NCLB requires that states:

- adopt challenging academic content and student achievement standards that apply to all schools and all children in the state,
- align the assessment to the state standards,
- assess all students,
- provide reasonable adaptations and accommodations for a student with a disability;
- use the same assessment to measure the achievement of all students,
- measure the progress of all students, including students with disabilities, relative to the “state” standards for the grade “in which the student is enrolled” and
- develop one or more “alternate” assessments to assess grade-level expectations for those students who, based on the findings of their Individualized Education Program (IEP) teams, cannot participate in all or part of the state’s assessments, even with accommodations.

The West Virginia Department of Education has crafted this document titled *Students with Disabilities: Guidelines For Participation in the West Virginia Measures of Academic Progress* to assist teachers and schools to work within the framework of federal law and policy. Additional copies of this document may be accessed on the Office of Student Assessment Services website at <http://osa.k12.wv.us> or by calling (304) 558-2651.

David Stewart
State Superintendent of Schools

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STUDENTS WITH DISABILITIES:

Guidelines for Participation in the West Virginia Measures of Academic Progress

Introduction

The West Virginia Department of Education has a well-established commitment to using statewide assessment for school improvement. Policy 2340: *Measures of Academic Progress* requires participation in statewide assessments for all students, including students with disabilities. West Virginia Measures of Academic Progress provides individual student data to assist educators with making appropriate instructional decisions and provides school, local education agency (LEA) and state information regarding program effectiveness.

The No Child Left Behind Act of 2001 (NCLB) requires assessment and accountability for all students, to ensure that schools make adequate yearly progress (AYP) toward attaining reading and mathematics proficiency by 2014. To make AYP, schools must annually meet specific goals for increasing the percentage of students who attain proficiency, for students as a whole and by subgroups, one of which is students with disabilities.

The Individuals with Disabilities Education Act of 2004 (IDEA) and Policy 2419: *Regulations for the Education of Exceptional Students* set high expectations for students with disabilities by requiring that they have access to and opportunity to make progress in the general education curriculum and by requiring that they be included in state assessment programs, with appropriate accommodations if necessary. Both NCLB and IDEA require assessment on grade-level content standards for all students, including alternate assessment for students with disabilities who are unable to participate in the general assessment, even when accommodations are provided.

The United States Department of Education, Office for Civil Rights (2000) has emphasized exclusion from assessment undermines the value of assessment and also violates Section 504 of the Rehabilitation Act of 1973, which prohibits exclusion from participation in, denial of benefits to, or discrimination against, individuals with disabilities on the basis of their disability in federally-assisted programs or activities. IDEA addresses nondiscrimination in assessment for students with disabilities and assures that standards are measured and not the student disability. For IDEA and Section 504, individualized determinations of assessment participation and acceptable accommodations are to be addressed by the Individualized Education Program (IEP) Team or Section 504 Committee, as defined in this document.

West Virginia Measures of Academic Progress

Policy 2340 requires the Department to: 1) provide an operational framework to administer an effective and efficient statewide assessment program; 2) protect the integrity of the test data; and 3) support the use of assessment data to improve instruction. West Virginia Measures of Academic Progress consists of multiple assessments. The purposes of the assessments vary, and the participation of all students is determined by grade level as per the federal law.

The 2004-2005 West Virginia Measures of Academic Progress consists of the following assessments.

ACT EXPLORE. ACT EXPLORE is a norm-referenced test that generates English, mathematics, reading and science scores for West Virginia eighth graders. In addition, information is collected about students' educational and career plans, interests, high school coursework plans and self-identified needs for assistance.

ACT PLAN. ACT PLAN is a norm-referenced test that generates English, mathematics, reading and science scores for West Virginia tenth graders. Information is collected about students' educational and career plans, interests, high school courses taken or planned and self-identified needs for assistance.

NAEP (National Assessment of Educational Progress). NAEP is a federally mandated assessment of specific academic areas in grades four, eight and twelve. Assessment results are reported only by grade level, and no individual student results, individual school results or individual county results are provided.

West Virginia Alternate Assessment*. The West Virginia Alternate Assessment is an assessment specifically designed for a small number of students with significant disabilities in grades three through eight and ten whose performance cannot be adequately assessed through general assessment instruments even with accommodations. It consists of data collection and documentation of evidence of student performance over time on selected content standards in the areas of reading and language arts, mathematics, social studies and science. Documentation is compiled into a Datafolio, and the student's performance in each area is rated.

West Virginia Writing Assessment. The West Virginia Writing Assessment is an assessment that evaluates composition skills related to organization, development, word usage, sentence structure and mechanics in grades four, seven and ten.

WESTEST (West Virginia Educational Standards Test)*. WESTEST is a customized test consisting of selected and constructed response items used to measure a student's level of achievement of the Content Standards and Objectives for West Virginia Schools (CSOs) in reading and language arts, mathematics, social studies and science for grades three through eight and ten.

* These assessments are used to determine the Adequate Yearly Progress (AYP) for West Virginia.

Need for Assessment Guidelines

To appropriately assess students with disabilities, the West Virginia Department of Education must ensure assessments are valid, reliable and consistent with assessment standards, particularly when assessments are used for accountability. When using assessment to identify schools needing improvement over a period of time, assessment administration and content must be consistent and scores must be comparable over time. The challenge is to maintain a fair assessment that simultaneously meets the technical quality requirements of statewide assessment and accountability and avoids discrimination against students with disabilities. In this context, guidelines for appropriate assessment of students with disabilities are essential.

According to the January 12, 2001 joint memorandum issued by the United States Department of Education, Office of Elementary and Secondary Education, which administers NCLB, and the Office of Special Education and Rehabilitative Services, which administers IDEA, the Individualized Education Program (IEP) Team must base decisions regarding accommodations on a full understanding of the consequences for reporting and accountability. Guidelines for assisting IEP teams in making informed decisions serve the following:

- T Define appropriate accommodations, and how they are to be administered;
- T Prohibit the modifications that change what the test measures and assure they are **not** written into the IEP or Section 504 Plan;
 - o The only part of the WESTEST Reading and Language Arts Test that may be read or signed is the directions;
 - o Calculators may be used only on the section of the WESTEST Mathematics Test that permits the use of a calculator;
- T Specify criteria for participation in the West Virginia Alternate Assessment; and
- T Describe how decisions are documented in the IEP or Section 504 Plan.

Research, state policy and even litigation have addressed the effects of accommodations and modifications on learning results and assessment results for students with disabilities. Students who receive accommodations in classroom instruction should receive the same accommodations in statewide assessment, if appropriate.

Acceptable Ways to Participate in the West Virginia Measures of Academic Progress

All students participate in the West Virginia Measures of Academic Progress at the grade level at which they are enrolled. Students with disabilities may need accommodations to participate appropriately. Two groups of students with disabilities must be considered: 1) students with disabilities as defined by IDEA, and more specifically, those meeting the eligibility criteria in Policy 2419, whose IEPs must address assessment participation, and 2) students who are not eligible under Policy 2419

and do not have an IEP, but who meet the definition of disability under Section 504, as determined through local education agency written procedures implementing 34 Code of Federal Regulations (CFR) §104. For purposes of NCLB reporting and accountability, only eligible students with disabilities under Policy 2419 and IDEA are included in the students with disabilities disaggregated subgroup. Both groups may receive acceptable accommodations (as defined in this document) as determined appropriate by the respective IEP Team or Section 504 Committee.

The administration manual for each test within the West Virginia Measures of Academic Progress outlines the testing conditions for students participating in that assessment. The standard conditions described in the administration materials are to be followed unless the IEP Team or Section 504 Committee decides a student needs accommodations to the testing conditions.

Students with disabilities participate in all components of the West Virginia Measures of Academic Progress *under standard conditions* or *standard conditions with accommodations* unless they meet the criteria for participation in the Alternate Assessment. WESTEST has been designed to allow a variety of test administration options in presentation, response, setting, or timing/scheduling within *Standard Conditions for All Students*. Accommodations in presentation, response, setting, or timing/scheduling specific to students with disabilities are allowed within the category of *Standard Conditions with Accommodations for Students with an IEP or Section 504 Plan*. *The allowable options and accommodations are defined in this document and the test administration manuals.*

Modifications, that is, changes in the administration of an assessment that change what is intended to be measured by the assessment or the meaning of the resulting scores are not allowed for WESTEST. Modifications **not allowed** include reading the WESTEST Reading and Language Arts Test and using a calculator on the section of the WESTEST Mathematics Test that does not permit the use of a calculator. Off-level testing for WESTEST is not allowed.

Acceptable ways to participate in the West Virginia Measures of Academic Progress are as follows:

Under Standard conditions - Standard conditions refer to the prescribed procedures followed during the administration of a specific assessment.

With accommodations - Testing accommodations are changes in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode or others, including any combination of these, that do not change what is intended to be measured by the assessment or the meaning of the resulting scores.

West Virginia Alternate Assessment - This component of the West Virginia Measures of Academic Progress is designed for a small number of students with significant disabilities who cannot participate in the general assessments, even with extensive accommodations. At the Adolescent Education level, these are students who are earning modified diplomas. A student must meet specific criteria to be determined eligible for the West Virginia Alternate Assessment by the IEP Team.

West Virginia Alternate Assessment Participation Criteria

In the decision making process for participation in the Measures of Academic Progress, students with significant disabilities may be considered for West Virginia Alternate Assessment.

*To be eligible for alternate assessment, the student must meet **all** the following criteria:*

1. The student has a current IEP;
2. Multidisciplinary evaluation and educational performance data support the following:
 - a. The student exhibits significant impairment of cognitive abilities and adaptive skills to the extent that he or she requires extensive instructional modifications of the Content Standards and Objectives for West Virginia Schools (CSOs) and access skills (social, motor and communication) not directly addressed in the CSOs but embedded in instructional standards-based activities; and
 - b. The student cannot participate in the WESTEST and other components of the West Virginia Measures of Academic Progress, even with accommodations.
Reasons why must be stated.

In addition, if the student is 14 years of age or older:

3. It has been determined by the IEP Team that the student is unable to complete the graduation standards necessary to earn a regular diploma, even with extended learning opportunities and significant instructional modifications, thus is working toward a modified diploma.

If the student meets all of the above criteria, the IEP Team documents eligibility for the West Virginia Alternate Assessment at the grade level at which the student is enrolled.

Testing Conditions (Effective for the 2004-2005 school year.)

Because of the standardized nature of the different components of the West Virginia Measures of Academic Progress (WESTEST, ACT EXPLORE, ACT PLAN, Writing Assessment for grades 4, 7 and 10, NAEP and West Virginia Alternate Assessment) and the desire for all students to have the same opportunity to perform throughout the testing process, certain conditions for testing must exist. All students with an IEP or a Section 504 Plan are to participate in all components of the West Virginia Measures of Academic Progress except for those students who meet the criteria for

participation in the West Virginia Alternate Assessment. The IEP Team or the Section 504 Committee decides how students will participate in the assessments, i.e. with or without accommodations.

The purpose of accommodations in assessment for specific students is to compensate for the effects of their disabilities on accessing the test, thus enabling them to participate on an equal basis with their nondisabled peers; it is not to provide the student with an unfair competitive edge. Decisions regarding the accommodations a specific student needs must be considered carefully and consistently to ensure that the student is not at a disadvantage because of her or his disability, but is able to participate in a way that will accurately evaluate what has been learned.

Test administrators are to follow the test procedures in the administration manuals for each component of the West Virginia Measures of Academic Progress (WESTEST, ACT EXPLORE, ACT PLAN, Writing Assessment for grades 4, 7 and 10, NAEP and West Virginia Alternate Assessment). Testing conditions, including standard conditions for all students and standard conditions with accommodations for students with an IEP or a Section 504 Plan, are described below.

Standard Conditions for All Students

The following are changes in presentation, response, setting, or timing/scheduling that may be provided to any student participating in the testing. These changes **do not** change what the test measures or how the test is scored or reported.

Presentation

- visual magnifying equipment
- audio amplification equipment
- place markers to maintain place

Response

- graph paper to align work
- template (i.e., typoscope) to maintain place for responding
- Underline or circle key words or phrases in directions, text or stems. Underlining or circling should not interfere with the answer choices (e.g., no highlighting on WESTEST).
- Scratch paper, graph paper, line guide, slate and/or abacus may be used for computations and note taking while reading and/or responding for **all content areas**.
- Use a scribe when a short-term medical condition precludes the student from writing with dominant hand to mark responses in test booklet, e.g., a fractured arm in a cast. Approval needs to be obtained from the County Test Coordinator or the County Special Education Director on a case by case basis.

Setting

- individual testing
- small group or different class testing
- adaptive furniture
- special lighting and/or acoustics

Standard Conditions with Accommodations for Students with an IEP or Section 504 Plan

Following are lists of allowable accommodations. An IEP Team or a Section 504 Committee may request from the Office of Student Assessment Services permission to use other accommodations. Requests are to be submitted to the Office of Student Assessment Services; 1900 Kanawha Boulevard, East; Charleston; West Virginia 25305 no later than **Friday, April 22, 2005**. The request must come from either the County Test Coordinator or the County Special Education Director. The Department will evaluate the request and decide what impact this change has on what is being tested. Upon completion of the review of the request, the County Test Coordinator or County Special Education Director will be notified of the determination of the review committee. The following information must be included in the request.

- Student's name, school and county
- Specific requested accommodation(s)
- Rationale for the request
- Verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodations(s)
- Impact on student's WESTEST results if the student is not permitted to use the requested accommodation(s)

Upon completion of the review of the request, the County Test Coordinator and County Special Education Director will be notified of the determination of the review committee.

Accommodations

An accommodation is a change in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode, or others, including any combination of these; that **does not change what is intended to be measured** by the assessment or the meaning of the resulting scores. Accommodations for WESTEST are categorized into three types: presentation, response and timing/scheduling. The accommodations are:

Presentation

- Present directions, stimulus material, questions and/or answer choices through sign language for the Mathematics, Science and Social Studies tests. **On the Reading/Language Arts test only the directions may be signed.**
- Have directions, stimulus material, questions, and/or answer choices read aloud verbatim for the Mathematics, Science and Social Studies Tests as per the IEP or Section 504 Plan.
 - On the Reading/Language Arts test, only the directions may be read aloud.
 - For a blind/partially-sighted student who does not read Contracted Braille or Nemeth Code, have directions, stimulus material, questions and/or answer choice read aloud verbatim to the student for the Mathematics, Science and Social Studies Tests.
- Use a text-talk converter to present directions, stimulus material, questions, and/or answer choices verbatim for a blind/partially-sighted student, when that is the student's typical mode of accessing written material.
- Use Braille or other tactile form of print when that is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized test booklet. Refer to *Directions for Transcribing*.
- Use a secure electronic Braille note taker for directions and test stimulus materials.
- Have directions **rephrased** by a trained examiner in a way that states the same message and does not breach security of the test items or give away an answer.
- Use a large-print edition (18 point font) of the test when it is the student's typical mode of accessing written material. Student responses must be transcribed to a regular-sized test booklet. Refer to *Directions for Transcribing*.

Response

- Student records responses in large-print test booklet. Transcribe student responses to a regular-sized test booklet. Refer to *Directions for Transcribing*.
- Indicate responses to a scribe for selected-response items. Refer to *Directions for Transcribing*.
- Indicate responses to a scribe for constructed-response items, when the student is physically unable to respond otherwise. Refer to *Directions for Transcribing*.
- Use a computer, typewriter, or other device to respond. Student responses must be transcribed to a regular-sized test booklet. Refer to *Directions for Transcribing*.
- Use Braille or other tactile form of print when that is the student's typical mode of responding to written materials. Student responses must be transcribed to a regular-sized test booklet. Refer to *Directions for Transcribing*.
- Use an abacus on all parts of the Mathematics Test for blind students.
- Provide physical support for a student by an aide if this support is provided routinely and if the aide has been trained as an examiner.

- Use an electronic translator or sign-dictionary to present directions, stimulus material, questions and/or answer choices for the Mathematics, Science and Social Studies Test. An electronic translator or sign-dictionary may be used **only to present the directions** for the Reading/Language Arts Test.

Scheduling

- Have flexible scheduling that allows for student who may not complete the testing before a scheduled meal break. Flexible scheduling shall not result in an opportunity for the student to study information on a test already started. Tests are to be completed on the same day that they are started.
- Provide more breaks than are scheduled as long as the breaks do not result an opportunity for the student to study information on a test already started. Security measures must be followed during the breaks. The test must be completed on the same day it is started.

Role of the Individualized Education Program (IEP) Team or Section 504 Committee

For eligible students with disabilities under Policy 2419, the student's IEP Team determines how the student participates in the West Virginia Measures of Academic Progress, including whether the student will take the WESTEST or meets the criteria for participation in the West Virginia Alternate Assessment. If the student takes the WESTEST and other tests in the West Virginia Measures of Academic Progress, the IEP Team determines and documents on the IEP, at least annually and prior to the test, any allowable accommodations (as defined in this document) the student needs for appropriate assessment. The IEP information, including testing conditions and accommodations, is documented in the student's WVEIS Special Education Student Information record.

For students with disabilities as defined under Section 504, *who do not have an IEP*, the Section 504 Committee determines any needed accommodations to the West Virginia Measures of Academic Progress. The Section 504 Plan is developed by a knowledgeable group of persons qualified to evaluate and determine whether the student meets the definition of a student with a disability under Section 504 and to plan for the educational needs of the student. LEAs are required to have written procedures for developing Section 504 Plans. If the student is determined to need accommodations in assessment, the student's needs and a description of the accommodations and other services to be provided to meet those needs are documented in the individual's Section 504 Plan, the student's WVEIS Basic Student Record is tagged as Section 504 and the Section 504 Testing Accommodations record is completed.

Whether the decision is made by the IEP Team or a Section 504 Committee, the parent, and the student if appropriate, must be involved in and informed of decisions regarding assessment participation. The implications of the decisions must be carefully explained to the parent and the student.

The **IEP** must specify how the student will participate in all the applicable components of West Virginia Measures of Academic Progress:

- ❑ Standard; and/or
- ❑ With accommodations - specific and acceptable accommodations (as defined in this document) must be listed and the test/subtest to which each applies; or
- ❑ Student meets criteria for participation in the West Virginia Alternate Assessment.

For students with disabilities **under Section 504** who do not have IEPs, any changes in testing conditions must be specified as appropriate:

- ❑ Standard – will be assumed if not specifically addressed in the Section 504 plan; or;
- ❑ With accommodations - specific and acceptable accommodations (as defined in this document) must be listed and the test/subtest to which each applies.

When the student participates in WESTEST, the student also will participate in the other components of the West Virginia Measures of Academic Progress (ACT EXPLORE, ACT PLAN, Writing Assessment for grades 4, 7 and 10 and NAEP as determined by enrollment grade) given to all students. If accommodations are needed for other tests that are different from those to be used with WESTEST, they must be specified on the IEP or Section 504 Plan. Otherwise, the same accommodations will apply to all tests. Testing conditions and accommodations used for WESTEST, if any, must be documented in the student's WVEIS Special Education Student Information record or Section 504 Testing Accommodations record as applicable. WESTEST accommodations must be implemented, and implementation is to be documented at testing time to ensure appropriate assessment occurs.

Making Assessment Decisions

The following guidelines for making assessment decisions for students with IEPs and Section 504 Plans are provided.

For students with IEPs or Section 504 Plans:

- ❑ Decisions regarding the student's participation in the West Virginia Measures of Academic Progress must be based upon educational performance data and be consistent with the IEP or Section 504 Plan.
- ❑ Ensure that parents, students, teachers and administrators are aware of the impact of test participation decisions on accountability and reporting. Alternate Assessment results will be included in accountability with the results of all

students. Disaggregated results for students with disabilities will be reported by school, county and state for Alternate Assessment and WESTEST as required by IDEA and NCLB, to the extent possible in consideration of maintaining confidentiality of individual student results. In all forms of participation, individual student results will be available to parents and teachers.

- Determine if accommodations are needed and whether the accommodation is on the list included in this document, or alternatively, is included in the test administration manual. If not, contact the County Test Coordinator to ascertain whether the accommodation will be approved by the Department for use by the student with an IEP or Section 504 Plan.

T Review the present levels of educational performance and IEP services or Section 504 Plan. **Is the student receiving instruction:**

1. primarily in the general curriculum which is based on the Content Standards and Objectives for West Virginia Schools (CSOs); if so, the student should participate in the **WESTEST** and other West Virginia Measures of Academic Progress components, using the acceptable accommodations (as per this document) if appropriate, or
2. primarily in the skills linked to the core CSOs and meets the criteria for participation in the **West Virginia Alternate Assessment**; if so, the student should participate in the **West Virginia Alternate Assessment**.

T For students participating in the general assessments (WESTEST, ACT EXPLORE, ACT PLAN, Writing Assessment for grades 4, 7 and 10 and/or NAEP as determined by enrollment grade), review the supplementary aids and services and program modifications provided in the IEP or in the Section 504 Plan for classroom instruction and assessment.

1. **Does the IEP/Section 504 Plan provide for accommodations in classroom instruction and assessments?** To be considered, an accommodation must be one the student uses in classroom instruction or assessment, and must be acceptable as per this document.
2. **Would using this accommodation in the components of the Measures of Academic Progress result in getting the best measure of what the student knows and can do on the skill being tested?** Not every accommodation used in instruction is appropriate or helpful in assessment. Accommodations used to assist a student in learning may not be as useful when it comes time to give the student a chance to show what he or she has learned. Accommodations should address the barriers to accessing the test resulting from the student's disability to ensure the skill is being measured. Factors such as the effectiveness of the accommodation, difficulties encountered when utilizing the

accommodation and available research on the use of the accommodation need to be evaluated and considered.

3. **Will the student actually use the accommodation when testing occurs?** When possible, the student should be involved in the decision. An accommodation is more likely to be effective if the student understands how to use it and is willing to do so.

For students with an IEP:

- Document the assessment decisions on the IEP, including:
 - whether the student will take the general assessments (WESTEST, ACT EXPLORE, ACT PLAN, Writing Assessment for grades 4, 7 and 10, and NAEP) as appropriate based on enrollment grade or participate in the West Virginia Alternate Assessment and
 - for WESTEST and other components of the West Virginia Measures of Academic Progress, list the specific and acceptable accommodations (as defined in this document), if any, and the test/subtest to which they apply.
 - Document WESTEST or Alternate Assessment conditions in the student's WVEIS Special Education Student Information record.

For students with a Section 504 Plan:

- For a student with a Section 504 Plan:
 - document for WESTEST and other components of the West Virginia Measures of Academic Progress the specific and acceptable accommodations (as defined in this document), if any, and the test/subtest to which they apply and enter the information in the student's WVEIS Basic Student Information Section 504 Testing Accommodations record.

References

CTB/McGraw-Hill. *Guidelines for Using the Results of Standardized Tests Administered Under Nonstandard Conditions*, (2002) Monterey, CA. CTB/McGraw-Hill.

Elliott, Stephen N., Braden, Jeffery P., and White, Jennifer L. (2001) *Assessing One and All, Educational Accountability for Students with Disabilities*, Arlington, VA: Council for Exceptional Children.

Riley, Richard W. and Cantu, Norma V. (2000) *The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers*, U.S. Department of Education, Office for Civil Rights.

Tindal, Gerald and Haladyna, Thomas M. (2002) *Large Scale Assessment Programs for All Students*. Mahwah, NJ: Lawrence Erlbaum Associates.

Directions for Transcribing

Scribe and support scribe must

1. be an examiner as defined by West Virginia Board of Education Policy 2340. An examiner is a West Virginia educator employed by the school/county/RESA/state who has signed a *Test Procedures Agreement for Examiner* (see page 39).
2. be trained to be an examiner. Refer to the *Training Examiners* section in the WESTEST Test Coordinator's Manual for additional information.
3. sign the ***WESTEST Scribe Verification Form*** (see page 42) at the conclusion of the transcription.
4. list the names of the students whose work was transcribed, students' enrollment grade and the parts of the WESTEST that were transcribed. The form is to be sent to the principal upon completion.

Transcribing oral or signed responses the scribe will

1. mark the student's response from the selected response items in a regular-sized test booklet.
2. write the oral or signed student response for the constructed response items in a regular-sized test booklet.
3. remain silent while the student is dictating or signing and is not to indicate correct or incorrect responses.
4. ask student to repeat a word or phrase for understanding.
5. indicate in the regular-sized test booklet any unintelligible student responses to constructed response items that remain unclear even after asking the student to repeat the response.
6. not communicate verbally or nonverbally that the response is correct or incorrect.
7. indicate that he/she was unable to understand the student's oral or signed response on the test booklet.
8. record the interpreter's response.
9. demonstrate proficiency in signing if serving as both the interpreter and scribe.
10. test in a location where other examinees are not able to hear or see other students' responses.

Transcribing large-print responses scribe will

1. not complete a student's incomplete response.
2. have the option to proofread student responses with another scribe before recording student responses in regular-sized test booklet.
3. copy answers and mark the student's responses from the selected-response items from large-print test booklet to regular-sized test booklet.
4. copy the student's response to constructed-response items as recorded by the student. Punctuation, capitalization and spelling errors shall not be changed.
5. not ask the student questions regarding the responses, spelling, etc.
6. not discuss the student's responses with the student or any other person.

Transcribing Braille responses scribe will

1. demonstrate proficiency in Braille.
2. not guess what the student might have meant if answers are incomplete.
3. preferably work with another scribe who knows Braille to proofread the student's responses for accuracy.
4. copy answers and mark the student's responses to the selected-response items from the Braille test booklet to a regular test booklet.
5. copy the student's response to the constructed-response items so that it authentically replicates the student's response. Words that are misspelled shall be copied exactly and punctuation shall not be changed.
6. not ask the student questions regarding the responses, spelling, etc.
7. not discuss the student's responses with the student or any other person.
8. fill in the Braille circle on the Bio-Grid on the inside front cover.
9. indicate in the regular test booklet any unintelligible part of the student's response to a constructed response item.
10. document that he/she was unclear as to how to transcribe the student's response in the test booklet.

Corrections of exclusively Braille errors will be at the discretion of the scribe. *Braille errors are those errors that occur specifically to that population due to recording medium. An example could be the result of the physical typing on a Braille machine such as typing a 'f' as opposed to the intended 'd' due to finger misplacement*

**WEST VIRGINIA BOARD OF EDUCATION
TEST PROCEDURES AGREEMENT
FOR EXAMINER**

1. The examiner acknowledges that all assessments within the West Virginia Measures of Academic Progress are secure tests.
2. Training about W.Va. 126CSR14, West Virginia Board of Education Policy 2340, West Virginia Measures of Academic Progress, including the *Testing Code of Ethics* has been provided.
3. Instruction in the possible consequences of violations of test and data security has been provided.
4. W.Va. 126CSR14, West Virginia Board of Education Policy 2340, West Virginia Measures of Academic Progress, including the *Testing Code of Ethics* has been reviewed.

By signing this form and returning it to the school principal, I verify that the above four conditions have been met.

Examiner Signature School Date

WESTEST Scribe Verification Form

Student Name: _____

Student WVEIS Number: _____

Grade: _____

School: _____

County: _____

This is to verify that the student's responses have been accurately scribed to Test Booklet Number _____. Please check one of the following reasons for transcribing the student answers to the booklet.

- Damaged Booklet (Record number of the Test Booklet(s) to be destroyed)

Provide a brief explanation: _____

- IEP/504 – Scribe

- LEP – Scribe

The following signatures are needed:

Student: _____ Date: _____

Examiner: _____ Date: _____

Scribe: _____ Date: _____

Principal: _____ Date: _____

County Test Coordinator: _____ Date: _____

Keep a copy for school file and submit a copy to the County Test Coordinator