OSTP English Learner Testing Accommodations 2026-2027

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Definition and Purpose of Oklahoma State Testing Program (OSTP) Accommodations

A test accommodation is a change in the way a test is administered or in the way a student responds to test questions. Similar to instructional accommodations, test accommodations are intended to promote equity among test takers and increase the likelihood that English Learners (ELs) are tested on their knowledge of the content rather than their proficiency in English. For the purposes of the OSTP, EL accommodations are categorized into linguistic (direct) and nonlinguistic (indirect) supports.

Eligibility for OSTP EL Accommodations

Under Title I of the Elementary and Secondary Education Act (ESEA), states must include students with limited English proficiency (as known as English Learners) in their assessments of academic achievement. Both Titles I and III of the ESEA requires the state to hold schools responsible for ELs' mastery of curriculum and content.

Effective accommodations for students with limited English proficiency address the unique linguistic and sociocultural needs of the student by reducing construct-irrelevant variance due to language without altering the test construct. Decisions concerning OSTP Accommodations should be made by the English Language Academic Plan (ELAP) or locally designed equivalent committee responsible for planning the student's academic program. The role of the ELAP committee is to discuss and decide which state-approved accommodations that a student may need for state testing (if any) and then document them in the student's ELAP. The committee must coordinate with all teachers of English learners to ensure that these students use the accommodations as part of classroom instruction on a regular basis. The day of the assessment should not be the first time a student with limited English proficiency uses the accommodation(s) called for in their ELAP.

Members of the ELAP Committee should include:

- the EL student's English as a Second Language teacher;
- the EL student's course content teacher(s);
- an administrator or designee (e.g., guidance counselor or reading specialist);
- the EL student's parent or guardian; and
- the EL student, if appropriate.

All decisions made by the ELAP committee must be documented in the EL student's ELAP. Any accommodations not detailed in the plan will not be allowed to be used on OSTP tests by the EL student and will be cause for test invalidation if used.

State Testing Accommodations for Monitored English Learners

English learners who have tested as proficient in English and entered their monitoring period may continue to be eligible for state testing accommodations for ELs during their first two years of monitoring if they meet certain criteria.

Eligibility for testing accommodations is dependent upon OSTP ELA test performance, first in the same year that the student demonstrates proficiency in English, and then in their initial monitor year. Possible scenarios are as follows:

1. In the first year monitor status for a former EL and the student scores Proficient or Advanced on their previous school year OSTP ELA test. In this case, the student may receive, at district discretion, state OSTP EL testing accommodations in their first monitor year. (Row 1 in the table that follows)

2. In the first year monitor status for a former EL and the student scores Basic or Below Basic on their previous school year OSTP ELA test. In this case, the student will be eligible for state OSTP EL testing accommodations in their first monitor year. (Row 2 in the table that follows)

3. In their second monitor year for a former EL and the student scores Proficient or Advanced on their previous school year OSTP ELA test. In this case, the student may receive, at district discretion, state OSTP EL testing accommodations in their second monitor year. (Row 3 in the table that follows)

4. In their second monitor year for a former EL and the students scores Basic or Below Basic on their OSTP ELA test. In this case, the student will be eligible to receive state OSTP EL testing accommodations in their second monitor year. (Row 4 in the table that follows)

5. In their third monitor year for a former EL and the student scores Proficient or Advanced on their OSTP ELA test. In this case, the student will not be eligible to receive state OSTP EL testing accommodations in the subsequent year. No monitored EL is eligible for state testing accommodations past their second monitor year. (Row 5 in the table that follows)

6. In their third monitor year for a former EL and the student scores Basic or Below Basic* on their OSTP ELA test. In this case, the student will not be eligible to receive state testing accommodations. No monitored EL is eligible for state testing accommodations past their second monitor year. (Row 6 in the table that follows)

Please consult the table below to determine if a monitored EL is eligible for state testing accommodations:

Student Current Status	**Previous Year OSTP ELA Score**	**Current Year Eligibility for OSTP Accommodations**
1st Year Monitored Student	Proficient or Advanced	Student may receive accommodations at district discretion.
1st Year Monitored Student	Basic or Below Basic	Student is eligible for accommodations
2nd Year Monitored Student	Proficient or Advanced	Student may receive accommodations at district discretion.
2nd Year Monitored Student	Basic or Below Basic	Student is eligible for accommodations
3rd Year Monitored Student	Proficient or Advanced	Student is not eligible to receive accommodations.
3rd Year Monitored Student	Basic or Below Basic	Student is not eligible to receive accommodations.

Overview of EL Student Participation in OSTP Assessments

EL and OSTP

English Learner students may **NOT** be exempted from any of the OSTP subject area (ELA, Mathematics, Science, and U.S. History) tests. ELs must take all appropriate grade level tests.

In an EL's first year in U.S. schools, their scores will not count toward district accountability measures.

In their second year of testing in U.S. schools, their scores will **only count toward district accountability measures using a progress measurement**, with their first year's scores establishing their baseline.

In their third year of testing in U.S. schools, their scores will fully count toward district accountability measures.

EL and CCRA

All students including ELs enrolled in the 11th grade **will participate** in the College- and Career-Readiness Assessments (CCRA), which include CCRA Science, US History, and the ACT plus writing. The only exception would be students participating in the Oklahoma Alternate Assessment Program (OAAP).

Students Dually Identified as English Learners with a Disability

EL students who are also students with disabilities are frequently referred to as "dually identified." All students, including those dually identified, are expected to participate in statewide academic assessments. Testing accommodations are available to the dually identified student based on the student's needs and must be documented in the student's IEP or 504 Plan. Additionally, an EL student with disabilities may participate in an alternative assessment if eligibility requirements are met. For detailed information on assessment participation of students with disabilities, refer to OSTP IEP 504 Accommodations Manual.

The IEP/504 teams and EL Committees must work *collaboratively* to determine the assessment participation for dually identified students following these guidelines:

- The IEP/504 team and EL committee jointly determine the statewide assessment participation based on the dually identified student's disability *and* EL status.
- The IEP/504 team and EL committee jointly determine testing accommodations based on the student's disability *and* EL status.

- Statewide assessment participation and testing accommodations must be documented in the student's IEP/504 Plan *and* English Language Academic Plan.

The following questions and answers are provided for clarification:

Q1. Is an EL student with disabilities eligible for direct and indirect linguistic testing accommodations?

Yes, direct and indirect linguistic testing accommodations are available to the EL student with disabilities based on the student's EL status as documented in the student's English Language Academic Plan.

Q2. Is an EL student with disabilities eligible for the same special testing accommodations as students with disabilities?

Yes. An EL student with disabilities may qualify for assessment accommodations based on both their EL status and their IEP/504 status. It is the responsibility of the students IEP/504 team, working collaboratively with the ELAP committee, to ensure accommodations allowed under either status are appropriately assigned.

Q3. Are EL test exemptions available to an EL student with disabilities?

EL students may NOT be exempted from any of the OSTP subject area tests. ELs must take all appropriate grade level tests.

Protocol for Emergency Accommodation on State Assessments

If, prior to or during testing, the school principal (or designee) determines that a student requires an emergency accommodation (e.g., the student breaks a hand), a completed Form EA must be submitted to the District Test Coordinator (DTC) for approval. A copy of this form must be filed in the testing archives, and a copy must be retained by DTC at the district office.

General Requirements for the Use of EL OSTP Accommodations

All accommodations require adherence to test security protocols, including the presence of both a Test Administrator and a Test Proctor during periods requiring access to secure testing materials (e.g., human read-aloud/qualified translator). The use of accommodations is based on the individual needs of an EL student and may only be provided when ALL of the following conditions have been met:

1. The student has a primary language other than **English** and is not proficient in listening, speaking, reading, writing, or comprehension

in the English-speaking classroom as determined by the *ACCESS for ELLs* assessment.

2. The student **routinely uses the accommodation** (with rare exceptions) during classroom instruction and assessment in the subject, both before and after the OSTP test is administered.

3. The accommodation must be documented on the student's current ELAP.

4. The student requires the accommodation in order to participate in OSTP testing.

5. The accommodation is listed as a current accommodation in this manual.

Accommodations **may not:**

1. Alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option.

2. Provide verbal or other clues, suggestions, or hints that indicate or give away the correct response to the student.

3. Contradict test administration requirements or result in the violation of test security. Possible violations would include:

    a. Test questions being modified, reordered, or reformatted in any way for any student

    b. Tests being photocopied, enlarged, altered, or duplicated

    c. English-language dictionaries provided to any student on any test

If the above five conditions have been met and the ELAP committee determines an accommodation is necessary, it must be provided to the student during OSTP testing. If an accommodation is provided that does not meet the conditions stated above, the student's test score may be invalidated. If a student refuses an accommodation listed in their plan, the accommodation must be offered and remain available to the student during testing. The school may want to document in writing that the student refused the accommodation and keep this documentation on file at the school. Students should never be asked to sign an agreement waiving their right to receive an accommodation. Accommodations used by the student must be indicated on the student's answer booklet and/or personal information profile (online).

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is essential for all team members to know and understand the requirement of district and state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day.

Prior to the day of testing, be certain test administrators and proctors know what accommodations each student will be using and how to administer them properly. For example, test administrators and proctors need to know whether a student will be allowed extra time to complete the test, and when the testing time has ended, the plan for the student to continue working. Staff administering accommodations, such as a read-aloud or scribing student responses, must adhere to specific guidelines so that student scores are valid. Translators should be provided a copy of the test and the examiner's directions, no more than one day prior to the start of testing, to become familiar with the content being tested in order to correctly read words, terms, symbols, signs, or graphics that are part of the test. The test must remain in a secure location on school premises. If any accommodation involves test items being read aloud, either by a test administrator, a translator, or a student, both a Test Administrator and Test Proctor are required to always be present in the room to ensure test security. These sessions are not allowed to use a Roving Proctor.

Remember, there is no one-size-fits-all set of accommodations for EL students because ELs are not a homogenous group. Testing accommodations and test administration practices need to be tailored to the individual strengths and needs of the student and their current level of English language proficiency. **Please note that a student should not be provided with an accommodation unless the student uses the accommodation routinely during classroom instruction and assessment in the subject.**

Test Formatting and Spanish Translation Options for OSTP and CCRA

Assessment	Test Format			
	Online English	**Online Spanish**	**Paper English**	**Paper Spanish**
3rd-8th Grade ELA	Available	Not Available	Available	Not Available
3rd-8th Grade Math	Available	Available	Available	Not Available
5th & 8th Grade Science	Available	Available	Available	Not Available
11th Grade CCRA: Science & U.S. History Content	Available	Available	Available	Not Available

Instructions within the testing platform are provided in English only. Spanish translated administration instructions are available for download as an audio file or PDF.

Language translations are reviewed yearly; more language translations may be added upon reaching a 6% threshold.

For all available assessments:

- Test Administration manuals including Spanish administration instructions are available on the Cognia Help and Support Page.
- Parent Student Teacher Guides (PSTGs) are available digitally in both English and Spanish.

ACT Accommodations and Supports

ACT requires schools to submit a request for appropriate English Learner (EL) supports or accommodations for students with a documented need. If an EL examinee requires one-and-one-half time on a single-day administration, the school must submit the request through ACT's accommodations system by the posted deadline. These needs should be identified and documented during the development of the student's grade 11 English Language Academic Plan (ELAP).

Please note: requests for ACT EL supports or accommodations must be submitted within ACT's *designated window* (can be outside of OSTP/CCRA pre code) and approved before a student may receive ACT-specific accommodations. This process includes obtaining a signed Consent to Release Information to ACT form from a parent or legal guardian, or from the student if over 18. Any assessment support or accommodation requested must be regularly used in classroom instruction and documented in the student's ELAP.

EL Support(s)/Accommodation(s) not authorized by ACT will result in an invalid attempt with no score.

For more information, please refer to the following:

- ACT: Accommodations and English Learner Supports
- Requesting Accommodations for the ACT Test | ACT
- Your local District Test Coordinator

EL OSTP & CCRA: Science & U.S. History Content Accommodations

- Grades 3-8 ELA & Math
- Grades 5 & 8 Science
- Grade 11 CCRA: Science & U.S. History Content

Table Key	
Symbol	**Scope of Accommodation**
●	Highly recommended for use by students at this composite/overall English language proficiency levels
◑	Recommended for use by students at this composite/overall English language proficiency levels
○	May not be appropriate for students at these composite/overall English language proficiency levels; however, the accommodation is available to students at all levels as determined by the ELAP team.

Nonlinguistic Accommodations (Codes match on section 8 on students ELAP)		**Content Area**	ACCESS Proficiency **Levels** (PL)			**Procedures & Guidance**
			PL 1 & 2	PL 3 & 4	ELP Monitored	
S1	**Individual Testing**	All Content Areas	◑	○	○	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Student must be actively monitored and tested in a resource room or other location that maintains test security. A dedicated Test Administrator and Test Proctor must be in the room at all times. A Roving Proctor is not allowed for individual testing.
S2	**Small group testing (8-10 maximum)**	All Content Areas	●	◑	○	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students must be actively monitored and tested in a resource room or other location that maintains test security.
S3	**Preferential seating**	All Content Areas	●	◑	○	Students may need to sit close to the front of the room so they can see or hear more easily.

S4	**Separate location (No limit on the number of students)**	All Content Areas			○	This accommodation is intended to reduce student distractions Students must be actively monitored and tested in a resource room or other location that maintains test security. (S1 & S2) student limits do not apply for this accommodation.
T1	**Flexible schedule same day** Student test book(s) and/or online test materials must be secured between sessions.	All Content Areas		○	○	Students are scheduled to allow for the best conditions/timing for their performance, and/or may be allowed to take the test during more than one sitting during a single day. Students are not allowed to study for or discuss tests between sessions. This is not intended for lunch or recess breaks. (S4) must be selected for this accommodation.
T2	**Administer subject area test over several sessions or "chunking"** Student test book(s) and/or online test materials must be secured between sessions.	All Content Areas **EXCEPT** Writing Tests or extended response sections.		○	○	The test may be separated into smaller sections and administered over several days within the state testing window. Student may only work in one separated section at a time and may not go to previous sections or work ahead. (S4) must be selected for this accommodation.
T3	**Allow frequent breaks during testing (maximum 10-15 minute duration)** Student test book(s) and/or online test materials must be secured between sessions.	All Content Areas		○	○	Students are allowed to take short breaks as requested or at predetermined intervals. Students must be monitored during breaks, may not study for or discuss the test during these breaks, or view/change previously answered questions after a break. (S1, S2, or S4 may be selected if frequent breaks will disrupt the general education classroom testing environment.) This accommodation is not intended for lunch or recess breaks. Students must complete a section before being dismissed.

Linguistic Accommodations (Codes match on section 8 on students ELAP)		Content Area	ACCESS Proficiency Levels (PL)			Procedures & Guidance
			PL 1 & 2	PL 3 & 4	ELP Monitored	
EL1	**Provide the assistance of a qualified language translator* to translate or clarify test instructions.** *See qualified language translator requirements This does **not** include test items or answer choices.	All Content Areas	●	◑	○	This accommodation may be provided through electronic recordings. The DTC must destroy or delete these recordings. If a qualified language translator is required for any Online tests, then the test must be read from the computer screen verbatim. Language translators must complete TA training and sign the security form. (S1, S2, or S4) must be selected for this accommodation. If S2 or S4 are selected, students must be grouped with other students receiving this accommodation.
EL2	**Provide the assistance of a qualified language translator* to translate test items and answer choices that do not assess reading competency.** DTCs should order paper formatted tests for students receiving this accommodation. See qualified language translator requirements	Grades 3-8 Math Grades 5 &8 Science Grade 11 CCRA: Science & U.S. History Content	●	◑	○	This accommodation may be provided through electronic recordings. The DTC must destroy or delete these recordings. Test booklets may be provided to a Qualified Language Translator in advance to produce recordings. All test security procedures must be followed, including signing of the Test Administrator Security Form. A Test Administrator and Test Proctor must be present at all times when test items are read aloud; a Roving Proctor is not allowed. (S1 or S2) must be selected for this accommodation. Students must be grouped with other students receiving this accommodation.
EL3	**Simplify, repeat, and clarify test instructions.**	All content areas	●	◑	○	Student may ask for clarification, simplification, signage of directions. This does not include test questions or answer choices.

	This does **not** include test items or answer choices.					Students may have directions reread for each page of questions. (S1, S2, or S4) must be selected for this accommodation. If S2 or S4 are selected, students must be grouped with other students receiving this accommodation.
EL4	**Text-to-Speech or Human Reader provided in English** Text-to-Speech is built into the online testing client, requires the use of earphones, and may be administered individually, in small groups, or in regular setting. A Human Reader reads test directions, test items, and answer choices from separate test booklet. This is limited to small group or individualized testing. Test directions, test items, and answer choices must be read verbatim in **English**.	Grades 3-8 Math Grades 5 &8 Science **Excludes ELA** tests, **except** for Grades 5 and 8 writing prompt Grade 11 CCRA: Science & U.S. History Content	●	●	◑	Paper tests are read by a Human Reader. Test Administrator uses separate test booklet. Online tests have built in Text-to-Speech functionality. This is the preferred method for providing read aloud to students (S2 is not required and S4 may be utilized; however, earphones are required). However, if a human reader is required for the student(s), then the test must be read from the computer screen verbatim and Test Administrator and Test Proctor must be present in the room at all times. Roving proctors cannot be used for these test sessions. **This must be entered in Cognia.** (S1 or S2) must be selected when utilizing a Human Reader. Please refer to the Protocol for Human Readers/Qualified Language Translators. Students may request items be read more than once.
EL5	**Students may read the test aloud to themselves.**	All Content Areas	○	○	○	If test items are being read aloud (even by a student), then a Test Administrator and Test Proctor must be always present in the room to ensure test security. A Roving Proctor cannot be used for these test sessions. **(S1)** must also be selected for this accommodation.
EL6	**Scribe for student's response** A student's response may **NOT** be	Grades 5 & 8 ELA Writing Prompt ONLY	○	○	○	A scribe is a Test Administrator or Test Proctor employed by the school district who writes down what a student dictates in English. In sessions where a student is dictating answers aloud, both a Test Administrator and Test Proctor must be always present in the room to

	transcribed from another language into English.					ensure test security. A Roving Proctor cannot be used for these test sessions. The guiding principle in scribing is to assist the student in accessing the test and responding to it. (S1) must be selected for this accommodation. Please refer to the Procedures for Scribing Student Responses.
EL7	**Word-to-Word Dictionaries** Note: the intent of this accommodation is to provide linguistic support by allowing students to access precise translation of unknown words in a standardized manner. Students who benefit most from this accommodation are students who are able to use a translation dictionary with ease.	All Content Areas	●	●	○	Dictionaries that do not provide pictures or word definitions. These must be paperback word-to-word dictionaries that do not include pictures. No electronic translators, including Google Translate, Open AI GPT-3, or any other AI-enhanced or internet-based translators may be utilized. (S2 or S4) is suggested for this accommodation so that other students not needing this accommodation are not distracted. (T1) Allow extended time to allow proper use of the accommodation. If a language is not included on the approved word-to-word dictionary list, districts may submit an ISBN for review, or a list of test vocabulary words with translations into the appropriate language. This must be submitted to SDE for approval at least 30 days before the OSTP testing window opens.
EL8	**Translated Test Forms in neutral Latin American Spanish for test items and answer choices.**	Grades 3-8 Math Grades 5 &8 Science Grade 11 CCRA: Science & U.S. History Content	●	◑	○	The testing vendor will provide computer-based (Neutral Latin American) Spanish forms for: • Grades 3-8 Math • Grades 5 & 8 Science • Grade 11 CCRA: Science Content & U.S. History Content Translated computer-based forms will have accompanying Spanish text-to-speech capabilities. Test Coordinators will need to select the Spanish Form when scheduling tests. **(EL9)** should also be selected for translated test instructions in neutral Latin American Spanish

EL9	**Translated Test Instructions in neutral Latin American Spanish**	All Content Areas				The testing vendor will provide (Neutral Latin American) downloadable audio files and/or printing on the Cognia site with Spanish instructions for: • Grades 3-8 Math • Grades 3-5 ELA and Grade 5 Writing • Grades 6-8 ELA and grade 8 Writing • Grades 5 & 8 Science • Grade 11 CCRA: Science Content & U.S. History Content OSTP & CCRA: Manuals & PSTGs - Oklahoma Help & Support

Protocol for Human Readers/Qualified Language Translators Providing Verbatim Read-Aloud Test Accommodations

A human reader/qualified language translator who provides the verbatim reading accommodation to a student must comply with the following procedures when working with a student in a testing situation:

- Human reader: A state certified educator, acting as a Test Administrator, who reads orally, in English, to a student. A Test Proctor who is employed by the school district is required.
- Qualified language translator: A Test Administrator or Test Proctor, preferably employed by the district, who has a high proficiency in English and the student's native language, and who also has familiarity with the instructional content and assessment context before working with the student and the test.
- All human readers/qualified language translators must receive Test Administrator training by the local district. The district must retain the documentation, which may be requested by the OSDE at any time.
- Small group (8-10 maximum) or individual testing is required. Students must be grouped with other students receiving this accommodation.
- Human readers/qualified language translators must sign the Test Administrator Test Security Form. Human readers/qualified language translators must read from the computer screen for online test formats or from a separate test booklet for paper test formats.
- Students without the verbatim read-aloud accommodation may not be tested in the same location as students with the verbatim read-aloud accommodation.

- If students are receiving the EL2 accommodation or the EL4 accommodation, then students grouped together must have the same test form.

- If a Human reader or translator is being utilized, a Test Administrator and Test Proctor must always be present in the room to ensure Test Security. A Roving Proctor may not be used for these accommodations. The Test Administrator and/or Test Proctor may also serve as the human reader and/or qualified language translator. Language translators must complete TA training and sign the security form.

- Human readers/qualified language translators may be provided a copy of the test and the examiner's directions no more than one day prior to the start of testing, to become familiar with the content being tested in order to correctly read words, terms, symbols, signs, or graphics that are part of the test. The test must remain in a secure location on school premises.

    - Districts providing electronic recordings may provide the human reader/qualified language translator with the test booklets in advance to produce the recordings. All test security procedures must be followed, and a Test Administrator Security Form must be signed by all parties who view the test(s).

Verbatim Read-Aloud Procedures for Human Readers/Qualified Language Translator Accommodations

To ensure uniformity in presentation of standardized tests in Oklahoma, built-in Text-to-Speech software on the secure online testing client should be used whenever possible. Human readers/qualified language translators must follow the procedures outlined below:

- Human readers/qualified language translators must read, verbatim (word for word), only the words in the test booklet or on the computer screen, without changing or adding words, or otherwise assisting the test-taker in any way to influence the test-taker's selection of a response.

- Human readers/qualified language translators must speak in a clear and consistent voice throughout the test administration, using correct pronunciation. Human readers/qualified language translators should be provided a copy of the test and the examiner's directions no more than one day prior to the start of testing, to become familiar with the content being tested in order to correctly read words, terms, symbols, signs, or graphics that are part of the test. The test must remain in a secure location on school premises.

- Human readers/qualified language translators may not clarify, elaborate, or provide assistance to students.

- Human readers/qualified language translators must give special emphasis only to words printed in boldface, italics, or CAPITALS and tell the test-taker that the words are printed in that way. No other emphasis or special vocal inflection is permissible. Human readers/qualified language translators should use even inflection so that the student does not receive any cues by the way the information is read.

- Human readers/qualified language translators must be patient and understand that the test- taker may need to have test items repeated several times.

- Human readers/qualified language translators must not attempt to solve problems or determine the correct answer to an item while reading as this may result in an unconscious pause or change in inflection which could be misleading to the test-taker.

- Human readers/qualified language translators must maintain a neutral facial expression and must not smile or frown, which may be translated by the test-taker as approval or disapproval of their answers.

- Human readers/qualified language translators must be familiar with the student's ELAP and know in advance the exact type of verbatim read-aloud accommodation required by the student.

- If a human reader/qualified language translator finds an unfamiliar word or one that they are not sure how to pronounce, advise the test-taker of the uncertainty about the word and spell the word.

- When reading a word that is pronounced like another word with a different spelling, if there is any doubt about which word is intended, the human readers/qualified language translators must spell the word after pronouncing it.

- Human readers/qualified language translators must spell any words requested by the test- taker.

- When reading passages, human readers/qualified language translators must be alert to all punctuation marks. Human readers/qualified language translators may read the passage through once so that the test-taker can grasp the content of the

passage. Some test-takers may ask for the passage to be read through a second time with punctuation marks indicated.

- When required or asked to read with punctuation, read the specific lines within a passage and indicate all punctuation found within those lines.

- When test items refer to particular lines of a passage, reread the lines before reading the question-and-answer choices. For example, a human reader/qualified language translator might say, “Question X refers to the following lines….” Reading the lines referred to would then be followed by reading question X and its response options.

- When reading selected response items, the human reader/qualified language translator must be particularly careful to give equal stress to each response option and to read all of them before waiting for a response. The test-taker will record the answer or provide the answer to the test scribe, who will record it for the test-taker.

- After a human reader/qualified language translator finishes reading a test item, they must allow the test-taker time to pause before responding. However, if the test-taker pauses for a considerable time following the reading of the answer choices, say: “Do you want me to read the question again...or any part of it?” In rereading questions, qualified language translators must be careful to avoid any special emphasis on words not emphasized in the printed copy by italics or capital letters.

Special Guidelines When Translating Mathematics and Science Content

Mathematical expressions and science vocabulary must be read precisely and carefully to avoid misrepresentation. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the human reader/qualified language translator to silently read the entire question before reading it aloud to the test-taker. Use technically correct yet simple terms and be consistent in the treatment of similar expressions.

Procedures for Scribing Student Responses

A scribe is a Test Administrator or Proctor who writes down what a student dictates in English. The guiding principle in scribing is to assist the student in accessing the test and responding to it. Alterations or changes to OSTP tests are not allowed and will result in test invalidation. Any variation in the assessment environment or process that

fundamentally alters what the test measures or affects the comparability of scores is considered a modification.

A scribe must be:

- currently employed educator/paraprofessional,
- familiar with scribing,
- have been trained as a Test Administrator or Proctor,
- have on file a signed Test Administration Test Security Form (See Test Preparation Manual).
- Accompanied by at least one other adult (a Test Administrator or Test Proctor) the entire time students' responses are being transcribed.

Individuals who serve as scribes need to be carefully prepared to ensure that they know the vocabulary involved and understand the boundaries of the assistance to be provided. Scribes must be impartial and experienced in transcription. It is preferable for the scribe to be a familiar person, such as the teacher who is typically responsible for scribing during regular instruction. Scribes will review the test security procedures and will sign all statements required of Test Administrators/Proctors.

Scribes must fulfill the following duties:

- Sign a test security form acknowledging that they will ensure that the content of the written responses directly represents the independent work of the student.
- List the names and enrollment grades of the students whose responses were transcribed and send the form to the building test coordinator upon completion.
- Test in a location where other examinees are not able to hear or see other students' responses.
- Remain silent while students are dictating.
- Ask students to repeat a word or phrase for understanding when needed.
- Indicate when they were unable to understand the student's oral or signed response
- Produce legible text so that the written portion of the test can be scored.

- When transcribing from a handwritten or word-processed response, record punctuation, capitalization, and spelling as provided by the student.

Refrain from

- Communicating verbally or nonverbally whether the response is correct or incorrect.
- Prompting the student in any way that would result in a better response or essay.
- Influencing the student's response in any way.
- Editing student work or completing a student's incomplete essay.
- Discussing the student's essay with the student or any other person.
- Translating any of student's response.

Scribing Constructed/Extended-Response Questions (Writing Tasks)

The scribe should determine the preferred mode of recording the student's response before the date of the test. At testing time, the student may then dictate the constructed/extended response directly to a scribe. A student receiving accommodations must be given the same opportunity as other students to plan, draft, and revise the constructed/extended response. The scribe's responsibility is to be both accurate and fair, neither diminishing the fluency of the student's response nor helping to improve or alter what the student asks to be recorded. This means that the scribe may write an outline or other plan as directed by the student. For Online tests, transcribing involves the transfer of a student's written response into the secure testing client. A student's response may not be transcribed from another language into English.

The student does not have to specify repeatedly spelling and language conventions once the student has demonstrated knowledge and skills in the use of these spelling and language conventions. The scribe may apply these conventions automatically.

Examples include the following:

- Once a student has demonstrated the knowledge of indicating the beginning of sentences with a capital letter, the student does not need to specify this throughout the remainder of the constructed/extended response. That is, scribes can automatically capitalize the first letter in the beginning of a sentence if the student has indicated punctuation ending the previous sentence. If the student has not indicated punctuation ending the previous sentence and says, "The dog ran. The dog jumped," the scribe would write "the dog ran the dog jumped".

- Homonyms and often-confused words should be spelled by the student each time they are used. For example: "to," "two," and "too" "there," "their," and, "they're" or “than” and “then”

Scribing Procedures

To maintain the student’s fluency of thought and to allow the student to demonstrate the requisite knowledge and skill in English-language arts conventions, the scribe should adhere to the following process:

1. The student dictates the response without interruption directly to the scribe or electronic recording device.

    a. Students may punctuate as they dictate. For example, when stating the sentence “The cat ran,” the student may say, “The cat ran period”.

    b. Students may dictate more than one sentence at a time and add punctuation after the fact, when given the scribed sentences to proofread.

    c. The scribe transcribes a draft of the student’s response exactly as dictated without including any conventions other than spelling. Probing or clarifying questions are not allowed except in the case of classifiers for students using ASL. Scribes may not question or correct student choices. Scribes may draw a diagram or a picture described by the student if the student is unable to draw the diagram or picture. The student may not yet view this written transcription.

2. The scribe reads the draft to the student without vocal inflection that would indicate punctuation or alert the student to possible mistakes.

3. The student then provides letter-by-letter spelling for each word in the response that the scribe has determined must be spelled by the student. The scribe edits the draft of the constructed/extended response as spelled by the student.

4. The student views the draft and/or listens to the scribe as the scribe reads the draft of the constructed/extended response (i.e., written transcription). Students MUST be given the opportunity to review their responses in the way that the student prefers:

    a. Scribes may read back the dictation for proofreading to the student, or

b. Students may review the written or typed response on paper or on the computer screen after having indicated word-for-word spelling according to these guidelines.

5. The student indicates additional edits to the scribe, including but not limited to paragraph structure, capitalization (for proper nouns, acronyms, and so forth), wording, spelling, or punctuation. The scribe will make those changes exactly as dictated by student, even if incorrect.

6. The scribe records the final written response. Scribes may handwrite (there is no penalty for cross- outs and insertions), type, or use a laptop to record the student's work. If the scribe types and prints out the student's responses, the responses do not need to be transcribed into the response booklet. The transcriber must copy the student's marks or responses exactly as they have written—including all errors in grammar, mechanics, spelling, etc. The scribe must type the student's response directly into the secure testing client.

If necessary, proofread the student essay with another scribe before word processing the student response.

If the student is using a tape recorder or videotape for later transcription by a scribe, it is advisable to have two people listen or view as a reliability check for accuracy. For an accuracy check, scribes may record the session on audio or videotape for play back.

To increase accuracy, it is advisable to have one person reading the student's responses, as another transcribes them to the test booklet. The persons then switch roles to check the transcription. Transcriptions must take place in a secure environment and, whenever possible, under the direction of the building test coordinator. Please note that all test material—including the test booklet the student originally used—must be returned to the testing vendor.

Collect scratch paper, rough drafts, and login information immediately at the end of the testing session. These items are considered secure material and must be collected and shredded by the building testing coordinator at the end of the testing session.

Supporting Documents

Form EA

Approved Word-to-Word Dictionaries List

English Language Academic Plan (ELAP) for English Learners (ELs)