

Part I: Scribing Protocol for NeSA-Writing and Text-Dependent Analysis

Part II: Procedure for Transcriptions for Text-Dependent Analysis

Part I: Scribing Protocol for NeSA-Writing and Text-Dependent Analysis

Scribes may be used for students who are provided scribing during their regular instruction, according to their IEPs or 504 plans. Scribing may be used for NeSA-Writing or the Text Dependent Analysis on the NeSA-English Language Arts tests only. Scribes cannot be used for completing graphic organizers or other pre-writing activities. (A student who is in an emergency situation such as having a broken arm may have a scribe, even though the process is not part of the student's regular classroom instruction.)

Process for Scribe Accommodator:

1. Student dictates sentences or paragraphs in the same manner used during instruction.
2. Scribe writes verbatim what student says. As the student is dictating, the scribe will ask the student to spell words that are easily confused, such as homophones (to, two, too; there, their, they're) and longer meaning words.

Examples—underlined words need to be spelled by student.)

- The dog hopped into the car.
 - My mother drove down the street because she was going to visit my Aunt Esther.
 - I had never seen such a spectacle, so much dedication, and enthusiasm.
 - The dance team did a great job.
- 2.1. Scribe spells common, shorter words as pronounced by student and does not probe these words.
 - 2.2. It is not necessary for words used more than once to be spelled out again.
 - 2.3. Subsequent spelling of a word will be continued as originally spelled by the student, unless the student corrects the spelling.
3. Student is responsible for punctuation and may indicate punctuation in two different ways.
 - 3.1. A student may punctuate as he dictates. For example: when stating the sentence, "The cat ran." The student will say, "The cat ran period."
 - 3.2. A student may dictate more than one sentence at a time and add punctuation after the fact when given the scribed sentences to proofread.
 4. Student must specify capitalization in these cases:
 - 4.1. The first letter at the beginning of a sentence if the student has not indicated punctuation ending the previous sentence. For example: if the student said, "The cat ran. The cat jumped." The scribe would write "The cat ran the cat jumped."
 - 4.2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.)

Student Edits to Own Response:

1. Once the scribe has completed the writing as the student has dictated, the scribe will show the student the written document.
 - 1.1. The student may make own corrections or
 - 1.2. The student may indicate corrections to the scribe.
2. Scribe may NOT suggest edits to the student or influence the editing in any way.
3. Student is to be given the opportunity to review his or her responses in the way that the student prefers:
 - 3.1. Student may review the written or typed response on paper or on the computer screen.
4. Student may proofread to add punctuation and may change any capitalization or spelling he wishes even if it is incorrect.
5. The student may dictate any changes to the scribe, including but not limited to wording or punctuation. The scribe will make those changes exactly as dictated by student.

Additional Guidelines:

1. Acceptable actions:
 - 1.1. The scribe may ask “Are you finished?”
2. Unacceptable actions:
 - 2.1. The scribe cannot tell the student if he is doing things correctly.
 - 2.2. The scribe cannot answer questions related to the content.
 - 2.3. The scribe cannot alert the student to mistakes made.
 - 2.4. The scribe cannot prompt the student in any way that would result in a better response or essay.
 - 2.5. The scribe cannot influence the student’s response in any way.
3. Special considerations when scribing for a student using ASL or cued speech:
 - 3.1. When ASL is being used during scribing, the scribe may ask clarifying questions regarding the use of classifiers.
 - 3.2. The scribe will make conceptual translations for ASL to English.
 - 3.3. The scribe will write exactly what is heard. Probing or clarifying questions are not allowed. For students using ASL, classifiers are permitted. Classifiers give descriptive information about a noun or verb such as: location, kind of action, size, shape and manner.

Steps After Student has Completed the Transcription:

1. When the student has completed his draft, the adult scribe enters the student’s essay exactly as written into the online NeSA-Writing test at grades 8 and 11. At grade 4, the adult transcribes the essay exactly as written into the NeSA-Writing 4th grade booklet.
2. Then, for each transcribed essay:

- 2.1 Complete a transcription form.
- 2.2 Copy (Grade 4) or print (Grade 8 and 11) the final student essay.
- 2.3 Attach the copy of the final essay to the original student draft.
- 2.4 Attach both to the completed transcription form.
- 2.5 Submit the stapled packet to DRC in the red envelope.
- 2.6 Do not send 4th grade booklets in the red envelope.

Part II: Procedure for transcriptions for Text-Dependent Analysis

- A. The section of the NeSA-English Language Arts test that includes the field-tested items will have short answer items and one Text-Dependent Analysis, which calls for students to read a passage or passages and write a written response to a prompt, citing evidence from the text.
- B. Students must be tested in the same mode, online or paper/pencil, for all sections of a single test. Therefore, all parts of the NeSA-Reading/NeSA-ELA Assessment must be done in one mode for each student. Scores cannot be connected across modes.
- C. Process
 - If the student is participating **paper/pencil:**
 1. Have student complete the short answer items.
 2. Have student use the booklet to see the reading passage(s) and prompt associated with the TDA.
 3. If the student is using a word processor, have one available in the secure testing situation. Student may not change or work on short answer items from the test while using the word processor.
 4. Teacher/test administrator will transcribe the student essay into the Paper/Pencil form of the test.
 5. Keep test booklet secure at all times.
 - If the student is participating **online:**
 1. Have student complete the short answer items.
 2. Have student view the screen to see the reading passage(s) and prompt associated with the TDA.
 3. If the student is using a word processor, have one available in the secure testing situation. Students may not change or work on short answer items from the test while using the word processor.
 4. Teacher/test administrator will transcribe the final written response for the TDA into the online test engine.
 5. Keep test items and the computer on which the test is available secure at all times.

- D. If an accommodation that a student has requires the use of an adult scribe, follow the **Scribing Protocol for NeSA-Writing and Text-Dependent Analysis.**

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