

## Introduction

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The participation of students with disabilities in large-scale assessment systems is critical to improve educational opportunities and provide meaningful and useful information about their performance to the schools and communities in which they are educated (McDonnell, McLaughlin, & Morrison, 1997). Including students with disabilities in state tests is more than sound educational practice, it is required by law. Both the Individuals with Disabilities Education Improvement Act (IDEA, 2004) and Title I of the No Child Left Behind (NCLB) Act require that students with disabilities participate in state assessments and be included in state accountability systems.

For some students with disabilities, participation in state assessments is facilitated by the use of accommodations. Accommodations can range from something as simple as a grip on a pencil to the use of a reader who reads directions and passages for a student during a test. Because the type and administration of accommodations during testing have implications for the validity of resulting scores, it is important to study policies that states use to guide their test administration.

The National Center on Educational Outcomes (NCEO) has been studying state policies and guidelines on accommodations and tracking their evolution since 1992 (Thurlow, Ysseldyke, & Silverstein, 1993). A 2003 report on state accommodation policies (Clapper, Morse, Lazarus, Thompson, & Thurlow, 2005) addressed issues such as which students are eligible to receive accommodations during testing, the decision-making criteria used to determine accommodation use, and the types of accommodations allowed or prohibited during the assessment process. The analysis of 2003 policies also asked new questions. One question addressed the type of guidance that states provided for using accommodations not explicitly addressed in state policy, while the other questioned the availability of guidelines for the use of access assistants, a new term introduced to describe scribes, readers, and sign language interpreters.

Clapper et al. (2005) found that although many states have guidelines that specify the roles and responsibilities of scribes, readers, or sign language interpreters, others do not. An initial scan of state documents on the work of access assistants also revealed that the breadth and depth of these guidelines varied considerably from state to state. For example, some states had only a few sentences about access assistants while other states devoted entire documents to the roles and qualifications of these individuals.

Because the use of scribes, readers, and sign language interpreters introduces human variability into the testing situation, the potential for challenges to the validity and comparability of resulting scores is greatly increased. Consequently, the availability of guidelines that direct the work

of these individuals, and the specificity of language in these guidelines, is critically important to states, students, and the individuals who work as access assistants themselves.

Given the apparent importance of access assistants, NCEO conducted an in-depth analysis on available policies and guidelines on scribes, readers, and sign language interpreters in all 50 states. Our goal was to examine both the extent to which guidelines existed for these individuals—guidelines to describe their roles and qualifications—and the nature of the guidelines.

## **Context of the Study and Definitions of Terms**

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The range and type of accommodations available to students during teaching and testing vary greatly across states. This variation is further complicated by differences in the way states define and use the various terms. Because this variation and the differences can confuse readers, we first deal with some of the terminology issues.

Most states' guidelines provide descriptions of the various types of accommodations allowed during the assessment process. These guidelines generally describe accommodations appropriate for use in presentation, response, timing/scheduling, and setting that provide equitable instructional and assessment access for students with disabilities without reducing learning expectations. For this study we were interested only in guidelines written specifically as instructions for the people who provide the accommodations (readers, scribes, sign language interpreters). We were not interested in detailed descriptions of the accommodations themselves (e.g., what having the test read aloud entails).

Many states allow accommodations that require individuals who might be called access assistants but have roles other than scribes, readers, and sign language interpreters. These other access assistant roles included page turners, transcribers (individuals who copy responses to a standard format from an alternative format such as Braille, large print, typed or taped material or from the original test booklet of a student when it is unreadable such as when it is severely torn), and paraphrasers (used by very few states because of complexity and difficulty in standardization). These access assistants were not included in the study. Only scribes, readers, and sign language interpreters were the focus of the study. Thus this study also did not address language translation for English language learners.

States use a variety of terms for access assistants and for the specific kinds. For example, one state uses the term “assessment administrators.” Several states refer to a scribe as a “proctor.” Outside of the state assessment context, there is sometimes a distinction made between access assistants and interpreters (Richard Allegra, AHEAD, 2005 personal communication). This distinction seems to occur particularly at the university level. The Americans with Disabilities

Act (ADA) refers to “auxiliary aids and services,” a phrase that includes a variety of people who offer accommodation services.

The terms central to our analysis of state access assistant policies are access assistant, reader, scribe, and sign language interpreter. Definitions of these terms are provided in Table 1.

**Table 1. Definitions of Terms Related to Access Assistants**

Access Assistants	Individuals who administer test accommodations in accordance with standardized testing procedures, provide access to test content or serve as intermediaries between a student and his or her mode of response (e.g., reader, scribe, and sign language interpreter).
Readers	Individuals who read test directions, items, reading passages, or prompts orally to students who are unable to decode visual text.
Scribes	Individuals who write down student responses to test items communicated by the student through speech, sign language, pointing, or by using an assistive communication device.
Sign Language Interpreters	Individuals who translate test directions or items from spoken English into American Sign Language or other methods of sign language.

## Method

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In March 2005, NCEO staff members conducted a Web search for existing state guidelines on scribes, readers, and sign language interpreters. Our search targeted documents providing procedures for scribes, readers, and sign language interpreters to follow on test day. In addition to studying what access assistants did prior to, during, and following the assessment, we also looked for information that addressed who could serve in these roles. Our target information for this question focused on qualifications of the individuals, training available for them, and other information states included that would help an individual serve in the role of a specific access assistant.

NCEO’s initial search of each state’s education Web site yielded guidelines for at least one of the three access assistants (scribes, readers, or sign language interpreters) in 10 states. These 10 states were sent letters via e-mail asking them to verify the guidelines that had been identified. They were also asked to provide any additional guidelines they had in the event that our initial search was incomplete.

The 40 states for which we had not found any guidelines in our Web search were sent letters via e-mail indicating that our online search had not yielded any existing guidelines. The messages asked the states to verify that guidelines for scribes, readers, and sign language interpreters did *not* exist in their state, or to provide us with any existing guidelines, or the *location* of any existing guidelines in the event that our search was incomplete or that they had guidelines that were not available online.

Thirty-nine states responded to our request for verification of the existence or non-existence of guidelines by either verifying the guidelines that we had identified, providing us with guidelines or the location of guidelines for access assistants, or verifying that guidelines for access assistants were not available.

The guidelines of interest for this report were those that were written specifically for access assistants and that stipulated what access assistants could or could not do on test day. The letters sent to states as part of the verification process addressed this specific point: “the guidelines must be written specifically for access assistants (scribes, sign language interpreters, and readers) and stipulate what the access assistants can or cannot do during test administration. Detailed descriptions of accommodations (e.g., what having the test read aloud entails) do not constitute guidelines.”

## Analyses

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Two NCEO staff members examined each set of state materials independently to determine whether the materials qualified as guidelines for the access assistants as defined (i.e., written for the individual to know what he or she can and cannot do on test day). The results of their separate examinations were compared to assess agreement. Final agreement between staff members was 100%. The 22 states with guidelines for access assistants and the source of the guideline documents are shown in Appendix A.

State guidelines were also examined to determine the number of states with guidelines specifying qualifications or characteristics of access assistants. Qualifications or characteristics describe persons who could serve as access assistants. They may also describe persons who would not be permitted to serve as access assistants. One NCEO staff member evaluated each set of state guidelines for whether they contained qualifications or characteristics for each access assistant. A second NCEO staff member then evaluated the guidelines from five randomly selected states to determine whether qualifications or characteristics of access assistants were present. Agreement between the two staff members was 100%.

## Results

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The guidelines that were found on state Web sites and obtained from states were examined and summarized in terms of (a) the number of states with guidelines for each type of access assistant we studied (scribe, reader, sign language interpreter), (b) the nature of the guidelines, and (c) the qualifications or characteristics of the people serving as access assistants. Examples of the specific nature of these aspects of the guidelines are provided.

### Availability of Guidelines

Twenty-two states were identified as having guidelines for one or more of the access assistants that were the focus of our study. As shown in Table 1, 20 states had guidelines for scribes, 13 had guidelines for readers, and 11 had guidelines for sign language interpreters.

Ten states had guidelines for all three of the access assistants that we studied (Arkansas, Colorado, Kentucky, Louisiana, Maryland, Massachusetts, New York, North Carolina, South Carolina, Virginia). All of the others, except two, had guidelines for only one of the types of access assistants that we studied. Eight of these states had guidelines for scribes. Appendix B provides examples of some of the specific points that states included in their guidelines for scribes, readers, and sign language interpreters.

Both the format and ease of accessing the guidelines varied from state to state. In some states, guidance for scribes, readers, and sign language interpreters was embedded in larger policies on test accommodations or in test administration manuals. In many cases guidelines for access assistants were not easily distinguishable or clearly labeled. In one state, guidelines for scribes were written as footnotes to a list of possible test accommodations. Other states had separate documents devoted exclusively to guidelines for access assistants. For example, Maryland provided guidance for access assistants in a document titled, *Procedures for Individuals Providing Test Accommodations*. Virginia provided guidance for readers in a document titled, *Virginia Standards of Learning: Assessment Guidelines for Administering the Read-Aloud Accommodation*.

The breadth and depth of the guidelines also varied greatly from state to state. For instance, a handful of states provided only two sentences for their guidelines. Several other states had documents containing multiple pages of guidance for access assistants. Variability was reflected not only in the number of pages but also in the degree of detail or specificity of the available guidance. Although all of the guidelines that met our criteria for inclusion in this study provided procedures for access assistants to follow on test day, there was considerable variability in the specificity of the procedures outlined.

**Table 1. States with Guidelines for Scribes, Readers, and Sign Language Interpreters**

<b>State</b>	<b>Scribe</b>	<b>Reader</b>	<b>Sign Language Interpreter</b>
Alabama			
Alaska	X	X	
Arizona			
<b>Arkansas</b>	X	X	X
California	X		X
<b>Colorado</b>	X	X	X
Connecticut			
Delaware	X		
Florida			
Georgia			
Hawaii			
Idaho			
Illinois		X	
Indiana	X		
Iowa			
Kansas			
<b>Kentucky</b>	X	X	X
<b>Louisiana</b>	X	X	X
Maine			
<b>Maryland</b>	X	X	X
<b>Massachusetts</b>	X	X	X
Michigan			
Minnesota			
Mississippi			
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire	X		
New Jersey			
New Mexico	X		
<b>New York</b>	X	X	X
<b>North Carolina</b>	X	X	X
North Dakota			
Ohio	X		
Oklahoma			
Oregon			
Pennsylvania			
Rhode Island	X		
<b>South Carolina</b>	X	X	X
South Dakota			
Tennessee			
Texas		X	
Utah			
Vermont	X		
<b>Virginia</b>	X	X	X
Washington	X		
West Virginia			
Wisconsin			
Wyoming			
<b>Total</b>	<b>20</b>	<b>13</b>	<b>11</b>

X indicates that the state has guidelines for access assistants.

Bold state name indicates guidelines exist for all three access assistants.

The majority of state guidelines delineated general procedures for access assistants to follow on test day, yet some states provided guidelines that were specific to the content area of the test or the type of the test item (e.g., constructed response, multiple choice). In Colorado, for example, the directions describing the procedures for scribes to follow on test day were divided into two sections by content area. One section of the state’s guidelines described procedures for how to record students’ responses on the math, reading, and science assessments, while another section described how to record student responses on the writing test. Colorado’s guidelines further delineated procedures for recording student response according to item type. The state’s guidelines outlined specific procedures for scribes to follow when recording students’ responses to multiple-choice items as well as specific procedures for scribes to follow when recording students’ responses to constructed response items.

The scope of guidance provided for access assistants also varied greatly across states. Many states provided other types of guidance for access assistants, in addition to describing procedures for providing accommodations on test day. For example, some states described inappropriate administration practices. California’s guidelines stated that, “the scribe should not: (1) Alert the student of mistakes during testing, (2) Prompt the students in any way that would result in a better response or essay, and (3) Influence the student’s response in any way.” Other state guidelines included provisions for the settings in which access assistants can administer accommodations. Alaska’s guidelines for readers noted that “students using this accommodation must be tested in a separate room to avoid disturbing other students.” Louisiana specified that the room in which sign language interpreters sign the test must be well lit.

Some states included information on what access assistants can do to prepare for their role on test day. Maryland’s guidelines for sign language interpreters stated that “before the testing session, the interpreter must become familiar with the test instructions and the terminology used in the test he or she will be interpreting.” Massachusetts described the conditions under which sign language interpreters can review test materials prior to test day. Massachusetts’ guidelines included the following language, “under secure conditions supervised by the principal, sign language interpreters may review test materials up to four days prior to test administration in order to prepare accurate interpretations of test materials.”

### Qualifications or Characteristics of Access Assistants

As shown in Table 2, 13 states had guidelines that specified qualifications or characteristics of scribes, 6 states had guidelines that specified qualifications or characteristics of readers, and 6 states had guidelines that specified qualifications or characteristics of sign language interpreters. It is clear from this table that many fewer states had information on qualifications or characteristics than had guidelines for the individuals who would serve in the roles of scribes, readers, or sign language interpreters. In fact, of the 22 states with any guidelines for access

**Table 2. States with Guidelines Specifying Qualifications or Characteristics of Access Assistants**

State	Scribe	Reader	Sign Language Interpreter
Alabama			
Alaska	---	---	
Arizona			
<b>Arkansas</b>	X	X	X
California	X		---
Colorado	---	---	---
Connecticut			
Delaware	X		
Florida			
Georgia			
Hawaii			
Idaho			
Illinois		X	
Indiana	X		
Iowa			
Kansas			
<b>Kentucky</b>	X	X	X
<b>Louisiana</b>	X	X	X
Maine			
Maryland	---	---	X
Massachusetts	---	---	---
Michigan			
Minnesota			
Mississippi			
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire	X		
New Jersey			
New Mexico	---		
New York	X	X	---
North Carolina	X	---	X
North Dakota			
Ohio	X		
Oklahoma			
Oregon			
Pennsylvania			
Rhode Island	X		
<b>South Carolina</b>	X	X	X
South Dakota			
Tennessee			
Texas		---	
Utah			
Vermont	X		
Virginia	---	---	---
Washington	---		
West Virginia			
Wisconsin			
Wyoming			
<b>Total</b>	<b>13</b>	<b>6</b>	<b>6</b>

X indicates that the state has guidelines specifying qualification or characteristics of access assistants.

--- Indicates that the state has guidelines for the access assistant, but no indication of qualifications or characteristics.

Bold state name indicates guidelines exist for all three access assistants.

assistants, only 14 had any information on qualifications or characteristics of at least one of the access assistants (64%). Of the total 44 specific access assistants mentioned in the 22 states, qualifications and characteristics were identified for only 25 of them (57%).

Several states noted qualifications or characteristics that applied to all individuals providing accommodations, while other states noted qualifications or characteristics that applied to specific groups of access assistants (e.g., qualifications that applied only to scribes). Several commonly noted qualifications or characteristics that applied to all groups of access assistants included having completed training, being a certified staff member or teacher, being familiar with the student, and having reviewed test security policy. Examples of qualifications and characteristics specific to groups of access assistants included that readers be proficient in English, that sign language interpreters be able to translate in the same method of sign language typically used by the student, and that scribes be familiar with the vocabulary used in the test (Appendix C).

In addition to specifying qualifications and characteristics of persons who can serve as access assistants, several states described qualifications and characteristics of individuals who are not permitted to serve as access assistants. For example, California's guidelines for scribes stated that "a parent or guardian is not eligible to be a scribe." Illinois had guidelines for readers that stated that a reader may not "be a private consultant or individual tutor whose fees are paid by the examinee or the examinee's family." New Hampshire, Rhode Island, and Vermont noted that parents, school volunteers, peer tutors, and other students may not administer accommodations on state tests. (Examples of these qualifications and characteristics are found in Appendix C.)

## Summary

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Overall, it appears that only a handful of states have given systematic and clear thought to providing specific guidelines for scribes, readers, and sign language interpreters. These three types of access assistants are the most frequently mentioned in state policies (Clapper et al., 2005) and also seem to be among the most frequently used (Thurlow, 2002), although the data on accommodation use are not very good. There appears to be a clear need for greater attention to written guidelines for scribes, readers, and sign language interpreters.

## Challenges

Several challenges seem to be inherent to state development and use of guidelines for access assistants. First, each state needs clear policies that define and provide parameters for the accommodations provided by readers, scribes, and sign language interpreters. Can they be used on every test? At every grade level? For instructions, items, and reading passages? Accommodation

policies are very complex (see Clapper et al., 2005) and access assistants must be aware of all the complexities in the policies.

The next challenge is to carefully and completely describe the work of each type of access assistant. This should be done by a group of people from the state department and from classrooms, as well as by experts familiar with the accommodations and populations. Individuals from national organizations (e.g., American Printing House for the Blind) should be among those considered for this group. The expertise of states that already have specific and detailed guidelines (as shown in this report) may be a helpful starting point. A tool to help guide states through the process of developing guidelines (Clapper, Morse, Thurlow, & Thompson, 2006) uses examples from states, but other examples can be obtained from test companies and university disability services (e.g., Educational Testing Service, 2004a, 2004b).

Another challenge is to make sure that all access assistants in all schools have the guidelines, whether in written or online format. An access assistant should not be a volunteer who just appears on test day without preparation and prior knowledge. Because of the need for consistency and standardization, to the extent possible, access assistants need comprehensive guidelines. Even better would be for access assistants to receive training on how to use the guidelines. Think of the difference between a volunteer with no training and a person who has had at least a half-day of specific and consistent guidance from an expert. Online training is gaining popularity and may provide a useful and efficient way to provide information to access assistants, especially those working in remote areas where only one assistant may be available for a school or district. Information for access assistants that is buried in footnotes or language embedded in state policies is not an appropriate source of information for access assistants. It is not accessible to them!

Scribes, readers, and sign language interpreters are no different from other accommodations in some ways. One important way is that they should be used for assessment only by those students who use them during instruction. It does not matter how good the guidelines and training are for a reader, for example, if the student is not used to having a reader during instruction and classroom testing situations.

Scribes, readers, and sign language interpreters are difficult to use. They require extensive instruction and practice. We may not have consistent research evidence on their effects solely because of these implementation challenges. In fact, in some research, investigators have found that students score higher on assessments without the accommodation. Generally these studies are based only on scores, without finding out what experience and success an individual student has had using the accommodation in the past.

Finally, consistency between access assistants for the provision of particular accommodations is critical. Readers all need to read the same way, scribes need to record student responses the

same way, and sign language interpreters need to interpret the same information. When readers, scribes, or sign language interpreters do not act in a standard way, construct-irrelevant variance is introduced that may invalidate test scores (AERA, APA, NCME, 1999). This process requires multiple checks by other experts and can certainly be improved by detailed written guidelines and consistent training. The validity of test scores for students who use access assistants rests on the shoulders of the access assistants and their skills in providing students the access to the test that they need.

## References

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AERA, APA, NCME (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education). (1999). *Standards for educational and psychological tests*. Washington, DC: American Educational Research Association.

Clapper, A. T., Morse, A. B., Lazarus, S. S., Thompson, S. J., & Thurlow, M. L. (2005). *2003 state policies on assessment participation and accommodations for students with disabilities* (Synthesis Report 56). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Clapper, A. T., Morse, A. B., Thurlow, M. L., & Thompson, S. J. (2006). *How to develop state guidelines for access assistants: Scribes, readers, and sign language interpreters*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Educational Testing Service. (2004a). *ETS guidelines for a test reader*. Retrieved from <http://www.ets.org/disability/readguid.html>

Educational Testing Service. (2004b). *ETS guidelines for a test writer recorder*. Retrieved from <http://www.ets.org/disability/writguid.html>

McDonnell, L. M., McLaughlin, M. J., & Morrison, P. (Eds.) (1997). *Educating one and all: Students with disabilities and standards-based reform*. Washington, DC: National Research Council.

Thurlow, M. L. (2002). Positive educational results for all students: The promise of standards-based reform. *Remedial and Special Education*, 23(4), 195–202.

Thurlow, M. L., Ysseldyke, J. E., & Silverstein, B. (1993). *Testing accommodations for students with disabilities: A review of the literature* (Synthesis Report 4). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

## Appendix A

### State Documents Containing Guidelines for Access Assistants

Alaska	Alaska Department of Education and Early Development. (June, 2005). <i>Participation guidelines for Alaska students in state assessments</i> . Juneau, AK. <a href="http://www.eed.state.ak.us/regs/comment/ParticipationGuidelines.pdf">http://www.eed.state.ak.us/regs/comment/ParticipationGuidelines.pdf</a>
Arkansas	Arkansas Department of Education. (February, 2005). <i>Guidelines for assessment accommodations for students with disabilities</i> . Little Rock, AR. <a href="http://arksped.k12.ar.us/documents/specialprojects/Guidelines%20for%20Assessment%20Accommodations.pdf">http://arksped.k12.ar.us/documents/specialprojects/Guidelines%20for%20Assessment%20Accommodations.pdf</a>
California	California Department of Education. (2004). California High School Exit Examination (CAHSEE) <i>Scribe and sign language guidelines</i> . Sacramento, CA. <a href="http://www.cde.ca.gov/ta/tg/hs/accomod.asp">http://www.cde.ca.gov/ta/tg/hs/accomod.asp</a>  California Department of Education. (2005). <i>California Standardized Testing and Reporting STAR district and test site coordinator manual</i> . Concord, CA: Educational Testing Service. <a href="http://www.startest.org/pdfs/STARcoord2005-v2-2005.pdf">http://www.startest.org/pdfs/STARcoord2005-v2-2005.pdf</a>
Colorado	Colorado Department of Education. (2005). <i>Appendices to SAC/DAC administration manual</i> . Denver, CO. <a href="http://www.cde.state.co.us/cdeassess/csap/2005/manuals05.htm">http://www.cde.state.co.us/cdeassess/csap/2005/manuals05.htm</a>  Colorado Department of Education, Student Assessment Unit. (September 2004). <i>2004–2005 Procedures manual for the Colorado Student Assessment Program</i> . Denver, CO.  Colorado Department of Education. (2002). <i>Understanding CSAP accommodations</i> . Denver, CO. <a href="http://www.cde.state.co.us/cdeassess/csap/acc/handouts.pdf">http://www.cde.state.co.us/cdeassess/csap/acc/handouts.pdf</a>
Delaware	Delaware Department of Education. (April, 2005). <i>2005–2006 Delaware student testing program guidelines for inclusion of students with disabilities and students with limited English proficiency</i> . Dover, DE.
Illinois	Illinois State Board of Education. (2005). <i>Illinois Standards Achievement Test: District and school coordinator manual 2005</i> . Chicago, IL. <a href="http://www.isbe.net/assessment/PDF/2005_ISAT_District_Manual.pdf">http://www.isbe.net/assessment/PDF/2005_ISAT_District_Manual.pdf</a>  Illinois State Board of Education. (2005). <i>2005 Illinois Standards Achievement Test: Grade 3 mathematics reader script</i> . Chicago, IL.
Indiana	Indiana Department of Education, Center for Assessment, Research, and Information Technology. (2004). <i>Indiana Statewide Testing for Educational Progress-Plus program manual 2004–2005</i> . Indianapolis, IN.

Kentucky	Kentucky Department of Education. (March, 2004). <i>Inclusion of special populations in the state-required assessment and accountability programs 703 KAR 5: 070</i> . Frankfort, KY. <a href="http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/CATS/Policies+and+Regulations/Inclusion+of+Special+Populations+Document.htm">http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/CATS/Policies+and+Regulations/Inclusion+of+Special+Populations+Document.htm</a>
Louisiana	Louisiana Department of Education. (2005). <i>Graduation Exit Examination for the 21st Century spring 2005 test administration manual</i> . Baton Rouge, LA. Louisiana Department of Education (2003). Louisiana Educational Assessment Program Guidelines for Selecting Test Accommodations for Students with Disabilities. Baton Rouge, LA.
Maryland	Maryland State Department of Education. (undated). <i>Procedures for individuals providing test accommodations</i> . Baltimore, MD.
Massachusetts	Massachusetts Department of Education. (2004). <i>Requirements for the participation of students with disabilities in MCAS: A guide for educators and parents, spring 2005 update</i> . Malden, MA. <a href="http://www.doe.mass.edu/mcas/alt/spedreq.pdf">http://www.doe.mass.edu/mcas/alt/spedreq.pdf</a>
New Hampshire	New England Common Assessment Program. (May, 2005). <i>Accommodations guidelines and procedures: Administrator training guide</i> . Available at <a href="http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/NECAP.htm">http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/NECAP.htm</a>
New Mexico	The New Mexico Public Education Department Assessment & Accountability Unit. (January 2005). <i>Procedures manual for the New Mexico Standards Based Assessment Program</i> . Santa Fe, NM. <a href="http://www.ped.state.nm.us/seo/assessment/2004-05.proc.man.with.corrections.pdf">http://www.ped.state.nm.us/seo/assessment/2004-05.proc.man.with.corrections.pdf</a>
New York	New York State Education Department, New York State Testing Program. (2005). <i>School administrator's manual for public schools</i> . Albany, NY. <a href="http://www.emsc.nysed.gov/osa/eliinfoen/pages1to34sam2005elaandmath.pdf">http://www.emsc.nysed.gov/osa/eliinfoen/pages1to34sam2005elaandmath.pdf</a>  New York State Department of Education and the University of the State of New York. (August, 2004). <i>Test access and accommodations for students with disabilities: Tools to guide decision-making</i> . Albany, NY. <a href="http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/guide.htm">http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/guide.htm</a>
North Carolina	North Carolina State Board of Education. (February, 2003). <i>Testing students with disabilities: North Carolina Testing Program</i> . Raleigh, NC. <a href="http://www.ncpublicschools.org/docs/accountability/testing/alternate/disabilities/testingstudents.pdf">http://www.ncpublicschools.org/docs/accountability/testing/alternate/disabilities/testingstudents.pdf</a>
Ohio	Ohio Department of Education, Offices of Curriculum, Instruction, and Assessment. (March, 2005). <i>Ohio state-wide testing program rules book</i> . Columbus, OH.
Rhode Island	New England Common Assessment Program. (May, 2005). <i>Accommodations guidelines and procedures: Administrator training guide</i> . Available at <a href="http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/NECAP.htm">http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/NECAP.htm</a>

South Carolina	<p>South Carolina Department of Education. (2005). <i>Basic Skills Assessment Program test administrator's manual, spring 2005: Appendix C</i>. Columbia, SC. <a href="http://www.myscschools.com/offices/assessment/Publications/BSAPTAM05.pdf">http://www.myscschools.com/offices/assessment/Publications/BSAPTAM05.pdf</a></p> <p>South Carolina Department of Education. (2005). <i>Palmetto Achievement Challenge Tests administration manual, spring 2005: Appendix C</i>. Columbia, SC. <a href="http://www.myscschools.com/offices/assessment/Publications/PACT-TAMS05.pdf">http://www.myscschools.com/offices/assessment/Publications/PACT-TAMS05.pdf</a></p> <p>South Carolina Department of Education. (2005). <i>South Carolina End-of-Course Examination Program test administration manual, Spring 2005: Appendix C</i>. Columbia, SC. <a href="http://www.myscschools.com/offices/assessment/Publications/EOCEP-TAMS05.pdf">http://www.myscschools.com/offices/assessment/Publications/EOCEP-TAMS05.pdf</a></p> <p>South Carolina Department of Education. (2005). <i>South Carolina High School Assessment Program test administration manual, spring 2005: Appendix C</i>. Columbia, SC. <a href="http://www.myscschools.com/offices/assessment/Publications/HSAP-TAMS05.pdf">http://www.myscschools.com/offices/assessment/Publications/HSAP-TAMS05.pdf</a></p>
Texas	<p>Texas Education Agency. (2005). <i>Texas Assessment of Knowledge and Skills test administrator manual 2005</i>. Austin, TX. <a href="http://www.tea.state.tx.us/student.assessment/resources/guides/test_admin/index.html">http://www.tea.state.tx.us/student.assessment/resources/guides/test_admin/index.html</a></p> <p>Texas Education Agency. (2004). <i>ARD committee decision-making process for the Texas Assessment Program: Reference manual for the 2004–2005 testing year</i>. Austin, TX. <a href="http://www.tea.state.tx.us/student.assessment/admin/sdaa/ardtrain/ARD_manual0405.pdf">http://www.tea.state.tx.us/student.assessment/admin/sdaa/ardtrain/ARD_manual0405.pdf</a></p>
Vermont	<p>New England Common Assessment Program. (May, 2005). <i>Accommodations guidelines and procedures: Administrator training guide</i>. Available at <a href="http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/NECAP.htm">http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/NECAP.htm</a></p>
Virginia	<p>Virginia Department of Education. (2005). <i>Virginia Standards of Learning Assessments examiner's manual, spring 2005, appendix C</i>. Richmond, VA.</p> <p>Virginia Department of Education. (2003). <i>Virginia Standards of Learning Assessment guidelines for administering the read-aloud accommodation</i>. Richmond, VA. <a href="http://www.pen.k12.va.us/VDOE/Assessment/Assess.PDF/readaloudguidelines.pdf">http://www.pen.k12.va.us/VDOE/Assessment/Assess.PDF/readaloudguidelines.pdf</a></p> <p>Virginia Department of Education. (2002). <i>Procedures for participation of students with disabilities in the assessment component of Virginia's Accountability System: Procedures to follow in providing students with certain accommodations on the Virginia Standards of Learning Assessment</i>. Richmond, V.A.</p>

Washington	<p>Washington Department of Education. (October, 2004). <i>Guidelines for participation and testing accommodations for special populations in state assessment programs</i>. Olympia, WA. <a href="http://www.k12.wa.us/assessment/pubdocs/Guidelines_for_Testing_AccommodationsOct2004.doc">http://www.k12.wa.us/assessment/pubdocs/Guidelines_for_Testing_AccommodationsOct2004.doc</a></p> <p>Washington Department of Education. (January, 2005). <i>Implementation guidelines for WASL testing accommodations and provisions for giving wider access</i> (OSPI Workshop Handout). Olympia, WA.</p> <p>Washington Department of Education. (undated). <i>Frequently asked questions: Scribing from dictation</i>. Olympia, WA. <a href="http://www.k12.wa.us/assessment/pubdocs/Scribing.doc">http://www.k12.wa.us/assessment/pubdocs/Scribing.doc</a></p>
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## Appendix B

### Examples from State Guidelines for Access Assistants

Examples are taken from state guidelines, either directly or in abbreviated form.

State	Scribe	Reader	Sign Language Interpreter
Alaska	<p>Have student orally say how he or she wants the sentence to read, completing the full sentence. After student has completed sentence, paragraph, or passage (this depends on individual student ability and need to retain thought process) have student spell each word in the sentence. The scribe should record verbatim the words, punctuation, and spelling provided by the student. After the student has spelled the words the student may look at the writing and complete the punctuation.</p>	<p>Students who use this accommodation or modification must be tested in a separate room to avoid disturbing other students. The test administrator must avoid any restating or paraphrasing of directions, questions, and the like. The test administrator must not assume reading the test also permits cuing or prompting student responses. The test administrator must avoid any exaggerated inflection, which could be interpreted by the student as an encouragement or prompt.</p>	
Arkansas	<p>The scribe writes down responses from the student's speech, sign language, pointing, or by using an assistive communication device. There is a lot of skill involved when using a recorder or scribe; skill that requires extensive practice. A scribe may not edit or alter student work in any way, and must record word-for-word exactly what the student has dictated. Students are responsible for the use of punctuation, capitalization, and the spelling. Students will be allowed to review and edit what the scribe has written. In general, the role of the scribe is to write what is dictated, no more and no less.</p>	<p>Readers are allowed to assist students by reading directions and the test items for the math sections or the writing sections of the test. Careful attention should be made to ensure that no portion of the reading test itself is read or interpreted to the student. Individual words may be read to a student as indicated by the student without reading the entire passage. Test booklets may not be unspiralled from the original order to make it easier for readers to serve a small group needing reading accommodations. Booklets must be distributed to the students in the order they were packaged. Readers should use an even vocal inflection so that the student does not receive any cues by the way the information</p>	<p>Sometimes an interpreter is only needed to sign instructions or to assist in communication. No other interpretation is permitted in administering the test outside the provisions allowed for hearing students. Interpreters must not paraphrase, clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items. It is recommended that the student be familiar with the interpreter for the test and have some time to practice with the interpreter before the day of the test to ensure that they can understand each other and that the level of interpretation meets the needs of the student.</p>

State	Scribe	Reader	Sign Language Interpreter
Arkansas		<p>is read. It is important for readers to read test items/questions and text word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the students. Readers should be provided for students on an individual basis when possible. A student would have the option of asking a reader to slow down or repeat text.</p>	
California	<p>To the extent possible, the scribe should have had responsibility for transcribing information given by the students during educational instruction and assessments.</p> <p>On the date of testing and before the administration of the CAHSEE, the school test site coordinator should give the scribe no more than two hours to become familiar with the directions and format of the test.</p> <p>(This will help facilitate the scribe's ability to record the student's answers easily).</p> <p>The scribe should review the CAHSEE Scribe and Sign Language Guidelines with the student to prepare for the administration of the examination.</p> <p>A student using this accommodation should be tested in a quiet room apart from other students to avoid interruption while testing.</p> <p>The scribe should not:</p> <ol style="list-style-type: none"> <li>1) Alert the student to mistakes during testing,</li> <li>2) Prompt the students in any way that would result in a better response or essay,</li> <li>3) Influence the student's response in any way.</li> </ol>		<p>Manually Coded English or American Sign Language [may be] used to present test questions on the mathematics section of the examination. Responses dictated orally, in Manually Coded English, or in American Sign Language [may be used] to provide an essay response to a scribe and the scribe provides spelling, grammar, and language conventions.</p>

<b>State</b>	<b>Scribe</b>	<b>Reader</b>	<b>Sign Language Interpreter</b>
Colorado	<p>For multiple choice items, the student must point to or otherwise indicate the response option he/she has chosen. The scribe will then darken the bubble corresponding to that response option. For constructed response items, the student must dictate his or her response to the scribe who will then write the student's response in the test booklet using proper grammar, mechanics, and spelling. Once the student has dictated his or her response, the scribe will show the student what has been written in the test booklet. The student may then choose to instruct the scribe to make any modifications the student feels necessary. For constructed response items on writing assessments, the student must dictate his/her response to the scribe, who will then write the student's response in the test booklet as one long statement with no punctuation or capitalization; however, the scribe may spell words correctly. Once the student has dictated his/her response, the scribe will show the student what has been written in the test booklet and ask the student to indicate where punctuation and capital letters should be placed. The student may then choose to instruct the scribe to make any other modifications the student feels necessary. (The scribe may erase and insert the student's corrections.)</p>	<p>The Assessment Administrator for reading may read the directions only. Do not read the reading passages or the test questions.</p>	<p>Oral or signed presentation may be provided for the math, science and writing CSAP, but not the reading CSAP. Signers should convey the content to students for whom reading the assessment may be difficult.</p>

<b>State</b>	<b>Scribe</b>	<b>Reader</b>	<b>Sign Language Interpreter</b>
Delaware	<p>It is preferable for the scribe to be a familiar person such as the teacher or teaching assistant who is typically responsible for scribing during regular instruction. Scribes will review test security policy and will sign statements required of testing proctors including security certifications. Students will dictate in the same manner used during instruction and are responsible for punctuation. Scribes may read back for proofreading and will write exactly what is heard using correct spelling. Probing or clarifying questions is not allowed, and scribes may not correct students. Students may proofread and add punctuation, check spelling, etc. Scribes may handwrite or use a laptop and then transcribe to official test booklet. Scribes may record the session on audio or video tape to insure accuracy. Scribes may draw diagrams described by the students.</p>		
Illinois		<p>All questions rely on a student's ability to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect that which the tests are designed to measure.</p>	

State	Scribe	Reader	Sign Language Interpreter
Indiana	<p>The scribe must ensure that the administration is one-on-one so as not to interfere with the standardized testing of other students. Ideally the scribe will be someone who has been working with the student for at least three school months. During administration, the student must read the test directions, questions, and response options to himself/herself. Scribes should darken bubbles after a student has pointed or otherwise indicated the option s/he has chosen. For dictated response items, the student must dictate his or her response to the scribe. Scribes should ask the student to spell difficult words and may not coach a student. The scribe should write down exactly what the student dictates beginning a new line with each pause. The written text should be returned to the student for capitalization and punctuation.</p>		
Kentucky	<p>If a scribe is used to assist students with multiple-choice items, the scribe shall merely record the answer selected by the student. When a scribe is needed for portfolio development, scribes should record what the student dictates word for word. Students must direct capitalization, punctuation, and other formatting elements.</p>	<p>On demand tasks (i.e., open response, multiple-choice, writing prompts) may be read to students as written and should not paraphrase. The reader should not divulge information to lead the student to specific information needed for answering, and should not re-read unless prompted by the student.</p>	<p>The interpreter shall not indicate correct answers to test items. For example, interpreters shall not define words for students, provide content, or teach vocabulary or concepts during the on-demand writing, open-response, or multiple-choice assessment.</p>

<b>State</b>	<b>Scribe</b>	<b>Reader</b>	<b>Sign Language Interpreter</b>
Louisiana	Scribes must be neutral in responding to the student during test administration. The student's responses must accurately represent the student's own choices. The scribe must write exactly what the student dictates. The student must edit for punctuation and capitalization.	When reading, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers or to read aloud the "Reading and Responding" session, which results in an invalid score.	It is a breach of test security to provide signs or cues that convey answers or to sign the "Reading and Responding" session, which results in an invalid score. Be sure the room is well lighted, with the source of light directed toward the test administrator (i.e., the test administrator should avoid standing in front of windows or other sources of bright light).
Maryland	Scribes must act like a secretary taking dictation and should be impartial and experienced. They must write exactly what the student dictates and must not give hints of any type. Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of key words. Scribes must respond only to directions from the student in regard to writing, drawing, or typing responses to the test.	Guidelines detail how to read mathematical expressions. The guidelines list some typical expressions and the manner in which they should be read. For example, lowercase letters that are juxtaposed should be read as a multiplication expression: e.g., xy should be read as "x,y" unless it is part of a complex expression or is otherwise unclear, in which case read it as "X times Y." Readers must be familiar with the Student's Individual Education Plan (IEP) and know in advance the exact type of verbatim reading accommodation required by the student. The test-taker may require all or portions of the test to be read aloud, depending on his or her particular set of guidelines. If a reader finds an unfamiliar word or one that he or she is not sure how to pronounce, advise the test-taker of the uncertainty about the word and how to spell it.	Discussions with the interpreter on testing procedures should be conducted with the test taker present before (and not during) the test session. Interpreter services must be arranged prior to test day with substitutes available. Before the testing session, the interpreter must become familiar with the test instructions and the terminology used in the test he or she will be interpreting.

State	Scribe	Reader	Sign Language Interpreter
Massachusetts	<p>ELA Composition -</p> <p>The scribe must write what the student says exactly as dictated into the student's Test Booklet. The scribe may not edit or alter the student's dictation in any way. When scribing the draft composition, the scribe may assume that each sentence begins with a capital letter and ends with a period. All other capitalization and punctuation is the responsibility of the student. After the student has finished dictating his or her draft composition, the scribe must ask the student to do the following:</p> <ul style="list-style-type: none"> <li>• Spell key words. Key words include proper nouns, multisyllable words, and other words pertinent to the story.</li> <li>• Review the draft composition and make any necessary edits, including edits to capital letters and punctuation. A scribe may not assist the student during the editing process.</li> </ul> <p>During session B, the scribe copies the final draft, including the student's edits, into the student's Answer Booklet.</p> <p>After testing, teachers, interpreters, and scribes must not discuss test items or student responses with other staff, students, or parents, until test items have been released to the public and test scores returned to the school.</p>	<p>All passages and test items must be read word-for-word exactly as written. The test administrator may not clarify, elaborate, or provide assistance to the student regarding the meanings of words, intent of test questions, or responses to test items. The administrator may read to a small group of 2–5 students.</p>	<p>Under secure conditions supervised by the principal, sign interpreters may review test materials up to four days prior to test administration in order to prepare accurate interpretations of test materials. It is important to remember that interpreters must review test materials in a private location of the school, under the supervision of the principal or his/her designee. Interpreters must treat test materials with the highest degree of confidentiality and security, as follows:</p> <ul style="list-style-type: none"> <li>• Prior to testing, test questions, reading passages, and writing prompts must not be discussed with other staff, students, or parents, except to discuss with other interpreters, if needed, preparation of accurate interpretations of the test</li> <li>• After testing, teachers, interpreters, and scribes must not discuss test items or student responses with other staff, students, or parents, until test items have been released to the public and test scores returned to the school.</li> </ul>

<b>State</b>	<b>Scribe</b>	<b>Reader</b>	<b>Sign Language Interpreter</b>
New Hampshire	<p>Student dictates responses to appropriately trained test administrator who takes down verbatim what the student says. Scribe does not let the student view this copy. Scribe reads oral response back to the student then inquires whether the student wants to change anything. Student must spell all words three or more letters long. Student edits answer copy for punctuation and capitalization.</p>		
New Mexico	<p>For constructed response items, the student must dictate his/her response to the scribe who will then write the student's response in the test booklet as one long statement with no punctuation or capitalization; however, the scribe may spell words correctly. Once the student has dictated his/her response, the scribe will show the student what has been written in the test booklet and ask the student to indicate where punctuation and capital letters should be placed. The student may then choose to instruct the scribe to make any other modifications the student feels necessary (the scribe may erase and insert the student's corrections).</p>		

State	Scribe	Reader	Sign Language Interpreter
New York	Scribes must record word-for-word what the student dictates or records, leaving out punctuation and capitalization and circling all words that are difficult to spell. Students should be asked to spell these difficult words, words that are at or above the grade level being tested. The student should then make capitalization and punctuation changes.	The entire test must be read including reading passages, questions, multiple choice items, etc. Such content may be read more than once in accordance with the individual student's IEP or 504 plan. Must be read in a neutral manner without drawing attention to key words and with no clarification, explanation, reordering or rewording.	Passages within the section may be broken into segments for ease in signing, for retention, and comprehension purposes and to allow the student to take notes. The entire passage may be signed the first time without note taking to assist the student in understanding the total meaning of the passage before it is signed in segments. The exam must be administered in a separate location.
North Carolina	The student should know the identity of the scribe, who should have prior experience working with the student. The scribe must record the student response exactly as signed/cued. For example, if a student signs "me search field," the scribe must record the exact words. Scribes should omit general directions (like omit No. 2 pencils) that do not pertain to the student.	It is recommended that a student who is to have every word read aloud be tested in a separate room. The test administrator may repeat the instructions and test questions as many times as necessary for the students to understand and respond. Sample questions should also be read aloud. The test administrator is not to read aloud information that would provide the student with the answer, (i.e., reading the number 2,345 in a question calling for the hundreds placeholder).	Because the interpreter must be familiar with the concepts of the test questions, he or she is allowed to review on the day of testing under secure conditions writing prompts and computer skills performance test questions for <i>up to fifteen minutes</i> and multiple-choice items for <i>up to two hours per subject</i> . The interpreters must not disclose the content or specific items of the test. Test security must be maintained.
Ohio	The scribe must be a licensed or certified employee of the district. The student may use a word processor to type his/her response to the writing prompts and open ended questions, the scribe can then transcribe to test booklet. Or the scribe can write exactly what the student dictates. The student is not required to spell any words but is required to indicate capital letters and end of		

<b>State</b>	<b>Scribe</b>	<b>Reader</b>	<b>Sign Language Interpreter</b>
Ohio	sentence punctuation on the writing test. This can be accomplished during the response or by having the student edit the written result when the answer is complete.		
Rhode Island	Scribe takes down verbatim what student says and does not let student view his/her copy. Scribe reads oral response back to the student and asks the student if s/he would like to change anything. Student then has to spell all words more than 3 letters long. The scribe then prints the result into the test booklet where the student edits for capitalization, punctuation, etc.		
South Carolina	The student who is dictating a composition may use the dictionary independently or receive assistance from the administrator in looking up words and/or reading the definitions. All dictated compositions must be recorded onto a cassette tape. The student may make prewriting notes or an outline using pencil and paper, typewriter, word processor, and/or Braillewriter. The first draft should be transcribed onto notebook paper and not shown to the student. The student is responsible for capitalization, punctuation, etc. After reading the result back to the student, the student is responsible for spelling a sampling of words. The resulting document should be transcribed to the official test booklet.	The test administrator operates a tape recorder and tests students individually or in small groups of 2. The administrator reads aloud directions and questions from a script. Entire passages may be repeated by use of the tape recorder. This process may be completed without the use of a tape recorder.	A VCR, tape, and television should be used. Signing should begin with directions and move onto the test script. After each question allow time for students to answer. If a student wants a question repeated, replay the tape of the entire passage.

State	Scribe	Reader	Sign Language Interpreter
Texas		<p>An oral administration is allowable only for mathematics, social studies, and science tests. It is not allowed for reading, writing, or ELA tests. The student controls the degree of reading support being provided. Students may need to be tested individually so that other students are not distracted. Questions and answer choices can be repeated as many times as necessary. No rephrasing or assistance of any kind is allowed.</p>	
Vermont	<p>Scribe takes down verbatim what student says and does not let student view his/her copy. Scribe reads oral response back to the student and asks the student if s/he would like to change anything. Student then has to spell all words more than 3 letters long. The scribe then prints the result into the test booklet where the student edits for capitalization, punctuation, etc.</p>		
Virginia	<p>Use of scribe for writing assessment only. Student dictates his/her response to the writing assessment in English to a second person (scribe) who will transcribe it. The session must be recorded on audiotape and given to the Division Director of Testing. The scribe should format, capitalize and punctuate only as directed by the student. The scribe's transcription must be checked against the audiotape by one other school official.</p>	<p>Administrators must be very careful when reading the test aloud so that they do not lead the students to correct responses by intonation or by repeating any part of the test that is not specifically requested by the student. Prior to reading aloud a test item, administrators should take time to review the item so that the answer is not inadvertently given to the student. Broad Rd. should be read as "Broad R-d period."</p>	<p>The interpreter must be very careful when interpreting the test items so as not to lead the student to a correct answer by facial expression or by repeating any part of the test which is not specifically requested by the student. The interpreter must verify in writing that the test administration was conducted according to the standardized procedures.</p>

<b>State</b>	<b>Scribe</b>	<b>Reader</b>	<b>Sign Language Interpreter</b>
Washington	The student should respond independently whenever possible. The scribe should always record accurately what the student communicates. Punctuation, spelling, and capitalization must be provided by the student. When the student is satisfied with the work, the scribe should write in to the final draft.		

## Appendix C

### Examples from State Guidelines Specifying Qualifications and Characteristics of Access Assistants

Examples are taken from state guidelines, either directly or in abbreviated form.

State	Scribe	Reader	Sign Language Interpreter
Alaska	---	---	
Arkansas	<p>A teacher records and serves as a scribe for the student's responses. A person who serves as a scribe needs to prepare carefully to assure that he or she knows the vocabulary involved and understands the boundaries of the assistance to be provided.</p>	<p>During testing all accommodations must be implemented by a certified teacher. All teachers administering exams should be familiar with accommodations given to the student, as well as the general administration of the test. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and future science assessments.</p>	<p>The directions for the test are signed for the student with a hearing disability by an interpreter. Interpreters need to be able to translate in the same method of sign language typically used by the student, such as American Sign Language or Cued Speech.</p>
California	<p>A scribe is an employee of the school district, or a person assigned by a nonpublic school to implement a pupil's IEP and is required to transcribe an eligible pupil's or eligible adult student's responses to the format required by the examination. A parent or guardian is not eligible to be a scribe.</p> <ul style="list-style-type: none"> <li>• Familiarity with the student—To the extent possible, the scribe should have had responsibility for transcribing information given by students during educational instruction and assessments.</li> <li>• The test—Scribes must sign STAR Test Security Affidavits.</li> </ul>		---
Colorado	---	---	---

State	Scribe	Reader	Sign Language Interpreter
Delaware	<p>It is preferable for the scribe to be a familiar person such as the teacher or teaching assistant who is typically responsible for scribing during regular instruction. For students who are deaf, the scribe must be fluent in receptive and expressive American Sign Language (ASL) and/or English. Scribes will review the Test Security policy pages and will sign all statements required of testing proctors including the security certifications.</p>		
Illinois		<p>If the Illinois State Board of Education determines that any test materials were not read verbatim, or that the reader did not meet qualifications to be a reader, the examinee's scores will be cancelled. The reader script must be read verbatim by a reader who is a qualified member of the school staff familiar with administration of standardized tests. As a reader, you are required to review and comply with the "Notes to the Reader." The following are criteria for a reader using a reader script with a student in need of this accommodation: (1) Be proficient in English, (2) Be experienced in testing, (3) Be employed by the school district where the student attends school, (4) Agree to administer the test according to policies and procedures in the District and School Coordination Manual and appropriate Test Administration Manual sent</p>	

State	Scribe	Reader	Sign Language Interpreter
Illinois		with the test materials, (5) Not be a relative or guardian of the examinee, (6) Not be a private consultant or individual tutor whose fees are paid by the examinee or the examinee's family.	
Indiana	Ideally the scribe will be someone who has been working with the student for at least three school months. Since ISTEP+ is administered in the fall, and this may not be possible before testing, the scribe should attempt to gather information regarding the student's level of vocabulary and spelling abilities from those who are familiar with the student's academic background.		
Kentucky	Any individual who scribes, reads, or provides any other assistance to a student with disabilities during the state-required assessment shall be trained in his/her role and responsibilities and abide by confidentiality laws, provisions of 703 KAR 5:080,703 KARA 5:160, and this administrative regulation, and the conditions under which each student uses the accommodation or modification as described in the student's IEP, 504 Plan, or Program Services Plan. Any non-certified person providing assistance for a student with disabilities or limited English proficiency shall read and sign a Nondisclosure Agreement.	Any individual who scribes, reads, or provides any other assistance to a student with disabilities during the state-required assessment shall be trained in his/her role and responsibilities and abide by confidentiality laws, provisions of 703 KAR 5:080,703 KARA 5:160, and this administrative regulation, and the conditions under which each student uses the accommodation or modification as described in the student's IEP, 504 Plan, or Program Services Plan. Any non-certified person providing assistance for a student with disabilities or limited English proficiency shall read and sign a Nondisclosure Agreement.	Any individual who scribes, reads, or provides any other assistance to a student with disabilities during the state-required assessment shall be trained in his/her role and responsibilities and abide by confidentiality laws, provisions of 703 KAR 5:080,703 KARA 5:160, and this administrative regulation, and the conditions under which each student uses the accommodation or modification as described in the student's IEP, 504 Plan, or Program Services Plan. Any non-certified person providing assistance for a student with disabilities or limited English proficiency shall read and sign a Nondisclosure Agreement.

State	Scribe	Reader	Sign Language Interpreter
Louisiana	Scribe, Reader, and Sign Language Interpreter—The choice of a test administrator for special education students should be made at the school level and must be someone trained in test security and administration procedures.	Scribe, Reader, and Sign Language Interpreter—The choice of a test administrator for special education students should be made at the school level and must be someone trained in test security and administration procedures.	Scribe, Reader, and Sign Language Interpreter—The choice of a test administrator for special education students should be made at the school level and must be someone trained in test security and administration procedures. A test administrator who is fluent in the signing or cuing modality routinely used by the student should be available to repeat or clarify directions and sign portions of the test if warranted by the student's reading level as documented on the IEP or Section 504 Individualized Accommodation Plan (IAP) and Verification of Section 504.
Maryland	---	---	Sign Language Interpreters need to be able to translate in the same method of sign language typically used by the student (e.g., American Sign Language, cued speech). A student's teacher should not be the interpreter in a testing situation unless a second person is present to monitor for quality and fairness.
Massachusetts	---	---	---
New Hampshire	All state tests, including those administered using accommodations, must be administered by school personnel employed by the district. It is preferable that the person administering the accommodations is familiar with and to the students. This is especially true for accommodation situations that call for individual settings. The following are individuals who may <i>not</i> administer		

State	Scribe	Reader	Sign Language Interpreter
	accommodations on state tests: Parents and other school volunteers, peer tutors, other students.		
New Mexico	---		
New York	Scribes may be teachers, teacher aides, teacher assistants or other school personnel who are appropriately trained and qualified. Whenever possible, students should have the same scribe for state examinations as they have had for classroom tests or other classroom instruction. In all cases, the scribe must have an understanding of how to record responses using procedures described and be familiar with the test including knowledge of the vocabulary used in the test.	Readers should be trained in how to administer this accommodation in the appropriate manner and should be familiar with the content and vocabulary of the subject being assessed including the pronunciation of words on the test.	---
North Carolina	The student should know the identity of the scribe, who should have prior experience working with the student.	---	Each test site must have at least two adults when using an interpreter/transliterators to sign/cue a North Carolina test. As with all state tests, a trained proctor is required. In addition, a) a test administrator who reads the information aloud (e.g., directions, test questions) and b) a qualified interpreter/transliterators who signs/cues to the students is required. The test administrator and interpreter/transliterators must attend all training sessions. One person may fulfill the requirements as described in a) and b). It is recommended that the school use an interpreter/transliterators who has previously signed/cued for the students. The interpreter must be proficient in sign language or the student's individual communication modality.

State	Scribe	Reader	Sign Language Interpreter
Ohio	If a scribe is also the test examiner for a student, the scribe must be a licensed or certified employee of the district. If someone else is acting as the test examiner, the scribe is not required to be a licensed/certificated employee. In such a case, the test examiner would supervise the test administration using the scribe.		
Rhode Island	Following are the requirements school personnel must meet in order to administer accommodations on the state test: (1) They must have attended a training supplied by the school that covered, at minimum, the Test Administrator Manual and the Accommodations Administrator Training Guide. (2) They must have access to and read both the Test Administrator Manual and the Accommodations Administrator Training Guide.		
South Carolina	The decision as to who will administer the test should be made jointly by someone knowledgeable about the individual student's needs (e.g., the student's special education teacher or the district special education consultant) and someone familiar with testing procedures and requirements (e.g., the testing coordinator or the school principal). If the test administrator is not the student's special education teacher, the administrator should meet with the student's teacher prior to testing week. In this way,	It is essential for the test administrators to be familiar with the scripts to be used during any oral and signed administrations.	It is essential for the test administrators to be familiar with the scripts to be used during any oral and signed administrations.

State	Scribe	Reader	Sign Language Interpreter
South Carolina	the administrator can become familiar with the student's special needs and receive help in planning appropriate accommodations or modifications to the administration procedures. Test administrators must attend a regular training session. Test administrators may review the scripts and/or videotapes the day before testing in a supervised session. The script must be returned at the end of the session.		
Texas		---	
Vermont	They must become familiar with the specific accommodations they will be asked to administer for students.		
Virginia	---	---	---
Washington	---		

--- Indicates that the state has guidelines for the access assistant, but no indication of qualifications or characteristics.

