

# Basic Transcribing

## Description of Accommodation

This accommodation allows a test administrator to transfer student responses onto an answer document or into the Texas Assessment Management System for online administrations when a student with a disability is unable to accomplish this task independently.

## Assessments

For a student who meets the eligibility criteria, this accommodation may be used on

- STAAR
- STAAR Spanish
- STAAR L
- STAAR A

## Student Eligibility Criteria

A student may use this accommodation if he or she

- routinely and effectively uses this accommodation during classroom instruction and classroom testing, and
- meets at least one of the following.
  - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials.
  - The student has a disabling condition (e.g., severe fine motor deficits, visual tracking difficulties, difficulty with letter formation) that prevents him or her from independently and effectively recording responses in the bubbles or on the lined pages of the answer document despite multiple unsuccessful attempts to indicate responses on a format similar to an answer document.

## Authority for Decision and Required Documentation

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, GA must be recorded in the ACCOMM. field on the student's answer document or in the Texas Assessment Management System for online administrations. This indicates that an allowable general accommodation was made available to the student.

No Accommodation Request Form required.



## Examples/Types

The test administrator may carry out Basic Transcribing to transfer student responses onto the answer document or in the Texas Assessment Management System for online administrations in these situations **only**.

- The student writes or circles responses in the test booklet for multiple-choice or griddable questions.
- The student points to responses in the test booklet or on the computer screen for multiple-choice questions.
- The student dictates or signs responses for multiple-choice questions, griddable questions, or short-answer reading questions.
- The student writes responses on another workspace (e.g., scratch paper, dry erase board) or types responses on a word processor for multiple-choice questions, griddable questions, short-answer reading questions, or the writing prompts.
- The student uses speech-to-text software to indicate responses for multiple-choice questions, griddable questions, short-answer reading questions, or the writing prompts.

## Special Instructions/Considerations

1. A student who uses this accommodation may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Student responses cannot be scored unless they are recorded using a No. 2 pencil on an answer document, or recorded into the Texas Assessment Management System for online administrations.
3. A test administrator who transcribes for a student should be trained in all transcription procedures and understand the boundaries of the assistance being provided. The role of the test administrator is to record on the answer document exactly what the student has indicated. The test administrator may not edit or alter student responses in any way and may not provide feedback regarding the correctness of the student's response.
4. Basic transcribing must be done by a trained test administrator who has signed the Oath of Test Security and Confidentiality for Test Administrator document. This includes the bottom section of the oath for test administrators who are authorized to view secure state assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
5. When transcribing a student's responses to griddable questions, the Transcribing Griddable Questions document must be printed and provided to each student who does not use his or her answer document so that the student is aware of the maximum number of boxes available for an answer to a griddable question. Blank Transcribing Griddable Questions student documents are available online two weeks prior to testing.

This separate sheet must be used by the test administrator who transfers the student's responses onto the answer document. District or campus testing coordinators must print the applicable student documents prior to testing and destroy them after transcription is complete.

6. The test administrator must indicate to the student the space allowed for his or her written compositions or short-answer reading responses so that they will fit into the spaces provided when transcribed. There are 26 lines for each written composition, while 10 lines are provided for each short-answer reading question. A sample of these lined pages can be found on the TEA's STAAR Resources webpage.
  - Approximately 1,750 typed characters (including spaces) equals 26 lines of handwritten text.
  - Approximately 675 typed characters (including spaces) equals 10 lines of handwritten text.
7. The student must be given the full time allotted to complete the entire test. It is allowable for the student to review the transcription and make any edits within the time constraints of the assessment. However, if the test administrator transfers the student's final responses onto the answer document or into the Texas Assessment Management System for online administrations after the testing period has ended, the student may not edit his or her response(s). It is recommended that the test administrator ensure that he or she can read and understand the student's intended responses prior to the student leaving the testing room.
8. For paper tests, the test administrator should write "Transcribed by (NAME) because student is eligible for this accommodation" at the top of the answer document where the student identification information is located.
9. Secure test materials and associated student responses cannot be photocopied, scanned, or saved in order to use this accommodation. Any typed or handwritten responses that include student notes, answers to multiple-choice or griddable questions, or responses to short-answer reading questions or the writing prompts must be destroyed after testing. All voice recordings must be erased or destroyed after testing.
10. If a student needs the test administrator to write for other reasons (e.g., make notes in the test booklet), refer to the Other accommodation policy.
11. For information about the test administrator transcribing a student's dictated or signed responses to the writing prompts, refer to the Complex Transcribing accommodation policy. For information about the test administrator recording a student's dictated math scratch work, refer to the Mathematics Scribe accommodation policy.
12. When transcribing a student's dictated or signed responses to short-answer reading questions, the test administrator is not required to ask for clarification from the student about the intended use of capitalization, punctuation, and spelling because these conventions are not part of the scoring rubric used to assess student responses to short-answer reading questions.
13. If a student needs assistance physically manipulating test materials or equipment, refer to the Manipulating Test Materials accommodation policy.

14. For information regarding the role of a test administrator who transcribes for a student who uses braille or large-print test materials, refer to the General Instructions for Administering Braille State Assessments document and the General Instructions for Administering Large-Print State Assessments document, located on the TEA's Accommodations for Students with Disabilities webpage.
15. For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing document, located on the TEA's Accommodations for Students with Disabilities webpage.
16. Spell check, word predictor, and all other special features must be disabled when a student types responses to the writing prompts on a word processor, unless the student meets the eligibility criteria outlined in the Spelling Assistance accommodation policy.
17. Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. Electronic devices can disrupt the testing environment and compromise the security and confidentiality of the test. When using technology-based accommodations (e.g., speech-to-text, word processor), students are **NOT** permitted Internet access during testing. Also, electronic devices with Internet or photographic capabilities cannot be used.