

Guidance on Human Scribe Accommodation for Constructed Response Items for CMAS: PARCC English language arts/literacy Assessment

The human scribe accommodation for constructed response items may be available to a limited number of students with a physical disability which severely limits or prevents the student’s motor process of **writing**, either manually or with assistive technology. This may include students with reduced ability due to pain, paralysis, loss of function or loss of endurance. At the educational team’s discretion, any student may have this accommodation on their IEP or 504 plan for instructional purposes. Only a very limited number of students who meet specific guidance criteria may use the accommodation on the CMAS: PARCC English language arts/literacy assessment and receive a valid score. Colorado has additional guidance to the PARCC Accessibility Features and Accommodations Manual.

The human scribe accommodation for constructed response items should be viewed as an interim accommodation for students while the student is learning to write using assistive technology. Many students who use this accommodation on state assessments will move to keyboarding or speech-to-text software for constructed response items within a few years.

The human scribe accommodation may not be used for illegible handwriting or poor writing skills. Other compensatory strategies should be used such as assistive technology or special scratch paper.

If a student requires a scribe due to a temporary recent illness or injury (e.g. broken arm), an Emergency Accommodations Form must be completed and kept on file at the school.

In Colorado, if all guidelines are met, the District Assessment Coordinator must submit a Unique Accommodation Request, with **this** completed form as supporting documentation. The state deadline for Unique Accommodation Requests is December 15. Districts may implement earlier deadlines for their staff.

If the request is approved, the student may receive a valid score on the assessment when using this accommodation.

If the request is not submitted or not approved and the educational team uses the accommodation during the CMAS: PARCC English language arts/literacy assessment, the district may be instructed to mark the assessment as a non-approved accommodation. This will result in the score being invalidated and the student being considered a “non-participant” for the English language arts/literacy assessment.

There are four criteria determinations needed for each accommodation request. To complete this checklist, the team begins with Criterion #1 by marking the appropriate Response box. The team follows the instructions of either “stop here” or “complete the supporting data.” The requested supporting data is then written into column three prior to moving on to the next criteria.

If at any time the Response box indicates “**stop here**,” the team should stop the checklist. This is an indication that the student does not meet the requirements to receive a valid score when using this accommodation on the state assessment. The team should consider available alternative accommodations. If all criteria are met, a Unique Accommodations Request needs to be completed and submitted to CDE.

Student Name: _____

Criterion #1 -- The student is currently eligible for special education services or has a 504 plan.		
	Response:	Supporting Data:
<input type="checkbox"/> Current IEP <input type="checkbox"/> Current 504 plan	<input type="checkbox"/> No. Stop here. <input type="checkbox"/> Yes. Complete supporting data and continue on to Criterion #2.	Date of latest IEP/504 team meeting: <hr/>
Criterion #2 -- The student has a documented physical disability which severely limits or prevents written expression.		
	Response:	Supporting Data:
Physical disability – does not have to be listed as primary disability on IEP	<input type="checkbox"/> No. Student may use a different accommodation as support for writing on CMAS: PARCC ELA/L constructed response items. Stop here. <input type="checkbox"/> Yes. The student is identified as having a physical disability; however, it does not impact the student’s motor processes in a way that limits the student’s ability to write independently. Stop here. <input type="checkbox"/> Yes. The student is identified as having a physical disability which impacts the student’s motor processes in a way that limits the student’s ability to write independently. Complete supporting data and continue on to Criterion #3.	Impact of physical disability on writing: <hr/> <hr/> <hr/>
Criterion #3 -- The student’s inability to express through writing is documented by evaluation on at least one recent locally-administered diagnostic assessment.		
	Response:	Supporting Data:
A fine motor evaluation has been given within one academic year.	<input type="checkbox"/> No. Stop here. <input type="checkbox"/> Yes. The evaluation indicates the student is below grade level in writing; however, the inability to express through writing is not due to motor planning. Stop here. <input type="checkbox"/> Yes. The evaluation supports the student’s continued motor planning concerns for writing.	Most recent date of fine motor evaluation: <hr/> Summary of results: <hr/> <hr/>

Student Name: _____

	Complete supporting data and continue on to Criterion #4.	
Criterion #4 -- The student is working with assistive technology for writing the majority of the time but is not yet proficient enough to use it on assessment.		
	Response:	Supporting Data:
The student has been instructed on use of one or more AT devices or software.	<input type="checkbox"/> No. Stop here. <input type="checkbox"/> Yes. The student has access to AT upon request. Stop here. <input type="checkbox"/> Yes. The student has tried one or more types of AT, but does not like it so it is not used. Stop here. <input type="checkbox"/> Yes. The student has tried one or more types of AT, but only uses them with interventionist. Stop here. <input type="checkbox"/> Yes. The student regularly uses AT for writing, but is still struggling on using the device or software. Complete supporting data. <input type="checkbox"/> Yes. However, the student does not use AT due to ongoing additional complications. Complete supporting data.	Date of latest SWAAAC consultation: _____ How often is the student provided the opportunity to engage with the technology? _____ What is the technology used most often by the student for writing: <input type="checkbox"/> Keyboard <input type="checkbox"/> Switch-compatible software <input type="checkbox"/> Speech-to-Text
Unique Accommodation Request		
	Response:	Supporting Data:
The student needs a Human Scribe under criterion #4.	<input type="checkbox"/> No. A unique accommodation request is not required by CDE. <input type="checkbox"/> Yes. A UNIQUE ACCOMMODATION REQUEST is required. Check with your DAC for obtain correct paperwork and deadlines.	<input type="checkbox"/> Request completed and sent to DAC. <input type="checkbox"/> Guidance document submitted to DAC. <input type="checkbox"/> Approval/Denial received from CDE. Date: _____