
LAS LINKS ASSESSMENT SCRIBE ACCOMMODATION Protocol and Security/Confidentiality Form

In exceptional circumstances, there may be a student whose disabilities are such that the allowable embedded and non-embedded accommodations, described in the [Connecticut State Department of Education \(CSDE\) Assessment Guidelines](#) and the [Connecticut LAS Links Test Administration Manual](#) (Appendix C), provide insufficient access to the LAS Links Assessment for students with disabilities. For these students with an identified need based on evidence documented in relevant sections of the Individualized Education Program (IEP)/Section 504 Plan (e.g., Present Levels of Performance, Supplementary Aids, Goals and Objectives), the Planning and Placement Team (PPT)/Section 504 Team may select allowable accommodations. These accommodations typically align to those used by the student during instruction and in other learning environments. If appropriate, the team should select applicable accommodations in the District and State Testing tile in the Connecticut Special Education Data System (CT-SEDS) for all grades covered by the duration of the plan. **Once plans are finalized and fully implemented in CT-SEDS, accommodations may be documented by the ELAC in the Data Recognition Corporation (DRC) INSIGHT Portal prior to testing.** Educators providing this accommodation should collaborate with the IEP case manager or Section 504 manager to ensure accuracy when documenting accommodations in CT-SEDS prior to testing on the LAS Links Assessment.

WHAT IS A SCRIBE?

A scribe is an educator who writes/types responses provided by a student verbally or in a variety of ways (e.g., American Sign Language (ASL), braille, assistive communication device). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content. Scribes are allowable on LAS Links Assessments based on documentation in the student's finalized and implemented IEP or Section 504 Plan. **Scribes must administer the assessment in an individual test setting.**

WHO IS ELIGIBLE TO USE A SCRIBE ON THE LAS LINKS ASSESSMENTS?

A scribe may be selected for students using this accommodation in daily instruction to support written/typed communication as indicated in their IEP or Section 504 Plan in CT-SEDS. A scribe may also be considered for students with an IEP or Section 504 Plan using the speech-to-text accommodation during instruction or on other assessments. Students eligible for this accommodation are typically identified as students with physical, motor, or visual disabilities who are unable to have their communication needs met using other forms of assistive technology.

QUALIFICATIONS OF A SCRIBE

- The scribe should be a certified educator, or an educator employed by the district under supervision of a certified staff member who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with LAS Links test administration and security policies/procedures as articulated in the [Connecticut LAS Links Test Administration Manual](#).

Preparation

- Scribes must review this document at least one to two days prior to the test administration as they need to understand the procedures and protocol.
- Scribes must read and sign the LAS Links Assessment Scribe Security/Confidentiality Agreement (included in [Appendix A](#)) prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the [LAS Links Online Tools Training Practice Test](#) to become familiar with the assessment.
- Scribes should be aware of, familiar with, and provide all additional accessibility supports and accommodations (if applicable) to a student in accordance with the student's finalized and implemented IEP or Section 504 Plan.
- Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools and accommodations available in the LAS Links test delivery system.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.
- Scribing must be administered individually so that the interaction between a scribe and a student does not interrupt other students testing sessions, or inadvertently reveal the student's answers.
- For computer-based administrations, scribes must enter student responses directly into the test interface.

- Scribes are expected to comply with student requests regarding the use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes **may not** respond to student questions about test items if their responses compromise the validity of the test. The student must **not** be prompted, reminded, or otherwise assisted in formulating their response during or after the dictation to the scribe.
- Scribes **may** ask the student to restate words or parts of the student's responses as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes **may not** question or correct student choices, alert students to errors or mistakes, prompt, or influence students in any way that might compromise the integrity of the student's responses. A scribe may **not edit** or alter student work in any way and must record exactly what the student has dictated as a response.
- Students must be allowed to review and edit what the scribe has written/typed. If necessary, the student can request that the scribe read aloud the completed text before final approval.

Additional Guidelines for LAS Links

Selected-Response Items (Single and Multiple-Choice Answers)

- The student must point to or otherwise indicate their selection(s) from the options provided.
- Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item.
- The student will confirm the selected answer and indicate to the scribe when they are ready to move to the next item.

Constructed-Response Items (Short-Text)

- The scribe will confirm grammar, and the spelling of words as dictated on the Writing Domain.
- The scribe will not capitalize words or punctuate text (unless indicated by the student).
- The scribe will orally confirm the spelling of homonyms and commonly confused homophones (e.g., than and then; to, two, and too; there, their, and they're).
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written/typed.

- The student will proofread to add punctuation, capitalization, and make other edits.
- The scribe will make student-requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when they are ready to move to the next item.

Considerations for Students Also Using ASL or Other Sign Systems

- The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system.
- When a constructed response is required, the interpreter/scribe should convey the meaning behind the student's indicated response.
- The interpreter/scribe should show the student the written response, but NOT sign the response to the student. Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

Considerations for Students Using Braille

- The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student.
- The scribe should enter the responses on paper or online exactly as the student has brailled. In addition to following the content-specific guidelines above, student errors in braille code should not be corrected.
- The scribe may ask the student to read back brailled responses for clarification if the brailled response is difficult to read due to student corrections.
- Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

Post-Administration

- The scribe will submit all accommodated/paper test materials to the English Language Assessment Coordinator (ELAC). Student's brailled responses must be transcribed into the scannable test document prior to returning the document for scoring.

Appendix A: LAS Links Assessment Scribe Security/Confidentiality Agreement

A scribe is a certified educator, or an educator employed by the district under supervision of a certified staff member, who writes down/types and enters exactly what a student communicates through speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access and is able to respond to test content.

Scribes are an allowable accommodation for eligible students on the LAS Links Assessments as documented in their finalized and implemented IEP or Section 504 Plan within CT-SEDS.

Verification: By signing my name below, I verify that I have read and understand my responsibilities as a scribe as described in this document. Please provide a copy of this signed form to the English Language Assessment Coordinator (ELAC) prior to testing. This form should be filed and maintained locally at the school or district.

Educator	
Name (Please Print):	Telephone Number:
	Email:
Educator Signature:	Date Signed:
English Language Assessment Coordinator (ELAC)	
Name (Please Print):	Telephone Number:
	Email:
ELAC Signature:	Date Signed: