



**Montana Comprehensive
Assessment System**

**Usability, Accessibility, and
Accommodations Guidelines**

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Alternate Montana Science Assessments

Table of Contents

Introduction 3

About the Alternate Montana Science Assessment	3
Intended Audience and Recommended Use	4

Section I: Accessibility Features 5

What Are Accessibility Features?	5
Accessibility Features	5
Non-embedded Accessibility Features	7

Section II: Designated Supports..... 8

What Are Designated Supports?	8
Embedded Designated Supports	8
Non-embedded Designated Supports	10

Section III: Accommodations..... 12

What Are Accommodations?	12
Who Makes Decisions About Accommodations?	12
Accommodations	13

Appendix A. Alternate Response options accommodation (Paper Supplements)..... 15

Appendix B. Allowable Adaptations and test setting environments 16

TESTING CONDITIONS	16
ALLOWABLE ADAPTATIONS FOR THE ALTERNATE MONTANA SCIENCE ASSESSMENT	16

Appendix C. Scribing Guidelines 19

Table of Tables

Table 1. Accessibility Features Available to All Students	5
Table 2. Non-Embedded Accessibility Features Available to All Students	7
Table 3. Embedded Designated Supports	8
Table 4. Non-embedded Designated Supports	10
Table 5. Accommodations.....	13
Table 6. Allowable Adaptations.....	17

INTRODUCTION

This document is intended to provide guidance for Montana school district personnel who must make decisions about testing special student populations on the Alternate Montana Science Assessment (AMSA). This special student population includes students with significant cognitive disability identified as eligible for alternate assessment testing, when the [participation criteria](#) are met.

These *Guidelines* describe the accessibility features, designated supports, and accommodations available for the following assessments:

- Alternate Montana Science Summative Assessments for Grades 5, 8, & 11

The specific tools and accommodations approved by the Montana Office of Public Instruction (OPI) may change in the future if additional tools, supports, or accommodations are identified for the assessment based on experience and research findings.

Resources related to student supports and the administration of the AMSA are available on the Montana Comprehensive Assessment Program Portal <https://mt.portal.cambiumast.com/>.

Student eligibility for accessibility features is added through the state student information system known as Achievement In Montana (AIM)/Infinite Campus by District-Level users. The AIM/Infinite Campus system is designed to collect demographic, enrollment, program participation, and assessment data for each student.

The OPI uploads the student data file from AIM/Infinite Campus into the Test Information Distribution Engine (TIDE) (see [TIDE OPI Student File Upload Schedule](#)). TIDE then distributes this information to the appropriate system. To protect student data privacy, districts are responsible for turning on any accessibility tools within the Montana Testing Portal. Specific data within an IEP is not transferred from AIM into TIDE . It is best practice at the district level to make sure that all appropriate test settings are correct in TIDE for each student. In addition to this document, OPI continues to prepare teachers to administer the AMSA to all students. Resources related to student supports and accessibility needs are available on the [Montana Testing Portal](#).

ABOUT THE ALTERNATE MONTANA SCIENCE ASSESSMENT

The Alternate Montana Science Assessment (AMSA) is based on alternate academic achievement standards and is designed for students with significant cognitive disabilities. The purpose of the AMSA is to maximize access for students with significant cognitive disabilities to the general education curriculum and to ensure that all of Montana’s students, including those with the most significant cognitive disabilities, are included in statewide assessments and are part of the state educational accountability system. The AMSA is only for those students with documented significant cognitive disabilities and adaptive behavior deficits who require

extensive support across multiple settings (such as home, school, and community). Typically, this student population consists of about 1% of the total student population.

INTENDED AUDIENCE AND RECOMMENDED USE

This document is intended for school-level personnel and decision-making teams, particularly Individualized Education Plan (IEP) teams, as they prepare for and implement the AMSA. The Guidelines provide information for educators and related services personnel to use in reviewing, selecting, and administering the appropriate tools and accommodations offered to students on the AMSA test. The Guidelines are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

These *Guidelines* apply to all AMSA-qualified students. They emphasize an individualized approach to the implementation of assessment practices for those students with significant cognitive abilities who have diverse needs and participate in large-scale content assessments. This document focuses on the tools and accommodations appropriate and offered for students taking the AMSA. It recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment.

Students that may need additional supports or accommodations may not necessarily qualify for the AMSA and can take the Montana Science Assessment (MSA) with appropriate supports. For a comprehensive overview of tools, designated supports, and accommodations offered on the MSA, review the [MSA Usability, Accessibility, and Accommodations Guidelines](#). The supports that are provided on state assessments must be familiar to the student and match those supports and accommodations that are provided for classroom instruction and assessments throughout the school year. For additional guidance, please refer to [Montana's Three Tiers of Accessibility](#).

SECTION I: ACCESSIBILITY FEATURES

WHAT ARE ACCESSIBILITY FEATURES?

Accessibility features are resources that are either provided as digitally delivered components of the test administration system or separate from it. Accessibility features are available to all students based on student preference and selection. The accessibility features described in this section are not modifications. Accessibility features all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*.

ACCESSIBILITY FEATURES

The AMSA computer-delivered assessments include a wide array of accessibility features. These are available to all students as part of the technology platform by default but can be turned OFF locally in the Test Administrator Interface prior to administering tests.

[Table 1](#) lists the accessibility features available to all students for computer-administered AMSA testing. It includes a description of each tool. Although these tools are available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the tool should be turned off for the administration of the assessment to the student. Note: Accessibility Features cannot be set in the TIDE Test Settings. Test Administrators (TA) and Proctors can check a student's test settings in the Test Settings screen in the TA Interface and update them as required.

Table 1. Accessibility Features Available to All Students

Accessibility Feature	Description
Breaks (Embedded)	Breaks may be given as often as necessary at the discretion of the test administrator to reduce cognitive fatigue when students experience heavy assessment demands.
Digital Notepad	This tool is used for taking notes about an item. The digital notepad is item-specific and is available through the end of the test segment.
Expandable Passages/Items	Each passage and/or associated item(s) can be expanded so that it takes up a larger portion of the screen. This can be accessed within the testing environment by pressing the (← →) button on the screen.
Global Notes	Global notes is a notepad feature that is available throughout the entirety of the test. The student clicks on the notepad icon for the notepad to appear. The notes are retained after breaks or pauses in the test.
Highlighter (Embedded)	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.

Accessibility Feature	Description
Line Reader (Embedded)	The student uses an onscreen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for Review (Embedded)	Allows students to flag items for future review during the assessment.
No Response	If no response is indicated or recorded by the student, the TA will need to access the context menu for the item and select the “No Response” option for that item. This will mark the item as a “No Response” and the TA will be able to advance to the next test item for administration. In order to select “No Response” for the student, the TA must also have the Scribe Accommodation turned on.
Strikethrough	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.

NON-EMBEDDED ACCESSIBILITY FEATURES

Some accessibility features may need to be provided outside of the computer test administration system. These tools, shown in [Table 2](#), are to be provided locally for students. They can be made available to any student.

Table 2. Non-Embedded Accessibility Features Available to All Students

Accessibility Feature	Description
Breaks (Non-Embedded)	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculator (Non-Embedded)	When the embedded calculator tool is not suitable for a student participating in the assessment, the provision of a battery-operated hand-held calculator may be appropriate. If a calculator is provided, proctors must ensure that the device is functional, has working batteries, and that the student is familiar and comfortable with how to use it. Students may not use calculators available on their phones, iPads, or other electronic devices. Students may not share calculators.
Scratch Paper	<p>Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices.</p> <p>If a student needs to take the assessment in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next testing session. Once the student completes the test, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.</p>
Thesaurus	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

SECTION II: DESIGNATED SUPPORTS

WHAT ARE DESIGNATED SUPPORTS?

Designated supports are those features that are available for use by any student for whom the need has been indicated by an educator or team of educators with parent/guardian and student. It is recommended that a consistent process be used to determine these supports for individual students. Designated supports need to be identified prior to assessment administration. All educators making these decisions should be trained on the process and should be made aware of the range of available designated supports. The OPI has identified digitally embedded and non-embedded designated supports for students for whom an adult or team has indicated a need for the support.

Designated supports need to be identified prior to assessment administration. Any non-embedded designated supports must be arranged for prior to testing and provided during testing.

EMBEDDED DESIGNATED SUPPORTS

[Table 3](#) lists the embedded designated supports available to all students for whom the need has been indicated.

Table 3. Embedded Designated Supports

Designated Support	Description
Color Choices	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background. Available options include: Blue, Light blue, Black on cream, Gray, Light gray, Medium Gray on Light Gray, Green, Light green, Magenta, Light magenta, White on navy, White on red, Red on white, Yellow, Light yellow, Yellow on Blue, Yellow on black, and Reverse Contrast.
Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.
Mouse Pointer [Size and Color]	This embedded support allows the mouse pointer to be set to a larger size or a different color. A test administrator sets the size and color of the mouse pointer prior to testing.
Permissive Mode	This support allows approved 3 rd party AT software to be accessible while testing via the secure browser.

Designated Support	Description
Streamlined Mode	This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.
Turn Off Any Universal Tools	Disabling any universal tools that might be distracting or that students do not need to use or are unable to use.
Zoom	Setting the default text size or other graphics in a window or frame to appear larger on the screen. The default font size for all tests is 14 pt. To increase the default print size of the entire test, the print size must be set for the student in TIDE or set by the test administrator prior to the start of the test. The use of this tool may result in the student needing additional overall time to complete the assessment. Students can still have the ability to alter the print size on individual test pages, by utilizing the <i>Zoom In</i> and <i>Zoom Out</i> buttons as a universal tool.

NON-EMBEDDED DESIGNATED SUPPORTS

Some designated supports may need to be provided outside of the digital-delivery system. These supports, shown in [Table 4](#), are to be provided locally for those students unable to use the designated supports when provided digitally.

Table 4. Non-embedded Designated Supports

Designated Support	Description
Amplification	The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices.
Bilingual Dictionary	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided.
Color Contrast	Test content of online items may be printed with different colors.
Color Overlay	Color transparencies are placed over a paper-based assessment.
Magnification (Non-Embedded)	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support.
Medical Supports	Students may have access to medical supports for medical purposes (e.g., Glucose Monitor). The medical support may include a cell phone and should only support the student during testing for medical reasons.
Noise Buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.
Physical Manipulatives	Students may have access to concrete objects that can be viewed and physically handled to demonstrate or model abstract concepts (e.g. rods, counters, blocks, etc.) This is appropriate for students that already use these manipulatives as part of their instruction.
Scribe Items (Non-Writing)	Students indicate their responses to a human who records verbatim what they indicate. The scribe must be trained and qualified and must follow the administration guidelines provided in Appendix C: Scribing Guidelines .

Designated Support	Description
Separate Setting	Test location is altered so that the student is tested in a setting different from that made available for most students.
Simplified Test Directions	The test administrator simplifies or paraphrases the test directions found in the Alternate Montana Science Test Administration Manual .
Translated Test Directions (Non-Embedded)	PDF of directions translated in each of the languages currently supported. Bilingual adult can read to student. Note: Translated Test Directions are currently only available in Spanish.

SECTION III: ACCOMMODATIONS

WHAT ARE ACCOMMODATIONS?

Accommodations are changes in procedures or materials that increase equitable access during the test administration. The accommodations described in this section are not test modifications. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*. They allow students to show what they know and can do. The OPI has identified digitally embedded and non-embedded accommodations for students with disabilities. Accommodations must be documented in an Individualized Education Plan (IEP) or 504 Plan. If an accommodation is not visible to select from or an emergency need has risen, requests for **Non-routine accommodations** must be submitted to the OPI from the System Test Coordinator (STC) through the [MontCAS Application > Non-Routine Request Process](#). The OPI must approve all non-routine accommodations used in the state assessments **before** a student can receive them as any accommodation not listed has the risk to change what is being measured and may make the student score invalid.

For the AMSA, these accommodations are additional supports that may be applied to aid in the interaction with, or logging of student responses into, the test delivery system. The same accommodations should be used for instruction leading up to the assessment. The OPI recognizes that accommodations could increase cognitive load or create other challenges for students who do not need them or who have not had experience using them. Because of this possibility, a student's parent/guardian should know about the availability of specific accommodations through a parent/guardian report. This would ensure that parents/guardians are aware of the conditions under which their child participated in the assessment. Information included in the parent/guardian report should not be the basis for any educational decisions nor for documenting/reporting the use of the accommodation elsewhere (such as on a transcript).

WHO MAKES DECISIONS ABOUT ACCOMMODATIONS?

Decisions about accommodations are made by the IEP teams and educators. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure they are noted on the IEP or 504 plan for students with disabilities who require accommodations. Members of these teams always include the parent and/or guardian of the student. Individuals with Disabilities Education Act (IDEA) requires specific members of the IEP team. These may include the student, an administrator, special education teachers, related service providers, a school psychologist, and general education teachers of the student or teachers with grade level content knowledge.

The IEP team (or educator developing the 504 plan) is responsible for ensuring that the IEP is created in the local Student Information System (SIS), which syncs into AIM/Infinite Campus. The district's STC or designated user roles with permissions above "BC" (see [User Roles and Access Document](#)) is responsible for making sure that the accommodations and supports that are in the IEP or the 504 plan are entered into TIDE in the Test Settings module. A student

without a documented IEP/504 in AIM/Infinite Campus is unable to have any accommodations turned on for them in the Montana Testing Portal [i.e., TIDE]. All embedded accommodations must be activated prior to testing. Starting in January of 2023, some test settings will be uploaded automatically from AIM into TIDE. This is a school district responsibility to ensure the test settings are properly configured on an annual basis per each child’s education plan. Any embedded test setting modification MUST be present in the TIDE test settings module in order to render within the student testing interface.

Determination of which accommodations an individual student will have available for them to meaningfully participate in must be determined before the assessment and updated into the local SIS system. Some accommodations must be locally turned ON in the TIDE Test Setting module. It is best practice at the district level to make sure that all appropriate test settings are correct in TIDE for each student. Students requiring non-embedded accommodations must also have these determinations made in advance of participating in the assessment.

ACCOMMODATIONS

[Table 5](#) lists the accommodations available for the AMSA for those students for whom the accommodations are included on an IEP or 504 plan.

Table 5. Accommodations

Accommodation	Description
Alternate Response Options <i>(Requires OPI approval)</i>	Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches. This accommodation requires the administration of the fixed form. See Appendix A: Alternate Response options accommodation (Paper Supplements) for further information.
Print on Request <i>Print on Request (Items)</i> <i>Print on Request (Stimuli)</i> <i>Print on Request (Stimuli and Items)</i>	Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in TIDE.
Sign Language- Test Items	Test content may be translated into Sign Language by a human signer.
Specialized Calculator	A non-embedded, stand-alone calculator for students needing a specialized calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.
Speech-to-Text (Non-Embedded)	Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize

Accommodation	Description
	speech up to 160 words per minute. Students may use their own assistive technology devices.
Timing or Scheduling	Students can be tested during their optimal time of day. Scheduling should account for a student who requires their test to be frequently paused over an extended time period.
Word Prediction	Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary.

APPENDIX A. ALTERNATE RESPONSE OPTIONS ACCOMMODATION (PAPER SUPPLEMENTS)

For students that require the alternate response options accommodation, supplemental paper materials to use to support the AMSA response options are available for request. This accommodation must be requested and approved by the Montana Office of Public Instruction. Answer option cards and test visuals are sent through the TIDE Secure Inbox for this fixed form of the assessment. Student responses for this test must still be directly entered into the online test delivery system via the student interface through the secure browser, after the student selects their answer to each item using the paper answer option cards that are provided. These supplemental resources are intended for students that require an accommodation using physical or manipulative materials to be able to produce a response.

TAs who would like to request approval of this accommodation for one or more of their students will need to contact the Assessment Division of the Montana Office of Public Instruction.

Contact Information	
Questions about state policies	Questions about technology and the overall administration procedures
<p>Montana OPI Accommodations, Test Policy, Testing Irregularities OPI Assessment 844-867-2569 OPIAssessmentHelpDesk@mt.gov</p>	<p>Montana Help Desk Monday–Friday from 6:00 A.M. to 6:00 P.M., Mountain Time 1-877-365-7915 mthelpdesk@cambiumassessment.com</p>

APPENDIX B. ALLOWABLE ADAPTATIONS AND TEST SETTING ENVIRONMENTS

TESTING CONDITIONS

TAs must provide each student an appropriate testing environment during every testing session. TAs can ensure an appropriate testing environment by providing:

1. Optimal testing conditions for every student.
2. Appropriate student positioning.
3. Allowable adaptations appropriate for individual students.
4. Accommodations as defined in the student's IEP that are consistent with AMSA testing policies.

For the AMSA test administration, students may take as long as is needed to complete the assessment within the test administration window. It is recommended that this test be administered by the TA in a one-to-one test setting with the student. Arrange to administer the test to individual students in a familiar setting that is free of noise and distractions. The following adaptations of the testing environment are allowable for AMSA test administration.

ALLOWABLE ADAPTATIONS FOR THE ALTERNATE MONTANA SCIENCE ASSESSMENT

Allowable adaptations support student access to the Alternate Montana Science Assessment. The allowable adaptations need to be provided outside of the digital delivery system. There will not be place in TIDE to record the adaptations. The AMSA is designed to be administered by the TA with the student in a one-to-one setting. Allowable adaptations may include a change in the test setting, timing, response options, or presentation that does not alter what the test measures or the comparability of student scores. The purpose of an allowable adaptation is to enable a student to participate in an assessment in a way that allows knowledge and skills to be assessed, rather than the physical or communication abilities of the student.

[Table 6](#) provides a list of current allowable adaptations available for the AMSA test administration. If you encounter a scenario where an adaptation is required for a student, but it is not addressed by the list of allowable adaptations included below, please contact the Montana Office of Public Instruction for clarification.



TAs should become familiar with the allowable adaptations and may incorporate them into instruction prior to the administration of the test.

Table 6. Allowable Adaptations

Setting	
Allowable Adaptations	
<p>The AMSA was designed to be administered in a one-to-one setting. The following adaptations are examples of those that may be made to the test setting to address the student's needs:</p> <ul style="list-style-type: none"> • Providing special lighting • Providing adaptive or special furniture <p>Please note that if the assessment is administered in a location other than the classroom (e.g., a conference room or office), ensure that the seating and lighting are appropriate to support the student's needs.</p>	
Timing	
Allowable Adaptations	
<p>The AMSA is an untimed test. It is recommended that the items are administered consecutively. However, students may take as long as is needed to complete the assessment within the test administration window. If multiple items are conducted in one day, attention to cognitive or physical fatigue must be considered.</p> <p>Students may:</p> <ul style="list-style-type: none"> • be assessed at a specific time of day (e.g., afternoon) • be provided frequent breaks • be administered the assessment over several days with one or several sessions per day 	
Response Options	
Allowable Adaptations	Description
Non-Verbal Selection of Answer Option	The student may indicate their selected answer option non-verbally (e.g., eye gaze, pointing, Augmentative and Alternate Communication [AAC] device).
Augmentative and Alternate Communication (AAC)	The student may use the communication system and/or device typically used during instruction. Various methods of communication may be used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language. These systems of communication may be aided or unaided.
Assistive Technology (AT)* *AT applies to both Allowable Adaptations Response Options and Presentation Options	Includes hardware and software tools used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Assistive technology that is listed in the student's IEP and used routinely during instruction may be used to access the content and respond to task requests during the assessment. However, providing an accommodation or access to assistive technology only during the assessment will not ensure that the student will be able to use it effectively. Prior to the assessment, a student needs opportunity to use the technology during daily instruction to ensure

	that the student can use it appropriately and effectively during both instruction and for the assessment.
Presentation Options	
Allowable Adaptations	Description
<p>Assistive Technology (AT)*</p> <p>*AT applies to both Allowable Adaptations Response Options and Presentation Options</p>	<p>Hardware and software tools used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Assistive technology that is listed in the student's IEP and used routinely during instruction may be used to access the content and respond to task requests during the assessment. However, providing an accommodation or access to assistive technology only during the assessment will not ensure that the student will be able to use it effectively. Prior to the assessment, a student needs opportunity to use the technology during daily instruction to ensure that the student can use it appropriately and effectively during both instruction and for the assessment.</p>

APPENDIX C. SCRIBING GUIDELINES

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, 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 the Alternate Montana Science Assessment as a designated support. For information on documentation requirements and decision-making criteria for use of scribes and all other supports please see the *Usability, Accessibility, and Accommodations Guidelines*.

QUALIFICATIONS FOR SCRIBES

- The scribe should be an adult 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 security policies and procedures as articulated in Montana Office of Public Instruction test administration manuals, guidelines, and related documentation.

PREPARATION

- Scribes should read and sign a test security/confidentiality agreement prior to test administration. If scribes have a TIDE account and have taken the TA Certification Course, then their Test Security Agreement (TSA) will have been signed online. If not, the System Test Coordinator (STC) should ensure that the test reader signs a paper copy of the TSA.
- 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 practice test to become familiar with the assessment.
- Scribes should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on assessments.
- Scribes should review the *Scrubing Protocol* with the student at least one to two days prior to the test event.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

GENERAL GUIDELINES

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test takers, or inadvertently reveal the student's answers.
 - If not in a separate setting, the scribe should be situated near enough (adhering to local health and safety protocol) to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding 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 validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts 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 student responses. A scribe may not edit or alter student work in any way and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

CONSIDERATIONS FOR STUDENTS ALSO USING ASL OR OTHER SIGN SYSTEM

- 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, as determined by OPI.
- 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, as determined by OPI.
- 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, errors in braille code should not be corrected.
- The scribe may ask for 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 online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Montana Office of Public Instruction policies and procedures.