Complex Transcribing

Description of Accommodation

This accommodation allows a test administrator to record onto an answer document a student’s dictated or signed responses to the writing prompts when a student with a disability is unable to accomplish this task independently.

Note: Complex Transcribing also applies to any prewriting or drafts that the test administrator transcribes for the student prior to recording the final version onto the answer document.

Assessments

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

• STAAR, STAAR Spanish, and STAAR Modified Writing (grades 4 and 7)
  ✔ Complex Transcribing applies to the written compositions.
  ✗ Complex Transcribing does not apply to the multiple-choice revising and editing section.
• STAAR and STAAR Modified Writing (English I, English II, and English III*)
  ✔ Complex Transcribing applies to the written compositions.
  ✗ Complex Transcribing does not apply to the multiple-choice revising and editing section.

*Not available on STAAR Modified.

Student Eligibility Criteria

Submit an Accommodation Request Form to TEA if the student

☐ routinely and effectively uses this accommodation during classroom instruction and testing,
☐ is unable to effectively use Basic Transcribing to address this need, and
☐ meets at least one of the following.
  • The student has a temporary or permanent impairment in vision that necessitates the use of braille or large-print test materials.
  • The student has a temporary or permanent physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis, physical abnormality) that prevents him or her from independently and effectively recording responses on the lined pages of the answer document.

Authority for Decision and Required Documentation

• For a student receiving special education services, the decision is recommended by the ARD committee based on the eligibility criteria and is documented as “pending TEA approval” in the student’s IEP.
• For a student receiving Section 504 services, the decision is recommended by the placement committee based on the eligibility criteria and is documented as “pending TEA approval” in the student’s IAP.
• For a student not receiving special education or Section 504 services, the decision is recommended 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 as “pending TEA approval” according to district policies.

• In the case of an ELL with a disability, the decision should be recommended by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented as “pending TEA approval” by the LPAC in the student’s permanent record file and by the other applicable group, as described above.

• After statewide testing, the accommodation type must be recorded in the ACCOMMODATIONS field on the student’s answer document or in the Assessment Management System for online administrations, if applicable. The accommodation type is indicated in the triangle at the top of this document.

Accommodation Request Form IS required.

Examples/Types

The test administrator may carry out Complex Transcribing ONLY when the student dictates or signs his or her responses to the writing prompts for the test administrator to transcribe.

Special Instructions/Considerations

1. Accommodation Request Forms must be received by TEA according to the posted deadlines. Late requests will NOT be processed unless circumstances involving the student change after the deadline (e.g., newly enrolled student, medical emergency, updated ARD committee decision). In these circumstances, the district testing coordinator should contact TEA’s Student Assessment Division at 512-463-9536 for further instructions.

2. A student who uses this accommodation may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test. Testing in a separate setting for this purpose is not considered the Individual or Small-Group Administration accommodation.

3. Student responses cannot be scored unless they are recorded on an answer document.

4. TEA will provide, with any approved Accommodation Request Form, specific guidelines about how to transcribe the student’s responses to the writing prompts, including how to indicate the student’s spelling, punctuation, and capitalization. A test administrator who transcribes for a student must be trained in these guidelines so that he or she understands the boundaries of the assistance being provided.

5. Complex transcribing must be done by a trained test administrator who has signed the “Oath of Test Security and Confidentiality for Test Administrator.” This includes the bottom section of the oath for test administrators who are authorized to view secure statewide assessments. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
6. The test administrator must indicate to the student the space allowed for his or her written compositions so that they will fit into the spaces provided on the answer document when transcribed. The answer document contains a 26-line page for each written composition. A sample can be found on the STAAR Resources and STAAR Modified Resources webpages.

7. Since the writing tests are administered over 2 days, the student must be given the full time allotted to complete the entire test (4 hours each day). This includes the multiple-choice revising and editing section as well as the written compositions. The test administrator may transfer the student’s final responses onto the answer document after the testing period has ended, if necessary.

8. 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 document titled “General Instructions for Administering Braille and Large-Print Statewide Assessments,” located on the Accommodations for Students with Disabilities webpage.

9. For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the document titled “General Instructions for Administering Statewide Assessments to Students Who are Deaf or Hard of Hearing,” located on the Accommodations for Students with Disabilities webpage.

Student Scenarios

Below are student scenarios that are intended to clarify how accommodation requests for Complex Transcribing are approved or denied by TEA. These scenarios do not address every situation in which a request for Complex Transcribing will or will not be approved. Additional scenarios will be provided as needed to address feedback received from educators.

1. APPROVED Accommodation Request Forms for Complex Transcribing: Note that in every scenario, it was not possible or appropriate for the student to physically produce a written response. Complex Transcribing was the only way for the student to access the composition portion of the statewide writing assessment.

   a. This student has Muscular Dystrophy, which severely limits his fine motor ability. He is not able to hold a pencil and lacks the fine motor skills needed to operate a computer. This student dictates his compositions to an adult as the adult types the composition on a computer. The composition is projected on a screen so the student can see what he has written and indicate to the adult the corrections that need to be made. Without this accommodation, this student is unable to complete any type of written assignment.

   b. This student qualifies for special education services due to a visual impairment. He is learning Braille and uses assistive technology such as a laptop computer, tablet, monocular, and other print enlarging devices. His VI teacher works with his classroom teacher to ensure that lighting, print size, and font are appropriate. He routinely provides oral responses in lieu of written responses and uses math manipulatives instead of written computation to show knowledge. This student’s teachers have experimented extensively with assistive technology as a way for him to respond; however, he has yet to gain proficiency due to fine motor difficulties associated with an additional medical diagnosis.

   c. This student is currently receiving Section 504 and homebound services. She is diagnosed with a specified pain syndrome that impacts her ability to write. Due to the severity of her
pain, Type 1 or 2 accommodations are not appropriate to address her transcribing needs. The pain is so severe that she has all assignments, quizzes, and tests transcribed for her.

d. This student qualifies for special education with an Other Health Impairment. He has a progressive, degenerative disease that affects his reading, writing, processing, and speaking. One characteristic includes abnormal eye movements that impair reading and tracking when writing. Although he is able to physically write, he becomes exhausted during long periods of writing, which exacerbates his disorder and increases the rate it degenerates his muscular systems. On a daily basis, he orally dictates written assignments across curricular areas. Consultation with assistive technology staff and his occupational therapist have been ongoing, and multiple means of alternate transcriptions have been tried with little success. He has tried typing his compositions on a computer, but this has been ineffective. The teacher observes that he has strong spelling skills, but his muscle control is poor so he frequently hits the wrong keys. This results in accidental misspellings and deletions. Key guards placed on standard keyboards to help prevent hitting the wrong keys make it more difficult for his weaker muscles to press down on the keys and type effectively. Using speech-to-text software is not an option because his oral speech is impaired and the software cannot accurately translate what he is trying to say.

2. **DENIED Accommodation Request Forms for Complex Transcribing**: Note that in every scenario, a student writing sample was submitted to TEA. Individual letters in every sample were recognizable for the most part. The student must respond in writing (e.g., handwritten, typed) if physically able to do so, since a specific Reporting Category, Composition, in the assessed curriculum for grades 4 and 7 and in English I, II, and III states that a student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions (wording is similar but slightly different at each grade/course). So, for example, if a student’s strength is in development and organization, but he or she has spelling deficits, the assessment results should reflect this and provide a valid indication of the student’s independent writing abilities.

a. The student has deficits in written expression and needs this type of accommodations to be successful on STAAR Modified. The student gets very agitated and shuts down if he is required to write lengthy assignments. The student’s hands shake, which impacts his ability to write correctly on a line or in space. The student has spatial and visual deficits in his writing, which cause his letters and words to crowd up in space. He has a hard time writing complete thoughts, but can verbalize his thoughts without a problem. He has a problem with sentence structure and writing in complete sentences due to him becoming agitated when trying to express himself through writing.

Buffy is a funny dog. He likes to bury bones in the dirt. Then Buffy’s other trick is to chase cats.

Buffy is a funny dog. He likes to bury bones in the dirt. Then Buffy’s other trick is to chase cats.
b. The student is eligible for special education services as learning disabled. When the student took the district writing test without the transcribing accommodation, his response was not scorable due to lack of legibility. However, when the transcribing accommodation was given to him, he scored a 70%. According to his most current evaluation, his scores are significantly below average on his achievement test.

   *I like to watch T.V. I like to play with my [can n? ? moc].*


c. The student is eligible for special education services as Other Health Impaired, and he attends occupational therapy weekly. He is also identified with dyslexia and receives services for this disability. He is unable to produce written work. The student’s fine motor skills and pencil grip lead to poor letter formation. The student’s spacing, poor line orientation, and spelling deficits make it very difficult for this student to write. Even with a word list, this student is not able to successfully choose the words he needs help to spell. When given a writing prompt along with a word list and asked to write independently (then teacher transcribe, Type 2 Basic Transcribing), the child becomes frustrated. When asked to dictate a story to a writing prompt as the teacher writes (Type 3 Complex Transcribing), he can tell a story, although he has a hard time making complex sentences and loses track of his thoughts.

   *I God you live he wuz a gu to you hevn evrud I mu srwew I we b nqs to God dGd upn I live God n he live md*