Unique Accommodation: Guidance on Human Scribe for Constructed Response Items
CMAS: English Language Arts/Literacy or Colorado Spanish Language Arts Assessment\*/ACCESS

The human scribe accommodation for constructed response items on the CMAS ELA, CSLA or ACCESS for ELLs (Writing) assessment(s) is available to a very limited number of students with a neurological or orthopedic impairment which severely limits or prevents the students’ motor process of ***writing****.* At the discretion of the educational team, students may have this accommodation on their IEP or 504 plan for instructional purposes. Only students who meet specific guidance criteria may use this accommodation on the CMAS ELA, CSLA or ACCESS for ELLs (Writing) assessment(s) and receive a valid score. Requests for use of this accommodation on CSLA must include data from Spanish assessments.

Follow the instructions in the attached request form.

* Complete all of the information on the Unique Accommodation Request (UAR) form.
	+ In the “Request” area, indicate if the request is for human scribe on:
		- CMAS ELA (grades 3-8) or CSLA (grades 3-4)
		- Writing domain of ACCESS for ELLs (grades 1-12) - a UAR is not required for Human Scribe on the Listening or Reading domains (and is not applicable to the Speaking domain)
	+ Starting with Criterion 2, the selected answer indicates either “stop here” or “complete the supporting data.” If at any time the selected response 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 the requested accommodation.

If all criteria are met, submit the attached UAR form together with **supporting data from the current school year** to CDE for approval. **A UAR submitted without complete information including current English or Spanish (CSLA) data will not be approved.**

**The state deadline for UAR submission to CDE is December 15**. **If the student needs the scribe accommodation (Human Scribe) on the Writing domain of the ACCESS assessment, the UAR is due to CDE by December 1.** 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 accommodation is not approved and the educational team provides the accommodation during administration of the ELA/CSLA or Writing domain of the ACCESS assessment, CDE will instruct the district to indicate that a non-approved accommodation was used on the assessment. This will result in the ELA/CSLA or ACCESS Writing score being invalidated or suppressed and the student being considered a “non-participant” for the ELA/CSLA assessment.

\*Prior to submitting a UAR for CSLA, please verify that the student is eligible to take the CSLA using the flowchart located on CDE’s Assessment Division webpage at <http://www.cde.state.co.us/assessment/csla>.

**Unique Accommodation Request**

**Human Scribe (ELA/CSLA or ACCESS for ELLs – Writing Domain)**

**2019-2020**

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| **Contact Information** |
| District Assessment Coordinator: | Date: |
| District Name: | School Name: |
| In signing and submitting this form to CDE for consideration for approval, the principal/designee and DAC assures that:* The school team met and considered all listed accommodations before proposing this unique accommodation.
* This accommodation is documented on the student’s IEP or 504 plan.
* The proposed accommodation is used *regularly* and *with fidelity* for routine class instruction and assessment.
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| DAC Signature: |
| **Student Information** |
| Name:  | SASID: |
| Grade: |  |
| **Criterion 1: The student has a current special education plan or has a 504 plan.** |
| Type of plan: 🞎 IEP 🞎 504 PlanDate of plan:  |
| Disability Category: |
| 🞎 Autism Spectrum | 🞎 Deaf-blindness | 🞎 Hearing Impairment, Including Deafness |
| 🞎 Intellectual Disability | 🞎 Multiple Disabilities | 🞎 Orthopedic Impairment |
| 🞎 Other Health Impaired | 🞎 Serious Emotional Disability | 🞎 Specific Learning Disabilities |
| 🞎 Speech or Language Impairment | 🞎 Traumatic Brain Injury | 🞎 Visual Impairment, Including Blindness |
| **Request** |
| **Human Scribe for the ELA/CSLA test includes:** Scribe for both computer and paper-based assessments (see Transcription Guidelines in the *CMAS and CoAlt Procedures Manual*) Unique Accommodation: Scribing  ELA (submit data from evaluation; include writing sample) CSLA (submit data from Spanish evaluation; include Spanish writing sample; 3rd and 4th grades **ONLY**)  **Human Scribe use on ACCESS Writing Domain (grades 1-12):** Scribe ACCESS (submit data from evaluation; include writing sample; available 1st – 12th grades) |

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| **Criterion 2: The student has a documented orthopedic or neurological impairment which severely limits or prevents written expression.** |
| The student has an:Orthopedic Impairment – does not have to be listed as primary disability on IEP ***OR*** Neurological Impairment - other documented disability impacting the neurological process of transcription – does not have to be listed as primary disability on IEP. | 🞎 **No. Stop here.**🞎 **Yes.** The student is identified as having an orthopedic or neurological impairment; however, it does not impact the student’s motor processes in a way that limits the student’s ability to write independently. **Stop here.**🞎 **Yes.** The student is identified as having an orthopedic or neurological impairment 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 orthopedic/neurological impairment on writing: |
| **Criterion 3: The student’s inability to express him or herself through writing is documented by evaluation on at least one recent locally-administered diagnostic assessment.** |
| A fine motor or neurological assessment has been given within one academic year. (If a fine motor evaluation is not necessary due to a student’s on-going orthopedic impairment, include date of last evaluation.) | 🞎 **No. Stop here.**🞎 **Yes.** The evaluation indicates the student is below grade level in writing; however, the inability to express through writing is not due to an orthopedic or neurological impairment impacting the motor process of writing. **Stop here.**🞎 **Yes.** The evaluation supports that the student displays a neurological or continued orthopedic impairment impacting the motor process of writing.Complete supporting data and continue on to Criterion #4. | Most recent date of fine motor evaluation:Summary of results: |

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| **Criterion 4: The student is working with assistive technology for writing the majority of the time but is not yet proficient enough to use assistive technology on the assessment.** |
| The student has been instructed on use of one or more AT devices or software. | 🞎 **No. Stop here.**🞎 **Yes.** The student has tried one or more types of AT, but only uses them with an interventionist. **Stop here.**🞎 **Yes.** The student regularly uses AT for writing, but is still struggling with using the device or software. **Complete supporting data.** 🞎 **Yes.** The student does not use AT due to ongoing additional complications. **Complete supporting data.** | Most recent date of fine motor evaluation/SWAAC consultation:How often does the student engage with the technology?What is the technology used most often by the student for writing:🞎 Keyboard 🞎 Switch-compatible software🞎 Speech-to-Text |
| **Unique Accommodation Request** |
| The student meets all of the preceding criteria for the **Human** **Scribe** accommodation.  | 🞎 **Yes.** Submit this UNIQUE ACCOMMODATION REQUEST for approval from CDE. Check with your DAC to obtain district-specific requirements and deadlines. | 🞎 UAR form and data submitted to DAC 🞎 Student added to district spreadsheet for batch submission to CDE * State ID is included

🞎 UAR form and accompanying data submitted to CDE on or before 12/15/19 for CMAS ELA/CSLA and 12/1/19 for ACCESS🞎 Approval/denial received from CDE Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |