



Unique Accommodation: Guidance Document on Writer/Scribe ACCESS: Writing Domain

The writer/scribe accommodation for the writing domain on the ACCESS assessment is available to a very limited number of students with a neurological or orthopedic impairment which significantly limits or prevents the students' motor process of **writing**. There must be a direct connection between the student's disability and the ability to access the assessment as impacted by their disability. Students must have this accommodation in their IEP or 504 plan for instructional purposes. Only students who meet specific guidance criteria may use this accommodation on the ACCESS assessment and receive a valid score.

The writer/scribe accommodation is not intended for use by students with illegible handwriting or poor writing skills (this includes students whose spelling and/or word choice may be below grade level). It is intended for students who have significant difficulties with the neurological or motor process of writing.

Follow the instructions in the attached request form.

- Complete all of the information on the Unique Accommodation Request (UAR) form for ACCESS.
 - Identify the most recent date of the student's IEP or 504 plan. The plan date must be within one year of the submission date. "Expected implementation" of an IEP or 504 will not be reviewed.
 - In the "Request" area, indicate that the request is for writer/scribe is for ACCESS:
 - Confirm that additional documentation has been submitted with the UAR form
 - 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.
 - A summary on the impact of the impairment of student's ability to access the writing domain must be provided.
 - A summary of the fine motor evaluation must be provided,
 - All supporting evidence, documentation, and diagnostic assessments submitted must be completed within the current school year.
 - The DAC must supply supporting data and documentation for district level approval for speech-to-text (see documentation requirements for STT).
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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 documentation and data will not be approved.**

- Submission data to attach with the UAR form includes:
 - Scribe
 - Paper form: Student writing sample (unsupported with the time it took to complete the sample)
 - Computer form: Student keyboarding sample (unsupported with the time it took to complete the sample)
 - If unable to provide writing/keyboarding sample, submit an explanation of student’s inability to provide the sample
 - Speech-to-text
 - Paper form: Student writing sample (unsupported with the time it took to complete the sample)
 - Computer form: Student keyboarding sample (unsupported with the time it took to complete the sample)
 - If unable to provide writing/keyboarding sample, submit an explanation of student’s inability to provide the sample
 - District must submit documentation for use of speech-to-text technology to ensure student privacy and compliance with CDE speech-to-text technology guidelines.
 - Only submissions with valid documentation will be considered for approval

Do not submit the student’s IEP or 504 plan. Any IEP or 504 plan submitted will not be reviewed and will be discarded.

The state deadline for ACCESS for ELLs UAR submission to CDE is December 1st. 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 ACCESS in the writing domain, CDE will instruct the district to indicate that a non-approved accommodation was used on the assessment. This will result in the ACCESS score in the writing domain being invalidated or suppressed, and the student being considered a “non-participant” for the ACCESS writing domain assessment.
