

Complex Transcribing

TEA approval IS required.



Assessments

A student who meets the eligibility criteria for this TEA-approved designated support may use it on:

- any STAAR RLA, science, or social studies test question that requires a written response
- any STAAR Spanish RLA or science test question that requires a written response
- any TELPAS writing test question that requires a written response

NOTE: Assistance provided for mathematics text entry or equation editor questions is part of the Mathematics Scribe accommodation. Refer to the [Mathematics Scribe](#) policy document for more information.

Description of Designated Support

This designated support allows a test administrator to record a student's dictated or signed responses to constructed-response questions in the Test Delivery System (TDS) when a student with a disability is unable to accomplish this task independently.

Student Eligibility Criteria

This designated support is intended for an extremely small group of students. Submit an Accommodation Request Form to TEA if the student:

- routinely and effectively uses this designated support during classroom instruction and classroom testing;
- is unable to effectively use the Basic Transcribing accommodation to address this need; and
- meets at least one of the following criteria:
 - the student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a visual impairment [VI]) that necessitates the use of braille or large-print test materials; or
 - the student has a disabling condition that prevents him or her from independently and effectively recording responses on the lined pages of a paper test booklet or in the space provided in TDS.

Authority for Decision and Required Documentation

- The *STAAR Non-Embedded Supports* or *TELPAS Non-Embedded Supports* field must be updated in the Test Information Distribution Engine (TIDE) before the end of the specific testing window to indicate that this support was made available to the student.
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., Response to Intervention [RtI] team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criteria and aimed at addressing a student's consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the admission, review, and dismissal (ARD) committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- In the case of an emergent bilingual (EB) student with a disability, the decision is made by the applicable group in collaboration with the student's language proficiency assessment committee (LPAC) and documented in the student's permanent record file and IAP or IEP.

Examples and Types

The test administrator may carry out this designated support only when the student dictates or signs his or her responses to the eligible test questions, including the student's prewriting.

Special Instructions and Considerations

- Accommodation Request Forms must be submitted by the due dates listed in the Calendar of Events. Late requests **might 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 their district's Accommodations Task Force representative.
- A student who uses this designated support may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
- TEA will provide specific guidelines about how to transcribe the student's responses to constructed-response questions, including how to indicate the student's spelling, punctuation, and capitalization, with any approved Accommodation Request Form.
- A test administrator who transcribes for a student must be trained in these guidelines and sign a specific part of an [Oath of Test Security and Confidentiality](#).
- Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
- If a student needs assistance physically manipulating test materials or equipment, refer to the [Manipulating Test Materials](#) policy.

- 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 test administration instructions.
- For information regarding the role of a test administrator who transcribes for a student who is deaf or hard of hearing, refer to the test administration instructions.
- For online TELPAS grades 2–12 writing, an Accommodation Request Form must be submitted for a student who meets the eligibility criteria for Complex Transcribing and this non-embedded support must be indicated in TIDE.
- For TELPAS, students who are eligible for a special administration for grades 2–12 writing must be holistically rated. An Accommodation Request Form does not need to be submitted, and Complex Transcribing does not need to be indicated in TIDE.
- TEA will provide specific guidelines on how to implement this designated support along with any approved Accommodation Request Form. The role of the test administrator who provides this designated support is to record the student's dictated work exactly as the student indicates. Responding to test questions, making notes about test questions, and discussing the content of the test at any time are prohibited.
- For situations when a student experiences an unexpected or emergency situation (e.g., broken arm, broken glasses) immediately before the assessment, refer to the [Accommodations in Unexpected or Emergency Situations](#) policy.

Visually impaired students who are unable to use braille to capture written responses may need additional assistance beyond what is allowed by this designated support. In such a case, or for any other questions related to this designated support, district testing personnel should submit a ticket to the [Student Assessment Help Desk](#).