



Successfully Making Decisions About the Use of Scribing and Speech-to-Text

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2019 CEC Convention,
Indianapolis



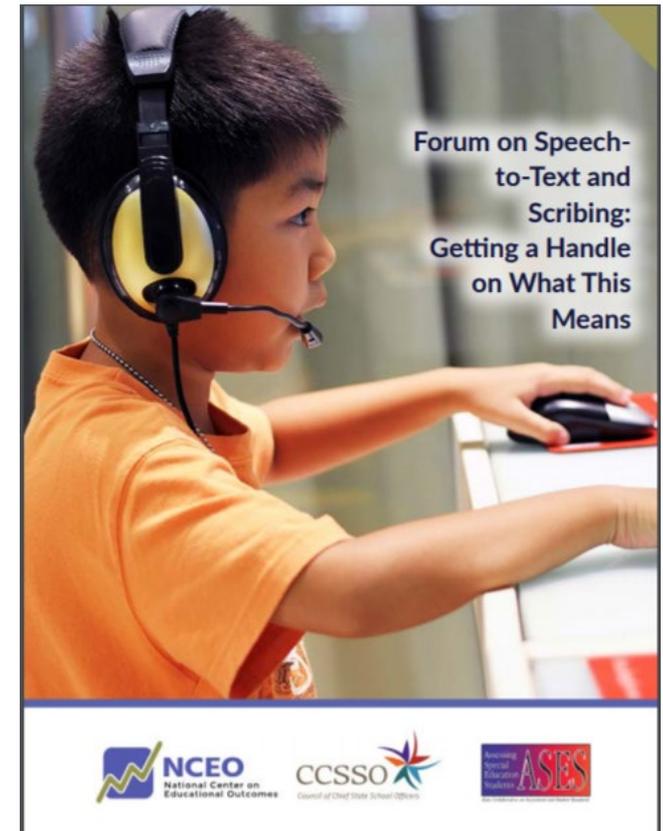
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Overview –

- Introduction and background information
- Findings of a state policy analysis
- Current and emerging issues surrounding the use of speech-to-text for all students
- Strategies for making and implementing speech-to-text decisions
- Discussion

Forum on Speech-to-Text and Scribing

- Pre-session to the 2018 National Conference of Student Assessment
- More than 45 participants: representatives of state departments of education, school districts, testing companies, other educational organizations



Report available at: <https://nceo.umn.edu/docs/OnlinePubs/2018ForumReport.pdf>

Forum on Scribing and Speech-to-Text, Continued

- Purpose of forum: To develop greater clarity on the implementation of speech-to-text for all students, and to discuss the issues surrounding the use of speech-to-text for all students
- Looked at issues from three perspectives
 - Research
 - Vendor
 - State

Analysis of States' Speech-to-Text Policies

Purpose:

To provide a snapshot of how accessibility features and accommodations using speech-to-text technology on assessments are included in state policies.

- Analyzed reading/English language arts (ELA) and math content assessments
- 2017-18 school year

Terminology in Policies

Speech-to-Text

Speech-to-Text technology that has confirmed functionality with the assessment prior to the test, e.g., use a practice test

Speech-to-Text – Student’s own device or software

Non -Embedded Accommodation

Speech-to-text converter

Speech-to-text does not interact with test platform – requires human scribe who follows scribing protocol

Voice recognition software

Student uses own device in and outside classroom

Disable connection to internet

Scribe may keyboard or write student responses during the test or transcribe responses after test

Converts student’s voice to text

Student must review, edit, correct and finalize independently or with human scribe

Assistive Technology

Student dictates response or gives commands

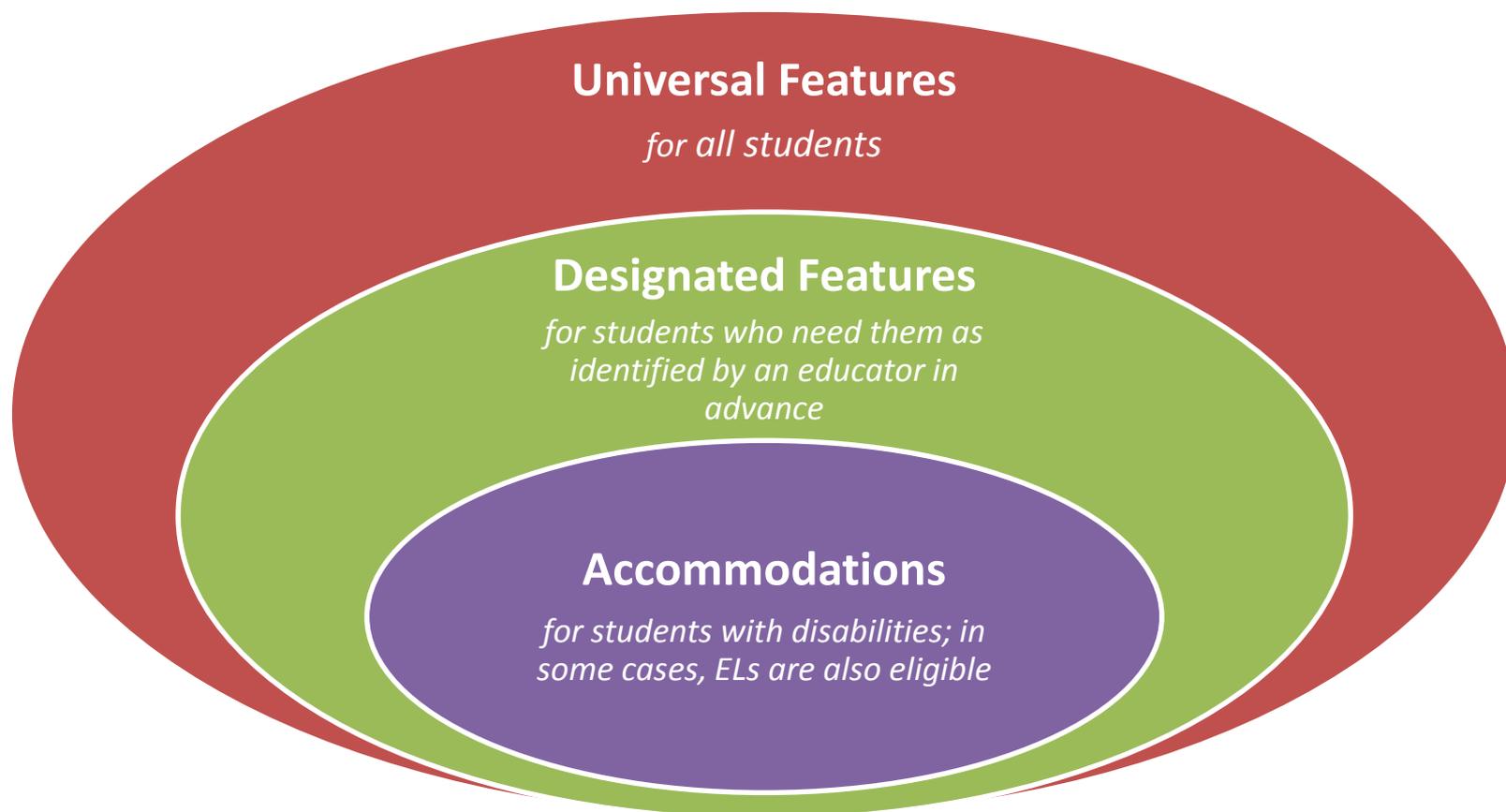
No smartphones!

Enable permission mode prior to test

Test company recommends pre-trial, simulation, infrastructure test

Third party

Tiers of Accessibility



2017-18 State Assessment Accessibility Policies

Speech to Text: Reading/ELA

Accessibility Tier	Reading/ELA	
	Student with Disability (includes ELs with disabilities)	EL
Universal Tool	0	0
Designated Feature	1	1
Accommodation	44	17
STT not Allowed or Info not Available	6	33

NCEO Preliminary Findings: Report Forthcoming

*includes DC

2017-18 State Assessment Accessibility Policies

Speech to Text: Math

Accessibility Tier	Math	
	Student with Disability (includes ELs with disabilities)	EL
Universal Tool	0	0
Designated Feature	1	1
Accommodation	44	23
STT not Allowed or Info not Available	6	7

NCEO Preliminary Findings: Report Forthcoming

*includes DC

Common Characteristics of States' Speech-to-Text Policies

- Speech-to-text is a non-embedded accommodation
- Students may use their own familiar, frequently-used assistive technology speech-to-text device
- Device/software must interact with test platform
- Student given opportunities to practice with the test platform (practice tests, infrastructure tests)
- Internet connection must be appropriately disabled

Common Characteristics of States' Speech-to-Text Policies, Continued

- If speech-to-text does not interact with test platform, student may be tested separately using two stations (one to access the online test and one to use the speech-to-text software or device)
- May require human scribe to transcribe student responses word for word either into the online test or on paper
- Test content must be deleted from device

Common Characteristics of States' Speech-to-Text Policies, Continued

- Requires student to use writing conventions, e.g., capitalization, punctuation, spelling and make corrections, if needed
- Human scribe must be trained and follow test security guidelines, which may include many activities, i.e., department approval, use acceptable scribing practices, allow student to review/correct transcription, print and then shred student responses, sign security forms, etc.

English Language Proficiency Assessments

- WIDA-Access and ELPA21 for ELs
 - Speech-to-text is available as a non-embedded accommodation for ELs with disabilities, i.e., students with IEPs or 504 plans
 - For ELs with disabilities, best practice is for the IEP teams to be multidisciplinary
 - at least one person is an expert in English language acquisition
 - speech language pathologists understand how to differentiate between limited English proficiency and a disability

Example - Arizona: State Policy for Speech-to-Text in a State with Some Non-consortia Assessments

- State General Content Assessment (AzMERIT)
 - *The use of speech-to-text is prohibited.
- Alternate Assessment (MSAA)
 - *Students may use assistive technology devices to respond to the assessment.
- English Language Proficiency Assessment (AZELLA)
 - *The use of speech-to-text is prohibited.

When to Use Speech-to-Text: State Policy Example

“In making decisions whether to provide the student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has:

- A physical disability that severely limits or prevents the student’s motor process of writing through keyboarding; OR
- A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so.”*

* Ohio’s Accessibility Manual, January 2017 Accessibility Guide, p. 32.

Strategies

- Ensure the student is familiar with the software and has had many opportunities to use it in daily instruction.
- Learn about and prepare ahead for coordination of voice recognition software, test platform, and computer browser.
- Communicate frequently and well in advance with everyone involved in the student's use of speech-to-text on the assessment.

Discussion Questions

- What suggestions do you have to help students use speech-to-text effectively?
- What suggestions do you have for communicating with parents about students' use of speech-to-text?
- What other general strategies can you share with the group or what questions would you like to ask the group?

Questions / Comments



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For more information, see <https://nceo.info/>