**Reader/Scribe DO’s and Don’ts**

 **The reader should:**

* Review the role of the reader with the student and answer any questions about that role
* Consult with the student to establish the most comfortable seating arrangement
* Take direction from the student about how to begin the exam (for example, a student may wish to have an overview of the contents of the exam prior to beginning to write answers or may wish to use a variety of other test-taking strategies).
* Consult with the student to determine which parts of the exam to read (this may range from individual words, as requested, to entire exam).
* Read passages exactly as printed. Reread the passage upon request and reread words only as requested
* Read at a rate that is comfortable for the student, monitoring to ensure that the pace is appropriate. Read with natural tone and inflection present a neutral manner, being careful not to indicate a correct/incorrect response

**The reader should not:**

* Initiate the use of test-taking strategies (eg. Reading of questions prior to reading of passage)
* Use voice tone or inflection to assist students to understand the exam (raise or lower voice to cue or lead)
* Explain, rephrase or provide additional words for clarification
* Discuss or respond to questions about content of the student’s responses or the exam itself
* Show any reaction to the student’s responses
* Engage in incidental conversation with the student or others during the exam

* After completing the exam, return the exam papers to the exam supervisor

**The scribe should:**

* Review the role of the scribe with the student and answer any questions about that role
* Work with the student in a setting that is separate from the regular examination room
* Consult with the student to establish the most comfortable seating arrangement
* Take direction from the student about where to begin the exam and how to proceed
* Present a neutral manner, being careful not to indicate a correct/incorrect response
* Use a word processor when possible to record the student’s response, or use an erasable pen if word processing is not possible
* Record the student’s responses word for word
* Punctuate according to the student’s speech pattern when punctuation is not what is being assessed
* Enable the student to see the computer screen or written response to read and edit what is recorded
* Revise only upon specific request of the student
* After completing the exam, return the exam papers to the exam supervisor