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Guidelines and Objectives for Exam Readers/Scribes

This document answers frequently asked questions regarding reading and scribing exams for students with disabilities. Adherence to these guidelines is essential for test integrity.

Objectives for Oral Exam Readers/Scribes

1. To make available the content of any printed materials associated with the administration of the printed exam.

Methods of Achieving Objective

- A. The reader should read each exam item as presented in the printed exam.
 - B. Following the presentation of an exam item, the reader should allow time for the examinee to respond with an answer to the item.
 - C. Because of the complexity of many exam items, it may be necessary for the reader to read a given item several times, (this is done at the request of the examinee).
2. To assist the examinee in recording answers to questions as presented in the printed exam.

Methods of Achieving Objective

- A. When recording answers to an exam item, the scribe should respond in writing/typing with exactly what was dictated by the RCPD examinee. The scribe is not responsible for organizing or paraphrasing their own thoughts into a final draft, but is responsible for spelling and sentence ending punctuation. At any time, the examinee may request to review what the scribe has written either by reading it themselves or asking for the scribe to serve as the reader. The examinee may then direct the scribe to make any necessary edits/corrections.

Things to Avoid While Reading/Scribing:

1. Do not give your opinion on an exam item, (e.g. “I think that question was unfair”, or “Are you sure that’s the correct answer?”)
2. Never tell the examinee what you think the correct answer is even after the question has been answered, (e.g. “I’m pretty sure B was the right answer.”)
3. When reading multiple-choice items, avoid stressing or emphasizing one option over another, (e.g. Reading option B louder than option A.)
4. The reader must never offer interpretations regarding the meaning of exam items, (e.g. “What they’re really trying to say is...”)
5. Avoid making grammatical or structural modifications to essay or sentence answers a student dictates to you.

Things to Do When Reading/Scribing:

1. Before accepting an assignment to read or scribe an exam, be certain you understand the essential requirements of the assignment and report any potential conflict of interest between you, the examinee, or the exam content (i.e., does the student need assistance with reading, scribing, or a combination of both, or are you currently enrolled in this class?)
2. Before beginning the exam, make sure you have clear instructions from an exam proctor or the instructor regarding what is and is not allowed during the exam. Also, understand what is to be done with the exam upon completion. At any point during the exam, if you have questions or become concerned, please immediately excuse yourself and speak to the faculty and/or exam proctor.
3. If the exam involves the use of a computer, discuss with the exam proctor or instructor exactly what limitations exist regarding your involvement in mouse control and typing.
4. If the reader senses the examinee is having difficulty with an item, it is appropriate for the reader to ask the examinee if he/she needs the question or part of the question re-read.
5. It is appropriate to spell any words the reader cannot pronounce, or as requested by the examinee.
6. It is appropriate to help the examinee gain a greater understanding of graphical or placement critical aspects of an exam by answering questions about the locations of such items, or by tracing items with the student’s hands or fingers.