Hawai'i State Alternate Assessments

Paper/Pencil Directions for Administration

Spring 2016

Hawai'i Department of Education

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Introduction

This manual provides instruction on the use of a paper/pencil test kit for the administration of the HSA-Alt for Reading, Mathematics, and Science in spring 2016. The online Test Delivery System will be the default method of administration for the HSA-Alt in spring 2016. For complete information about the HSA-Alt spring 2016 administration including participation guidelines please see the *HSA-Alt Test Administration Manual*.

This manual should only be used by Test Administrators and their Second Raters who will administer and/or score the HSA-Alt to students who have been approved by the HIDOE Assessment Section for a paper/pencil test kit exception. Requests for a paper/pencil test kit must be submitted by the school's Test Coordinator for review and approval by the HIDOE Assessment Section. Test Coordinators should refer to the *HSA-Alt Test Coordinator's Manual* for complete instructions on requesting the paper/pencil test kit exception for spring 2016. The Test Coordinator manual is posted to the Resources >> Test Administrators >> Test Administration >> Online Administration section of the HSA-Alt portal at the alohahsap.org website.

Test Security Guidelines

The HSA-Alt test materials, including the test booklets, printed materials (e.g., storybooks in Reading, posters, sentence strips, and response option cards), and artifacts produced as a result of test administration, are secure test materials. To maintain the validity of the tests administered in the statewide assessment system, security of the test questions and test materials is absolutely necessary. When security is breached, the tests (individually or as a group) no longer possess the important characteristic of validity. If one student, school, or complex area has advantages not awarded to another, the test is no longer standardized and loses the important distinction of being appropriate for program accountability. The following measures are required to preserve the security of the statewide assessment program. Test Coordinators (TCs), school administrators, Test Administrators (TAs), Second Raters, and all personnel handling test materials are charged with following these guidelines to preserve the integrity of the testing program.

All printed materials and manipulatives *are* secure and must be returned to AIR at the close of the testing window. Physical manipulatives provided by the Test Administrator, such as a banana, a spoon, or a clock, are no longer secure after the close of the testing window.

Test materials must be kept secure before, during, and after testing sessions. Students should not be provided with any access to test materials before test administration. Such exposure to the test will invalidate its data results. Printed test materials should not be taken off school grounds unless approved by the TC (e.g., to deliver the assessment to a student who receives homebound instruction).

HSA-Alt Code of Ethics

The HSA-Alt is Hawaiʻi's alternate assessment based on alternate academic achievement standards and is part of the Hawaiʻi State Assessment Program. It is to be considered a secure test. Each person who administers the HSA-Alt is responsible for understanding and following security procedures while also following the highest professional ethics.

The specific test security requirements include those listed below.

- The HSA-Alt must be administered by a certified Test Administrator, who will most likely be the student's classroom teacher. Classroom aides or paraprofessionals may not administer the HSA-Alt.
- Activities that are created or implemented for the sole purpose of increasing test scores and do not contribute to the student's overall education are considered to be in violation of ethical assessment administration. Examples of such activities include:
    - Practicing specific assessment tasks
    - Displaying posters or charts containing information for the purpose of aiding students during the test administration
- All assessment work shall be completed entirely by the student with necessary supports and accommodations. All responses must be the student's own, using familiar communication systems. The work must reflect independent student performance and understanding while using supports and accommodations that allow the student to show understanding of the content.
    - The use of any accommodation/assistive device that is not a regular part of daily instruction (e.g., the student uses a communication system for the assessment entry, but does not use the same system as a regular part of his or her instructional day) is not allowed.
- There should be no fabrication or manipulation of student work or performance data.
- All procedures outlined in the administration guidelines are designed to ensure a fair and valid assessment for students and must be followed.

Test Administrator Requirements

Only Hawaiʻi Department of Education (HIDOE) trained personnel can administer and score the spring 2016 HSA-Alt assessment for each content area. The following table lists the personnel who may serve as Test Administrators or Second Raters.

Personnel Who May Serve as Test Administrators or Second Raters for the HSA-Alt	
Personnel	**Requirements**
Special education teacher, including those hired (full or part time) by a private recruiting agency	*Must have a teacher license or credential (for Hawaiʻi or another state)*
General education teacher (full or part time)	*Must have a Hawaiʻi teacher license or credential*
School counselor	*Must have a master's degree in counseling*
Instructors	*Must be teaching a class independently in a content area where there is a shortage of Hawaiʻi licensed or credentialed teachers*
Long-term substitute teachers	*Not required to have a Hawaiʻi teacher license or credential if they are teaching a class independently*
Identified public charter school employee	*Qualified teaching staff member*
District resource teacher	*Hawaiʻi State Alternate Assessment Support Team member*
Test Coordinator	*Must have any one of the above requirements*

Each HSA-Alt TA administering a paper/pencil version of the HSA-Alt must

- be familiar with the *Test Administration Manual* (*TAM*);
- be familiar with this *Paper/Pencil Directions for Administration*;
- be trained in and knowledgeable about proper test administration and test security;
- have attended the HIDOE-sponsored face-to-face training for Paper/Pencil Administration **OR** have completed the online HSA-Alt TA Certification Course for Paper/Pencil Administration; and
- be entered into the TIDE system as a TA-ALT user by the school Test Coordinator.

TAs may not administer the assessments to close relatives (e.g., children, grandchildren).

If the assessments are administered in a location other than the school, the TA must meet the criteria specified above.

HSA-Alt Preparation Procedures

TAs will be ready to administer the HSA-Alt after following a few basic steps:

- Receive a set of materials from the TC.
- Verify that they have all materials necessary for test administration by checking the materials in the test kit box against the List of Test Materials and TA/TC Responsibilities (contained inside the kit). Please retain the boxes in which the materials are received. All materials will be returned in the same boxes. Contact the TC immediately if any materials listed on the included checklist are missing.
- Verify that materials received match the information on the Teacher Security Checklist, which serves as both inventory verification and secure materials handling documentation.
- Read the test security requirements and decide how to store the materials in a secure, **locked** cabinet or closet.
- Before test day:
    - Reread this *Paper/Pencil Directions for Administration* and thoroughly review the procedures for administering each task.
    - Identify the Second Rater who will be present throughout the test administration and confirm the testing schedule with the Second Rater (for additional information regarding the Second Rater Policy see page 28 of this manual).
    - Complete the online Learner Characteristics Inventory (LCI) via the DEI (refer to Appendix B for additional information about the LCI).
    - Determine the student's starting point via the instructions on pages 15-18 of this manual.

Printed Materials

The printed materials for the HSA-Alt include the following:

- Reading test booklets
- Mathematics test booklets
- Science test booklets (for grades 4, 8 and high school)
- Printed manipulatives specific to the Reading, Mathematics, and Science test booklets
- Reading storybooks (specific to the Reading test booklets)

Note: Test Booklets, printed manipulatives, and storybooks may be shared across students in the same classroom who are in the same grade or grade band and have been approved for the paper/pencil exception. *Paper/pencil test materials should not be used to administer the HSA-Alt to another student in the classroom who has not been approved for this exception*.

Test Booklets

The TA uses the HSA-Alt test booklets to administer the Reading, Mathematics, and Science tasks. Test booklets are secure test materials. Test booklet covers indicate the content area and grade or grade band.

Printed Manipulatives

The following is true of all printed manipulatives:

- The printed manipulatives consist of posters, response option cards, sentence strips, picture symbols, picture cards, and number and letter cards.
- The task title and item numbers are printed on the back of all posters and cards for ease of handling before, during, and after test administration.
- Packages of printed manipulatives are labeled to indicate the corresponding test booklet.
- Storybooks must be returned with other secure test materials.
- Printed manipulatives are secure and must be returned with other secure test materials after the administration.

NOTE: HSA-Alt response cards are in a strip format designed to make the TA's test preparation and administration more efficient.

- The response card strips are printed in order of answer options shown on test booklet "Setup" pages. They are packaged in task and item order. The response card strips do not need to be reused among items.
- To "remove" an incorrect answer choice when administering the test, the TA can cover the card with a blank card, or remove the incorrect card. (A blank card strip is provided at the end of each package of printed manipulatives.)
- In items that have more than three response cards to set up, the additional response cards appear on the next strip(s) in the package.
- Task titles and item numbers are printed on the backs of each strip for easy identification.
- Students may require that response cards be spaced farther apart on the table. In these cases, the TA should cut cards apart **prior** to test administration, using the guiding lines on the strips.
- When cards need to be affixed to posters or charts as part of a task, the TA should separate the card strips **prior** to test administration. "Affix" means to place, tape, or velcro the card to the chart provided.

Physical Manipulatives

The physical manipulatives are objects you need to administer the Reading, Mathematics, and Science tests. **IMPORTANT:** Various physical manipulatives are needed for the HSA-Alt administration. **The TA is responsible for providing these additional objects. The list of materials to be provided by the TA is given in Appendix A: Test Materials Provided by the Test Administrator.**

HSA-Alt Administration Preparation

Review this Manual and the HSA-Alt Tasks
Read the *HSA-Alt Test Administration Manual and* this *Paper/Pencil Directions for Administration* manual. TAs should be familiar with all the information in both manuals to ensure proper and successful test administration. See Appendix E for a list of dos and don'ts about administration procedures.

You should:

- read the assessment tasks and items;
- become familiar with the test items and setup requirements;
- become familiar with the scoring directions and consider what accommodations might be required (See "Including All Students with Disabilities in State Accountability Assessments" for more information);
- when considering what accommodations might be required:
  - ensure that these accommodations have been used daily in instruction and correspond with those specified in the student's IEP; and
  - consider how the student will access and respond to the assessment materials;
- provide the assistive technology the student needs to access the materials and respond to the assessment items;
- locate and prepare all materials and adaptation-related aids that you will use for the assessment (see Appendix A for a list of materials the TA provides for each content area);
- prepare the materials for selected tasks, such as cutting picture cards apart, prior to test administration, if necessary; and
- prepare a location to administer the assessment. The paper/pencil HSA-Alt is administered, orally, in a one-to-one situation. Determine whether you need to administer the assessment in a room other than your classroom.

Practice for the Administration
IMPORTANT: Rehearse administering each task before you administer it to a student. Rehearsing a task includes saying the scripted administration directions out loud, laying out manipulatives, and reading the scaffolding and scoring directions aloud.

Defective, Damaged, or Missing Materials
If defective or damaged materials are received or if materials are missing, contact the TC to request replacements.

Administration of the HSA-Alt

Follow these steps to administer the HSA-Alt:

- Plan the assessment administration to occur at the optimal performance time of day for a given student. Remember, the entire assessment does not need to be given in one sitting. It can be given in multiple sittings over several days.
- Complete the online Learning Characteristics Inventory (LCI) via the Data Entry Interface (DEI) on any computer for each student prior to the start of testing. Refer to Appendix B for additional information about completing the LCI.
- Identify the correct starting task for each student using the instructions on pages 15-18 of this manual.
- Continue scoring as you proceed through the test. Score each item as it is completed before moving to or setting up the next item.
    - TAs may record their scores during test administration by using the optional Scoring Worksheet found in Appendix C or by entering the student's response directly into the DEI via any computer. If a TA records the student's scores using the Scoring Worksheet, those scores **must** then be entered into the DEI prior to the end of the testing window. Paper Scoring Worksheets must be returned to AIR, but will **not** be scored.
- Observe the student for indications that a break is needed.
- Stop the assessment at any time, as needed, and resume it later.
- If the student requires a break before completing all the items in a task, pick up where you left off.
- Whenever you start a task after a break, show the student the materials he or she had been working with and review the last item the student completed before the assessment was stopped. **Do not rescore the last item. Begin with the next item in the task.**
- Do not re-administer or rescore any previously administered items.
- Administer the test at any time during the test administration window.
- **When you have finished entering scores for the student into the DEI, review all entries before submitting them for scoring.**
- A Second Rater will be required for all students who take the HSA-Alt using a paper/pencil test kit in spring 2016. The Second Rater should be present during testing for all content areas, in all grades. A Second Rater is an additional staff member who will be required to observe and score the administration of the assessment. This is a requirement because of HIDOE's duty to provide evidence to the U.S. Department of Education about the inter-rater reliability of the HSA-Alt.

Assessment Design

Overview of Tasks and Item Format
A task is a set of four to eight related activities, called *items*. The responses to the items provide evidence of what a student knows and can do in reading, mathematics and science.

Key features of the tasks and their administration are as follows:

- Each task begins with an introductory statement that establishes the context for what the student will be doing. There is a clear progression within each task from one item to the next.
- The TA uses scripted directions to pose specifically worded questions to the student.
- The student responds by using the mode of communication that he or she uses during instruction. These response modes include, but are not limited to, an oral response, pointing, eye gaze, a response card, sign language, or an augmentative communication device. **Note: Some students may need response cards, but if a student responds orally, the use of response cards may not be necessary for all tasks.**
- The TA uses various materials to administer a task or an item to help a student respond. Some materials are provided with each task, and some materials that are readily available in the classroom and school must be provided by the TA. Appendix A has a complete list of materials to be provided by the TA.

Task Information
Each grade or grade-band assessment contains a series of 12 operational tasks. Each operational task contains from four to eight items. The items become increasingly more complex and difficult within a task, and the tasks become increasingly more complex as the student moves through the assessment.

Students are not required to take every task in the assessment and will start the test at the point that is most appropriate for the student. The task at which the student begins the assessment is determined by the either the Scale Score Starting Points Table (for reading and mathematics only) or the Student Placement Questionnaire (SPQ). Specifically, students can enter the assessment at one of three different points: Task 1, Task 3, or Task 6.

For each starting point, students <u>must</u> complete a minimum number of tasks. The task at which the student exits the assessment is not predetermined. Instructions for selecting a student's starting and concluding tasks can be found in the "Determining the Starting and Concluding Tasks" section of this document.

The following information is provided for each task:

- The materials needed to administer the task, identified item by item, including the materials that must be provided by the TA and those provided in the TA kit.
- The introductory statement that the TA should present to the student before beginning the first item.

- The closure statement that the TA should present to the student at the completion of the task.

Task Presentation Format

Setup

The TA looks at the graphic representation of the setup at the beginning of each task to identify where materials are to be placed. All materials, including physical manipulatives, printed manipulatives, and storybooks, appear as graphic icons in the setup.

Script

The script always appears on the left side of the page.

Scoring and Scaffolding

The scoring and scaffolding ("TRY 1" or "TRY 2") always appear on the right side of the page.

After reading the script, the TA uses the right side of the page to determine scoring and scaffolding:

- The 2-point items allow two tries.
- The 1-point items allow one try.
- The engagement items use a 4-point rubric.

Adaptive Instructions

In a few instances when specific accommodations are recommended for the presentation of an item, these accommodations will be presented on the setup page in the test booklet under the heading "Adaptive Instructions". Keep in mind, the Adaptive Instructions are recommendations and are not a comprehensive list of all possible accommodations available. Refer to the section in this document that lists accommodations available to all students for all items, beginning on page 22.

Adaptive Instructions

Item 1 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed.	**Item 2** Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed.
Item 3 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed.	**Item 4** Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed.
Item 5 Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed.	**Item 6** Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed.

Access Limitations

N/A (Not Applicable) (Item 1, 2, 3, 4, 5, 6)

Access Limitations
The procedure for access limitations is as follows:

- If the task or item lists an access limitation for a student's disability (e.g., "blind" or "deaf"), the TA does not administer that task or item. This will not affect the student's score.
- The TA records "A" and moves on.
    - NOTE: When entering score data into the Data Entry Interface, enter "A" as the score. Do so only when the student's disability actually prevents access to the item. You must inform the Second Rater if there are any items that will not be administered to the student due to access limitations.

Item Information
Each HSA-Alt item contains:

- the materials needed;
- the directions for the setup, which may involve placing manipulatives or response cards, displaying text, or following certain steps before beginning to administer that item;
- a specific script for what the TA will say to the student; and
- directions for scoring.

Item Scripting
Each HSA-Alt item is presented as a scaffolded script.

- The script will always appear on the left side of the page
- Bold, blue, italicized text indicates what the TA reads aloud to the student. Follow the script exactly.
- Black, unbolded text indicates what the TA does while reading the script. For example, the TA will be directed to indicate the response option cards by pointing to the corresponding response card.

The item begins with an opening statement. For example:

Say: ***We are going to work with shapes.***
Say: ***Here is a ___.***

Each item script is phrased as a directive for the student to tell or show the TA which one of several response options is correct. This allows a student to respond to the test items using his or her desired communication modality. For example:

Say: ***Show (tell) me which is the same rectangle:…?***

The TA selects the appropriate verb ("tell me" or "show me") for the student who is being assessed. The TA does not say both words and should use the selected word consistently throughout the assessment.

Note: The TA must read the script exactly as it is written. The TA may not substitute words in the script even if he or she believes the student would be more familiar with a different word.

Administration Tip: In the script, the TA says each response option out loud for the student. The TA is also directed to indicate the response options by gesturing or pointing to the corresponding response card or concrete object representing that option. The TA may reread all or any part of the script or story, as needed. The TA must not provide any cues to correct answers when rereading the script or story.

Determining the Starting and Concluding Tasks

These directions guide you through the following activities:

- Identifying the starting task for a student in each content area
- Administering a minimum number of tasks
- Adjusting the starting task (if necessary)
- Determining when to conclude the test administration

Identifying Each Student's Starting Task

Students are not required to take every task in the assessment and will start the test at the point that is most appropriate for the student. The task at which the student begins the assessment can be determined by the Scale Score Starting Points Table (for reading and mathematics only) or a Student Placement Questionnaire (SPQ). These two approaches are described below. Note that the starting point indicated by either of these approaches is a recommendation, and may need to be adjusted as described in the "Adjusting the Starting Task" section.

Using the Scale Score Starting Points Table

The Scale Score Starting Points Table suggests a student's spring 2016 starting task for reading and mathematics for grade bands 3–5 and 6–8 based on performance during the spring 2015 administration. In order to use this table, you must have a student's scores from spring 2015.

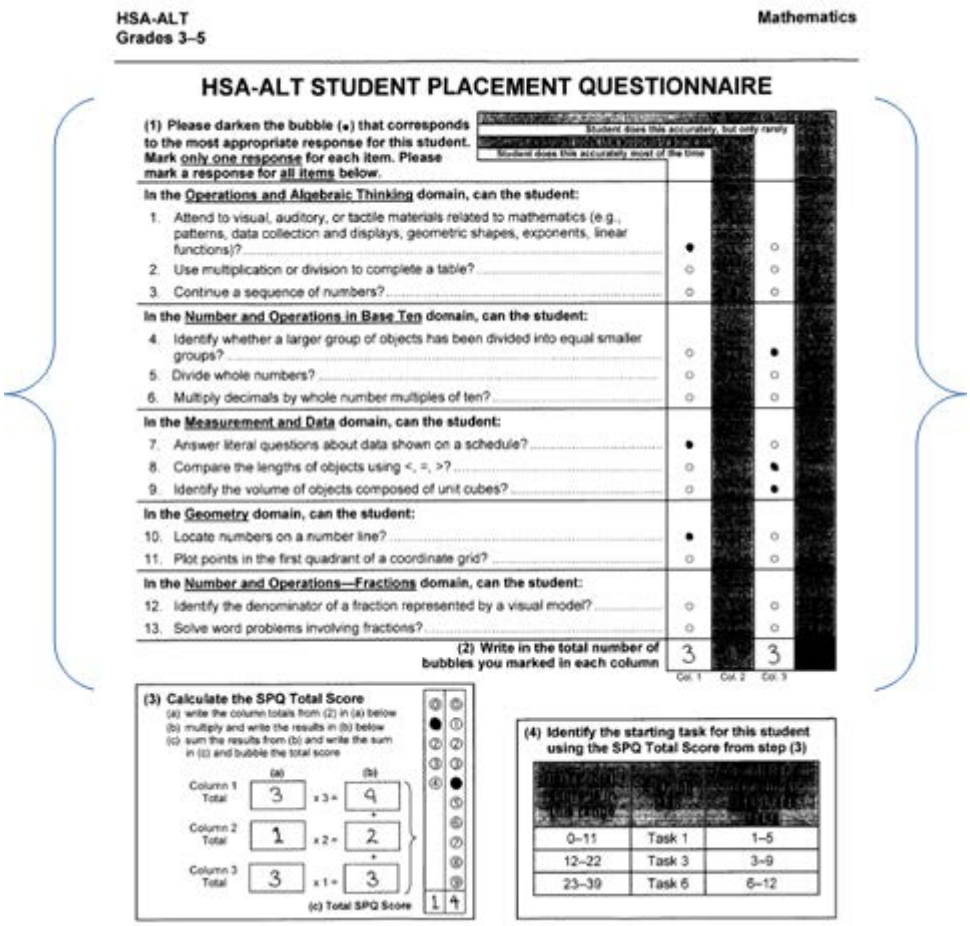
To use the Scale Score Starting Points Table, you should first look up your student's spring 2015 HSA-Alt scores for reading and mathematics using the Online Reporting System (ORS). Instructions for accessing ORS may be found in the *Guide to the Online Reporting System*, which is posted on the Resources >> Test Administrators >> Reporting section of the HSA-Alt portal at the alohahsap.org website.

Once you have your student's spring 2015 HSA-Alt scores for reading and mathematics, use the Scale Score Starting Points Table found in Appendix F of this document in order to determine the correct starting task for your students. Keep in mind, the student's starting point in the mathematics assessment may differ from the starting point for reading.

Using the Student Placement Questionnaire (SPQ)

The Student Placement Questionnaire (SPQ) is designed to identify the most appropriate starting task, and can be used for any grade/subject for which a student's score is not available or may be used instead of a student's prior score. The SPQs are located in Appendix G of this document. Make copies of the SPQs as needed; SPQs do not need to be returned with the TA Kits.

Step 1: Identify the appropriate SPQ worksheet in Appendix G based on the student's grade or grade band and the subject area to be tested. Bubble in your responses to the content-specific questions. Answer each SPQ item as accurately as you can, based on your experience in the classroom with the student.



HSA-ALT
Grades 3–5

Mathematics

HSA-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

	Student does this accurately, but only rarely	Student does this accurately most of the time
In the Operations and Algebraic Thinking domain, can the student:		
1. Attend to visual, auditory, or tactile materials related to mathematics (e.g., patterns, data collection and displays, geometric shapes, exponents, linear functions)?	●	○
2. Use multiplication or division to complete a table?	○	○
3. Continue a sequence of numbers?	○	○
In the Number and Operations in Base Ten domain, can the student:		
4. Identify whether a larger group of objects has been divided into equal smaller groups?	○	●
5. Divide whole numbers?	○	○
6. Multiply decimals by whole number multiples of ten?	○	○
In the Measurement and Data domain, can the student:		
7. Answer literal questions about data shown on a schedule?	●	○
8. Compare the lengths of objects using <, =, >?	○	●
9. Identify the volume of objects composed of unit cubes?	○	●
In the Geometry domain, can the student:		
10. Locate numbers on a number line?	●	○
11. Plot points in the first quadrant of a coordinate grid?	○	○
In the Number and Operations—Fractions domain, can the student:		
12. Identify the denominator of a fraction represented by a visual model?	○	○
13. Solve word problems involving fractions?	○	○
(2) Write in the total number of bubbles you marked in each column	3 (Col. 1)	3 (Col. 3)

(3) Calculate the SPQ Total Score
(a) write the column totals from (2) in (a) below
(b) multiply and write the results in (b) below
(c) sum the results from (b) and write the sum in (c) and bubble the total score

	(a)		(b)
Column 1 Total	3	x 3 =	9
Column 2 Total	1	x 2 =	2
Column 3 Total	3	x 1 =	3
		(c) Total SPQ Score	14

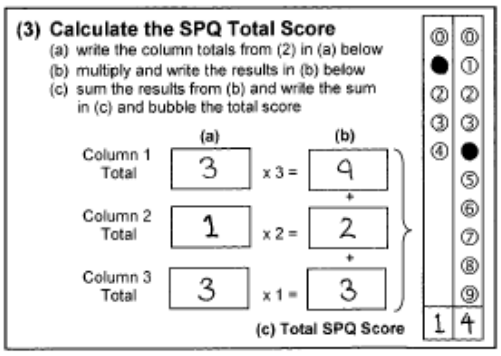
(4) Identify the starting task for this student using the SPQ Total Score from step (3)

0–11	Task 1	1–5
12–22	Task 3	3–9
23–39	Task 6	6–12

Step 2: Count the number of bubbles you marked in each of the first three columns and write the totals in the blocks under each column.

Step 3: In section 3, "Calculate the SPQ Total Score," at the bottom of the page:

a. Write the column totals in the appropriate blocks,
b. Multiply each total by the specified multiplier and write the resulting totals in the blocks to the right,
c. Add the three totals to obtain the total SPQ score, and write the total SPQ score in the blocks and bubble in the SPQ score.



(3) Calculate the SPQ Total Score
(a) write the column totals from (2) in (a) below
(b) multiply and write the results in (b) below
(c) sum the results from (b) and write the sum in (c) and bubble the total score

	(a)		(b)
Column 1 Total	3	x 3 =	9
Column 2 Total	1	x 2 =	2
Column 3 Total	3	x 1 =	3
		(c) Total SPQ Score	14

Step 4: Find the total SPQ score in section 4 to determine the starting task for the student.

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

If the total score is in this range	Starting task	Administer all items in at least these tasks
0–11	Task 1	1–5
12–22	Task 3	3–9
23–39	Task 6	6–12

Administering a Minimum Number of Tasks
Each student must be administered a minimum number of tasks (including the starting task). The minimum numbers of tasks and specific tasks that **must** be administered to each student for each starting point are specified in the table below:

Starting task	At a minimum, administering all items in these tasks is required:
Task 1	1 – 5
Task 3	3 – 9
Task 6	6 – 12

Adjusting the Starting Task (if necessary)
After beginning to administer the student's starting task, there may be a need to adjust the starting task. This is determined based on whether the student responds successfully on the starting task. **Responding successfully on a starting task** means that the student receives at least a combined total of three points for all the items in a task.

For example, a student who receives three points on item 1, two points on item 2, one point on item 3, and zero points on item 4 has "responded successfully" to the starting task. When a student does not receive three or more points on the starting task, the student has not responded successfully and the starting task may need to be adjusted.

Students who start at Task 1
- If the student does not respond successfully on Task 1:
    - No downward adjustment is possible.
    - The administration must progress through Tasks 1–5 (see the instructions for concluding the assessment).

Students who start at Task 3
- If the student does not respond successfully on Task 3:
    - Record the scores for items in Task 3

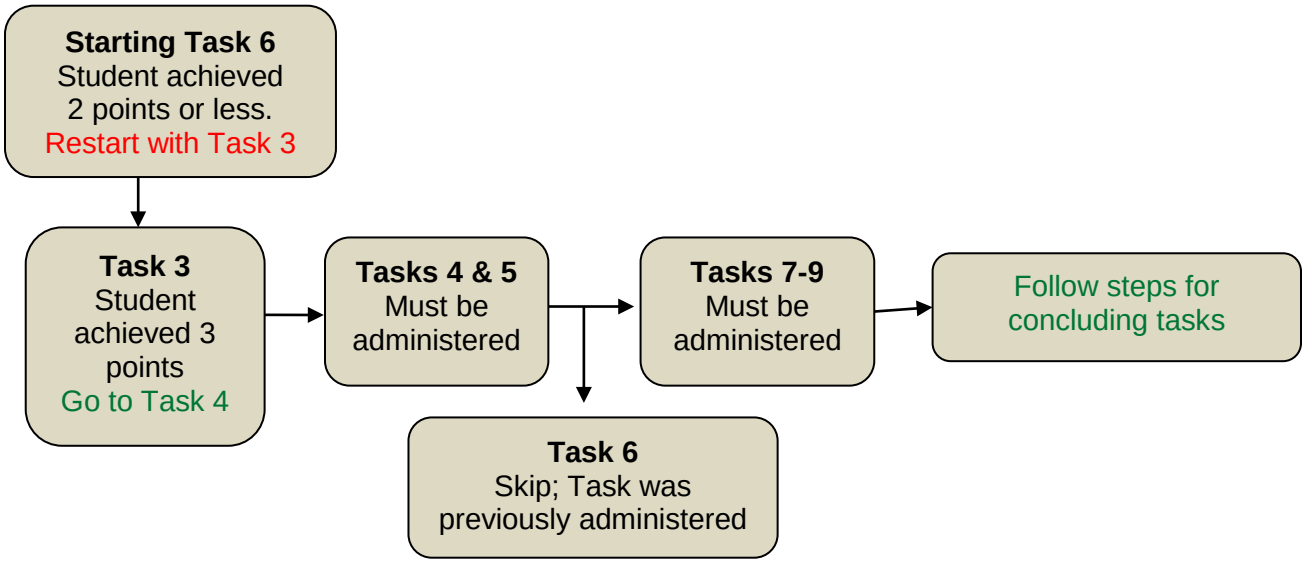
- Restart the student at Task 1.
- Continue the administration.
- After Task 2, ***do not re-administer Task 3.***
- Move on to Tasks 4 and 5 (see the instructions for concluding the assessment).

Students who start at Task 6

- If the student <u>does not respond successfully</u> on Task 6:
  - Record the scores for items in Task 6
  - Restart the student at Task 3.
  - Continue the administration.
  - After Task 5, ***do not re-administer Task 6.***
  - Move on to Tasks 7, 8, and 9 (see the instructions for concluding the assessment).

Example

The following flowchart presents an example of a student who started with Task 6, **did not respond successfully** on the starting task, and adjusting the starting task as a result.



Determining the Concluding Task

If the student **responds successfully** (earns at least a combined total of **6 or more points** for all the items in a task, or the maximum total points for tasks with less than 6 possible total points) on the **last required task**, continue to the next task and subsequent tasks until the student no longer responds successfully on a task (defined as earning **6 or more points** for all the items in a task, or the maximum total points for tasks with less than 6 possible total points), or the student reaches the end of the assessment (Task 12).

Scoring Student Responses

Scaffolded Scoring
Task administration and scoring are scaffolded. If the student does not respond correctly to the opening statement or first question, the TA is directed to continue with the script for that item. The script differs depending on whether the student responded incorrectly or failed to respond.

- The HSA-Alt does not use a fixed scoring scale; instead, the maximum number of points that may be assigned varies from item to item.
- All scoring directions appear in boxes on the right side of the page.
- The demands of the item are scaffolded downward. There are specific directions for assigning a score when the student does not respond correctly or fails to respond at the lowest scaffolded level.

Administration Tip: The TA must not change the order of the response cards specified in the administration directions.

Scoring Instructions
The student responds in one of three ways:

When the student gives the correct response, the TA records the appropriate score point and moves to the next item.

If the student responds incorrectly on a 1-point item, record a 0 and move to the next item. If the student responds incorrectly on a 2-point item, cover up or remove the incorrect response option and repeat the shortened script at the top of each "Try 2" box. **"Incorrect" means a student has given a response to an item that is not the correct or an appropriate response.**

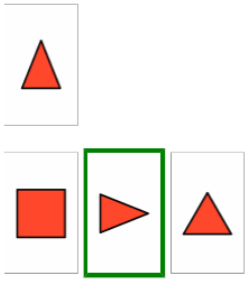
If the student fails to respond, the script will specify which option to cover up or remove. The teacher will repeat the shortened script at the top of each "Try" box. If the student fails to respond on a 1-point item, the teacher will be instructed to record "N" and move to the next item. **"No response" means a student has not given any response to a particular item.**

Script Example with Scaffolded Scoring

Math Task 1:

Shapes: Item 5

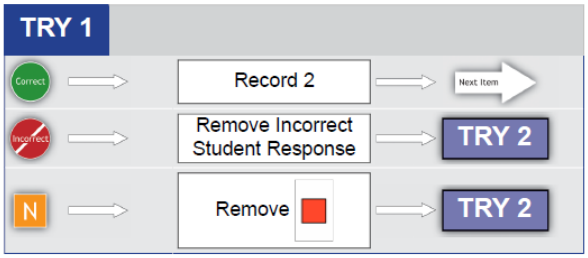
Setup

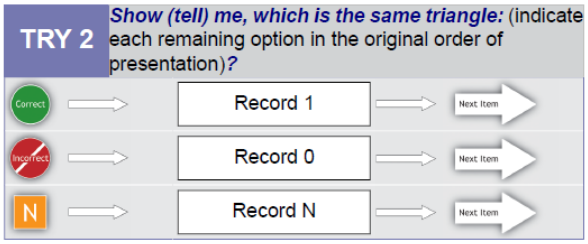


Script

Say: ***Here is a triangle*** (indicate the isosceles triangle card).

Say: ***Show (tell) me, which is the same triangle: this*** (indicate the square card), ***this*** (indicate the turned isosceles triangle card), ***or this*** (indicate the equilateral triangle card)***?***





Engagement Scoring Rubric

Although most HSA-Alt items appear in the format described above, some items are scored with a holistic rubric.

- A number of tasks in the HSA-Alt are designed for students who are at the engagement and pre-symbolic level of communication and cognitive functioning.
- These tasks typically begin with an item that provides evidence of the student's readiness to engage in the academic task and in entry-level activities that address one or more standards. Although these items are also presented with a scaffolded script, they scaffold upward, rather than downward, by cueing for increasingly extended focus and persistence.
- The TA scores engagement items by making a judgment on the basis of the scoring rubric.

HSA-Alt Engagement Scoring Rubric

Record 4 points:

Student demonstrates **sustained involvement** in the activity; for example, he or she may

- consistently attend to teacher's communication (verbal or signed) and actions;
- participate with intention in action involving the objects as modeled;
- imitate (or try to imitate) action involving the objects as objects;
- shift body movement/eye gaze appropriately as focal point of demonstration changes;
- make an appropriate vocalization (e.g., an associated sound) in response to objects; and/or
- demonstrate anticipation or prediction of next words and/or actions.

Record 3 points:

Student demonstrates **generally maintained involvement** in the activity; for example, he or she may

- generally attend (with infrequent lapses) to teacher's communication (verbal or signed) and actions;
- touch or point to object(s) as described;
- sustain gaze toward object(s) during manipulation by teacher;
- vocalize to show acknowledgment of object(s) during manipulation/exploration; and/or
- willingly permit (participate in) hand-over-hand exploration of object(s).

Record 2 points:

Student demonstrates **intermittent/irregular involvement** in the activity; for example, he or she may

- intermittently attend to teacher's communication (verbal or signed) and actions;
- move toward/reach for the object(s) presented;
- touch the object(s) presented; and/or
- look at the object(s) presented, shifting gaze at least sometimes as appropriate.

Record 1 point:

Student demonstrates **fleeting awareness** of, but little/no involvement in, the activity taking place; for example, he or she may

- only fleetingly attend to teacher's communication (verbal or signed) and actions;
- exhibit a momentary change in movement, vocalization, and/or respiration in response to teacher and/or object(s);
- open or move eyes toward teacher and/or object(s); and/or
- permit guided touch/grasp of object as initially presented.

Record N:

Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.

Including All Students With Disabilities in State Accountability Assessments

Both federal and state laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students. Individualized Education Program (IEP) team members must actively engage in a planning process that addresses:

- the assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments; and
- the use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

What Are Accommodations?
Accommodations are practices and procedures in the areas of presentation, response, and engagement that provide equitable access during instruction and assessments for students with disabilities. Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce the learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and state assessments.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and, as they get older, in postsecondary education and at work. Accommodations for instruction and assessment are integrally intertwined.

The HSA-Alt is designed so that many of the supports that a student may need are built into the assessment design (e.g., picture arrays, oral reading of passages). The following allowable accommodations provide students with the opportunity to gain access to an item and make a response (Kleinert & Kearns, 2010).

The ESEA Standards and Assessments Peer Review requires that accommodations that are used for assessment must be consistent with those used for instruction.

- All tasks and items may be read and reread to all students taking the HSA-Alt, provided that doing so does not lead the students to the correct response option.
- The HSA-Alt is not timed and may be completed over multiple sessions. Testing can stop at any point (mid-administration, if necessary) and may be completed over several days.

Accommodation Category	Consider the Following Accommodations
Presentation Presentation accommodations allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multisensory, tactile, and visual.	• Large print (enlarged by the teacher and must be returned with all paper materials at the end of testing) • Magnification devices • Enhanced lighting • Human bilingual reader • Braille (provided by the teacher) • Audio amplification device (e.g., auditory trainer) • Sign language • Enlarged pictures or response cards (provided by the teacher) • Tactile graphic (provided by the teacher) • Photographs instead of picture cards (photographs must be returned with all paper materials at the end of testing) • Color background • Answer options indicated with a pen light • Concrete objects for answer options • Substitution of common picture symbol for one provided (common symbol must be returned with all paper materials at the end of testing) • Answer options moved in the order of presentation to the student's optimal visual field • Sign language • Visual cues that do not lead the student to the correct answer • Gestures (e.g., pointing to materials) • Repetition of questions and responses • Sign language interpreter • Special acoustics, such as buffers • Allowance for student to handle the printed response cards • Allowance for student to handle physical manipulatives • Response cards moved to within the student's reach • Answer options presented on an overhead projector and transparencies (transparencies must be made by the teacher and returned with all paper materials at the end of testing) • Intermittent verbal, picture symbol, sign language, or physical prompts to refocus attention to the test • Adaptive or special furniture or equipment • Real coins substituted for picture symbols of coins

Accommodation Category	Consider the Following Accommodations
Response Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems by using some type of assistive device or organizer.	• Augmentative device (e.g., BIG Mack, Jelly Bean switch, Dynovox, iPad) • Calculation devices (e.g., talking calculator with enlarged keys, abacus) unless otherwise indicated in the adaptive instructions • Student's response mode that is used during instruction • Answer option spoken aloud • Sign language • Pointing to select answer option • Eye-gaze to select answer option • Answer option picked up by the student and given/handed to the Test Administrator • Visual organizer • Graphic organizer • Highlighting of key words in the reading passage by the student
Setting Setting accommodations change the location in which students participate in the HSA-Alt. The assessment may be given in a location other than the classroom to reduce distractions or to increase physical access or access to special equipment.	• Change location so that the student is not distracted and does not distract others • Allow the student to become familiar with the room if testing in an unfamiliar location in the school • Administer the assessment when no other students are present
Timing or Scheduling Timing accommodations give students the time and the breaks they need to complete the HSA-Alt. Other changes may include the particular time of day, the day of the week, or the number of days over which the assessment takes place.	• Administer the assessment during the student's optimal time of day • Administer the assessment when the remainder of the students are participating in another school activity (e.g., during music, P.E.) • Allow extended breaks • Cue the student to begin working and stay on task

Stimulus and Response Materials: Substitutions

The stimulus materials identified in each task are intended for students who have significant cognitive disabilities. In recognition of the need to depart on occasion from the standard stimulus and response materials, the chart below shows suggested substitutions and alternatives that are based on the student's degree of vision, hearing, or physical mobility.

Student Characteristic	The TA can adapt or substitute stimulus/response materials by doing the following:
Blind **Low vision** **Partial sight**	Increase or decrease size of manipulatives, their spacing, or both; increase contrast in/among manipulatives; add, remove, or change background color; position as appropriate (e.g., right, left, midline, slanted, eye level); limit spatial and figure ground problems
	Highlight response choices with flashlight; use backlighting; use multi-sensory materials (e.g., incorporate weight, temperature, smell, and resonance/vibration); use high-contrast colors (e.g., red and yellow)
	Reduce sheen; lower intensity of light; change orientation (flat, slanted, upright); limit visual field; use a plastic frame to display stimulus and response materials
	Use textured manipulatives (when tactile discrimination is possible); add raised lines or forms; use Braille (limited contexts, as appropriate); provide tangible objects (actual, symbolic, part-for-whole); provide auditory, tactile, and olfactory replacements for visual stimuli; eliminate distracting lights and sounds
Deaf	Use picture symbol version of texts read "aloud" through customary delivery mode (sign language, cued speech, and so forth)
Hard of hearing	Increase volume; provide visual replacements for auditory stimuli
Limited in reach or touch	Use response cards or response items, or both, in conjunction with switches or other assistive technology
Limited in visual or tactile field	Reduce the surface on which response options are arrayed; realign (horizontal, vertical, paired, or other arrangement); position materials level with student's eyes and then move within student's reach
Tactile sensitivity	Replace the provided item with an analogous item that is less slippery, fuzzy, rough, and so forth; eliminate unnecessary stimuli
Apraxia/motor planning problems or sensory integration challenges	Rehearse movement needed for response; use an object for pointing; provide tactile and kinesthetic supports (e.g., pacing board)
	Provide frequent breaks; offer visual supports; allow/encourage movement; allow unrelated manipulative (e.g., rubber band in free hand) to aid concentration, supported seating, weighted vests, sensory diet before testing; reduce "noise" such as environmental sound, tactile and olfactory input, light
Orthopedic impairment	Use assistive technology, visual cues, gestures (e.g., point to materials); change location to increase physical access; change location to access special equipment; offer adjustable height desk, appropriate specialized seating, slant top surface, assistive technology, extended time, multiple or frequent breaks

Assistive Technology

Assistive technology (AT) that is stated in the student's IEP and is used during instruction may be used to give the student access to the content of the assessment, while providing options for responding to task requests on the assessment. However, providing an accommodation or access to AT only during the assessment will not ensure that the student will be able to use the AT effectively. Before the assessment, a student needs opportunities to use the technology during daily instruction to ensure that he or she can use it appropriately and effectively.

Technology affords many ways to adapt both task delivery and student response. The TA should consider both high-tech and low-tech resources that aid presentation (input) and response (output). Any assistive technology that does not unfairly advantage or disadvantage a student may be used, including, but not limited to, the following:

- Word processor (e.g., portable talking or large-print word processor)
- Computer with or without adapted software
- Screen magnifier or screen magnification software
- Custom or modified keyboard
- Arm support
- Track ball, track pad, joystick with onscreen keyboard
- Alternative keyboard
- Mouth stick, head pointer with standard or alternative keyboard
- Head mouse, head master, tracker with onscreen keyboard
- Switches
- Voice output device, both single and multiple message
- Tape recorder
- Tactile/voice output measuring devices (e.g., clock, ruler)
- Overhead projector
- Pencil grips, nonskid material to hold objects in place

Return of Assessment Materials

After the assessment is complete, gather all assessment materials: the test booklets, the storybooks, printed manipulatives, and any artifacts produced as part of the assessment. Follow these instructions:

- Place all test materials in the original boxes in which they were received. Test booklets, storybooks, and printed manipulatives must be put back in the TA kits. **Note: All printed material must be returned to AIR. You may keep only the physical manipulatives for use at the school. Do not return teacher-provided physical manipulatives to the TC. Do not seal the cartons because the TC must verify the contents.**
- Sign the white copy of the Teacher Security Checklist after verifying that all materials are contained in the boxes. The yellow copy may be kept for reference.
- Ensure all of the HSA-Alt Second Rater Student Score Worksheets and Answer Keys have been collected from the Second Rater. These are **secure documents** and must be returned to the TC.
- If there are any student-generated materials, gather them as well.
- Organize the materials in the following order:
    - Signed White Copy of Teacher Security Checklist **(TOP)**
    - **All HSA-Alt printed test kit materials**
    - HSA-Alt Second Rater Student Score Worksheets and Answer Keys (used or unused)
    - Optional Student Score Worksheet(s)
    - Student-generated materials **(BOTTOM)**
- Take the TA kit box(es) and materials to the TC no later than **May 20, 2015**.

Second Rater Policy (Paper/Pencil Administration Only)

The policy below relates to the use of a Second Rater for students taking the HSA-Alt using the paper/pencil exception. A Second Rater is **not** required for students taking the HSA-Alt Assessments via the online (iPad) Test Delivery System.

The Second Rater is an additional staff member who is required to observe and score an identified student's answers for each test item. The scores recorded by the Second Rater will then be compared to the TA scores. However, the TA and Second Rater do not consult each other during or after the test administration. This process will determine the inter-rater reliability of each content area assessment. Since inter-rater reliability is determined, statewide, for an assessment, slight differences between a Second Rater's and the Test Administrator's scores for any individual assessment are not a major concern.

Second Rater Eligibility Requirements

- All Second Raters must complete the online TA Certification Course for Paper/Pencil Administration available via the HSA-Alt portal website at alohahsap.org.
- All Second Raters must be entered into TIDE under the TA-ALT user role by the school's Test Coordinator. This user role designation is required for Second Raters to be able to enter student test scores into the Data Entry Interface (DEI).
- Second Raters will be required for all students taking the HSA-Alt using a paper/pencil test kit, across all grades and grade bands and all content areas (Reading, Mathematics, and Science).
- The table on page 6 of this manual lists the personnel who may serve as Test Administrators or Second Raters.
    - If a school determines the need to designate a person who does not meet these requirements, the principal may submit a request for an alternative Second Rater to the Assessment Section. These requests will be reviewed and a decision will be made on a case-by-case basis.

Role of the Second Rater

The Second Rater observes while a Test Administrator administers each HSA-Alt content area assessment to a student. During this observation, the Second Rater uses the Second Rater Student Score Answer Key document to complete the HSA-Alt Second Rater Student Score Worksheets. Note that the HSA-Alt Second Rater Student Score Worksheets and Answer Keys are **secure documents** and must be returned to the TC after the Second Rater completes his or her observation. After test administration has been completed the Second Raters must enter their scores into the Data Entry Interface (DEI). As an alternative, the Second Rater may enter scores directly into the DEI while the test is being administered.

The Second Rater may ask the Test Administrator which task he or she will administer first and whether there are any accommodations or unique ways that the student will respond to items. The Second Rater and Test Administrator may not discuss individual scores or student responses during or after the test administration (the Test Administrator can inform the Second Rater during the assessment if an item is being skipped due to access limitations).

Use of Second Rater Scores

The TA's score will be the score used for reporting purposes; the Second Rater's score is used only for the verification of inter-rater reliability. The TA and Second Rater do not discuss their scores. A discrepancy in the scores will not affect the student, the TA, or the Second Rater.

APPENDIX A: List of Physical Manipulatives

Physical Manipulatives Provided by the Test Administrator: Reading

Subject	Grade Band	Task Number	Task Name	Material	Quantity
Reading	3–5	1	Fruit	Banana	1
Reading	3–5	2	The First Day of School	Backpack	1

Subject	Grade Band	Task Number	Task Name	Material	Quantity
Reading	6–8	1	Fruit	Banana	1
Reading	6–8	2	Planting a Garden	Flower	1

Subject	Grade	Task Number	Task Name	Material	Quantity
Reading	11	1	Mud Pie Recipe	Spoon	1
Reading	11	2	Making Paper	Sheet of Paper	1

Physical Manipulatives Provided by the Test Administrator: Mathematics

Subject	Grade Band	Task Number	Task Name	Material	Quantity
Math	3–5	1	Clock Schedule	Clock	1
Math	3–5	2	Identify a Number	Marking Chip	1
Math	3–5	9	Ordered Pairs	Marking Chip	1

Subject	Grade Band	Task Number	Task Name	Material	Quantity
Math	6–8	1	Identify a Number	Marking Chip	1
Math	6–8	8	Unknown Value	Checker	25
Math	6–8	10	Intersection Coordinates	Marking Chip	1

Subject	Grade	Task Number	Task Name	Material	Quantity
Math	11	2	Coordinate Axes	Marking Chip	1

Physical Manipulatives Provided by AIR: Mathematics

Subject	Grade	Task Number	Task Name	Material	Quantity
Math	11	6	Equivalent Expressions	Checker	10

Physical Manipulatives Provided by the Test Administrator: Science

Subject	Grade	Task Number	Task Name	Material	Quantity
Science	4	1	Structures of Living Things	Seashell*	1

**Optional*

Subject	Grade	Task Number	Task Name	Material	Quantity
Science	8	1	Waves	Rock	1
Science	8	1	Waves	Mixing Bowl	1
Science	8	2	Tools in Science	Ruler	1

Subject	Grade	Task Number	Task Name	Material	Quantity
Science	11	1	Body Reactions	Digital Thermometer	1
Science	11	2	Ecosystems	Grass	1

APPENDIX B: Learner Characteristics Inventory (LCI)

The purpose of the Learner Characteristics Inventory (LCI) is to assist states in describing the population of students who take alternate assessments on alternate achievement standards. These students represent less than 1% of the total student population and come from a variety of disability categories but represent students with the "most significant cognitive disabilities." Use this form to collect student LCI and assistive technology information for entry into the Data Entry Interface (DEI). Prior to the start of testing you will be required to enter this information for each student (just once). The form shown on the following pages is for illustrative purposes, only.

TAs must enter the learner characteristics for the student directly into the DEI prior to the start of testing.

Note: In order to access the DEI a TA must be entered into TIDE under a separate, distinct TA-ALT user role. Only Test Coordinators may add TAs to TIDE with this user role.

Learner Characteristics Inventory for Alternate Assessments on Alternate Achievement Standards

Kearns, J., Kleinert, H., Kleinert, J., & Towles-Reeves, E. (2006). Learner characteristics inventory. Lexington, KY: University of Kentucky, National Alternate Assessment Center.

1. Classroom Setting (check the best description)

- ☐ Special school
- ☐ Regular school, self contained classroom for almost all activities
- ☐ Regular school self contained classroom except for homeroom, lunch, and "specials"
- ☐ Self contained (children go to some general education academic classes but return to special education (61% or more of school day in special education classes)
- ☐ Resource room (e.g., children come for services and then go back to their general education classroom) (at least 40% of the school day in general education classes)
- ☐ Inclusive/Collaborative – students based in general education classes, special education services delivered in the general education class (at least 80% of the school day in general education classes)

2. Augmentative Communication System (check the best description)
Does your student use an augmentative communication system in addition to or in place of oral speech?

- ☐ No
- ☐ Yes; uses only one symbol or sign at a time and is able to use only a few symbols in total to express simple or early intents (e.g., drink, eat, toilet, greeting, preferred activity, refusal)
- ☐ Yes; can combine two symbols together to express broader intents such as social content, answer simple questions, etc. (e.g., expresses greetings, peer names, social exchanges, personal interests)
- ☐ Yes; uses mostly iconic symbols (clear representations) or signs together in sequence to express functional intents, extensive social interactions, academic content, and to respond consistently to answer questions
- ☐ Yes; uses multiple abstract symbols, signs, or print in sentences or phrases on the augmentative communication system to express a variety of academic, social, and self-initiated interactions

3. Speech Language as a Related Service (check the best description of the extent to which the student is receiving speech/language as a related service)

- ☐ Direct services for communication/language therapy (pull-out)
- ☐ Direct services integrated into student's routine/classroom-collaboration
- ☐ Consultation services only
- ☐ Student does not currently receive speech language as a related service

4. Expressive Communication (check one answer that best describes your student)

- ☐ Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- ☐ Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- ☐ Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

5. Receptive Language (check the best description)

- ☐ Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
- ☐ Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions.
- ☐ Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
- ☐ Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

6. Vision (check the best description)

- ☐ Vision within normal limits.
- ☐ Corrected vision within normal limits.
- ☐ Low vision; uses vision for some activities of daily living.
- ☐ No functional use of vision for activities of daily living, or unable to determine functional use of vision.

7. Hearing (check the best description)

- ☐ Hearing within normal limits.
- ☐ Corrected hearing loss within normal limits.
- ☐ Hearing loss aided, but still with a significant loss.
- ☐ Profound loss, even with aids.
- ☐ Unable to determine functional use of hearing.

8. Motor (check the best description)

- ☐ No significant motor dysfunction that requires adaptations.
- ☐ Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
- ☐ Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
- ☐ Needs personal assistance for most/all motor activities.

9. Engagement (check the best description)

- ☐ Initiates and sustains social interactions.
- ☐ Responds with social interaction, but does not initiate or sustain social interactions.
- ☐ Alerts to others.
- ☐ Does not alert to others.

10. Health Issues/Attendance (check the best description)

- ☐ Attends at least 90% of school days.
- ☐ Attends approximately 75% of school days; absences primarily due to health issues.
- ☐ Attends approximately 50% or less of school days; absences primarily due to health issues.
- ☐ Receives Homebound Instruction due to health issues.
- ☐ Highly irregular attendance or homebound instruction due to issues other than health.

11. Reading (check the best description)

- ☐ Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).
- ☐ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- ☐ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- ☐ Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
- ☐ No observable awareness of print or Braille.

12. Mathematics (check the best description)

- ☐ Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- ☐ Does computational procedures with or without a calculator.
- ☐ Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- ☐ Counts by rote to 5.
- ☐ No observable awareness or use of numbers.

Teacher Comments: Please share any additional information you would like for us to know about the learner characteristics of this student. Thank you for your time and honest answers.

Please check any assistive technology devices the student will use on the assessment.

- ☐ No assistive technology devices used
- ☐ Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touch screen
- ☐ Portable electronic word processors, with or without voice output
- ☐ Alternate pointing system
- ☐ Augmentative communication devices, including a range of low and high tech, including talking switches and sign language
- ☐ Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings)
- ☐ Partner assisted scanning
- ☐ Calculator, all types
- ☐ Eye gaze board
- ☐ Colored overlays, visual screens or other visual supports
- ☐ Magnification devices/enlarged materials, including computer screen magnification
- ☐ Switches
- ☐ Braille
- ☐ Other

APPENDIX C: Optional Scoring Worksheets For Paper/Pencil Administration

While administering the HSA-Alt to a student approved for the paper/pencil exception, TAs and Second Raters may choose to record student scores on the **optional** student score worksheet. The worksheet on the following page can be duplicated as needed. TAs and Second Raters must be sure to record the student's name and grade and the subject being administered, on the worksheet.

NOTE: the worksheet is a generic form and the item numbers listed only reflect the maximum number of items that may be found on any of the tasks. Some tasks may have fewer items. Please be sure to enter the score for the correct item number into the worksheet.

TAs and/or Second Raters who use the optional student score worksheet **must** carefully enter the data they collected on the worksheet into the Data Entry Interface.

Optional student score worksheets will not be scored but may be used to verify the student scores entered online by the TA. Optional student score worksheets are secure materials and need to be returned with all other printed test materials.

HSA-Alt Optional Student Score Worksheet

Student Name:	Grade:	Content Area:

Important: Use this worksheet to record the student's scores as you administer the test. Enter N; 0, 1, 2, 3, 4; or A. **Scores recorded here must also be entered into the HSA-Alt Data Entry Interface (DEI).** This optional student score worksheet will not be scored by AIR.

Task #1 **Task Name**	**Task #2** **Task Name**	**Task #3** **Task Name**	**Task #4** **Task Name**
Item 1	Item 1	Item 1	Item 1
Item 2	Item 2	Item 2	Item 2
Item 3	Item 3	Item 3	Item 3
Item 4	Item 4	Item 4	Item 4
Item 5	Item 5	Item 5	Item 5
Item 6	Item 6	Item 6	Item 6
Item 7	Item 7	Item 7	Item 7
Item 8	Item 8	Item 8	Item 8

Task #5 **Task Name**	**Task #6** **Task Name**	**Task #7** **Task Name**	**Task #8** **Task Name**
Item 1	Item 1	Item 1	Item 1
Item 2	Item 2	Item 2	Item 2
Item 3	Item 3	Item 3	Item 3
Item 4	Item 4	Item 4	Item 4
Item 5	Item 5	Item 5	Item 5
Item 6	Item 6	Item 6	Item 6
Item 7	Item 7	Item 7	Item 7
Item 8	Item 8	Item 8	Item 8

Task #9 **Task Name**	**Task #10** **Task Name**	**Task #11** **Task Name**	**Task #12** **Task Name**
Item 1	Item 1	Item 1	Item 1
Item 2	Item 2	Item 2	Item 2
Item 3	Item 3	Item 3	Item 3
Item 4	Item 4	Item 4	Item 4
Item 5	Item 5	Item 5	Item 5
Item 6	Item 6	Item 6	Item 6
Item 7	Item 7	Item 7	Item 7
Item 8	Item 8	Item 8	Item 8

Duplicate As Needed

APPENDIX D: Data Entry Interface Overview

The Data Entry Interface (DEI) is the site that authorized Test Administrators and Second Raters must log into in order to electronically submit scores for students following the administration of the HSA-Alt Assessments using the paper/pencil test kit exception. TAs and Second Raters must use the Firefox web browser when accessing the DEI.

NOTE: Second Raters will only be allowed to begin entering a student's test scores **after** the Test Administrator has completed the Learner Characteristics Inventory (LCI) for the student. Second Raters **must** check with their TA to ensure the LCI has been completed prior to logging into the DEI for test score entry.

All TAs and Second Raters must be entered into TIDE with the TA-ALT user role in order to access the DEI. Prior to entering scores all TAs and Second Raters using the DEI should contact their school's Test Coordinator to request addition to TIDE with the TA-ALT user role.

The task items look like multiple-choice items, but instead of A, B, C, and D as answer options you will see 4, 3, 2, 1, 0, N (No Response), and A (Access Limited).

TAs and Second Raters should refer to the *Data Entry Interface (DEI) User Guide* posted in the Resources >> Test Administrators >> Test Administration >> Paper/Pencil Administration section of the HSA-Alt portal at the alohahsap.org website for detailed information about accessing and using the DEI.

Logging In

TAs and Second Raters must log into the Data Entry Interface in order to enter scores for the alternate assessments administered using the Paper/Pencil form. The login process is through the Hawaiʻi Single Sign-on System.

Go to the Hawaiʻi State Assessments Portal alohahsap.org.

Select the Hawaiʻi State Alternate Assessments.

From the HSA-Alt portal click [**Test Coordinators / Administrators/ Second Raters**] and then click [**Data Entry Interface**].

Enter your credentials and click [**Sign In**].

Enter the student's legal First Name and corresponding SSID, then click [**Sign In**].

Verify the student's information and alternate assessment before proceeding to enter scores:

Is This the Student? – Verify the student's personal information (Enrolled Grade, Birthday, School, and SSID).

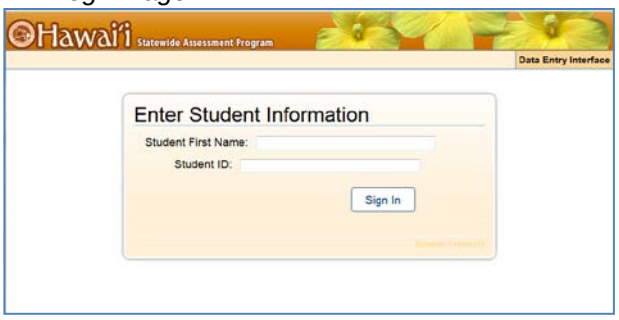
Tests For This Student – Start or resume score entry for the alternate assessment. *(Scores do not need to be entered in one sitting; they can be entered over multiple sessions.)*
NOTE: Second Raters must select test forms with the letters "SR" in the form name (displayed at the bottom of the page). TAs must select test forms without "SR" in the form name (displayed at the top of the page).

Is This the Correct Test? – Verify the content area selected. Make sure that the correct subject area is entered in the correct test in the DEI.

TAs and Second Raters should refer to the *Data Entry Interface (DEI) User Guide* posted on the HSA-Alt portal website at alohahsap.org for detailed information about accessing and using the DEI.

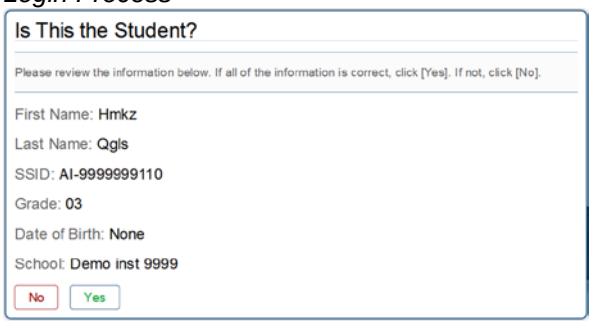
HSA-Alt Portal Website

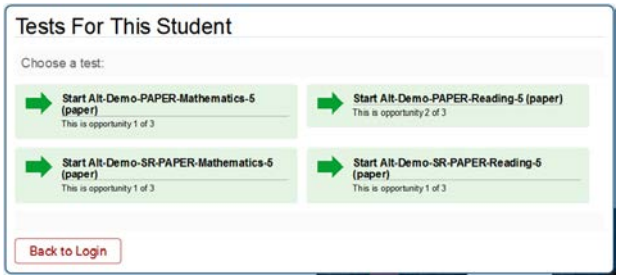
DEI Login Page

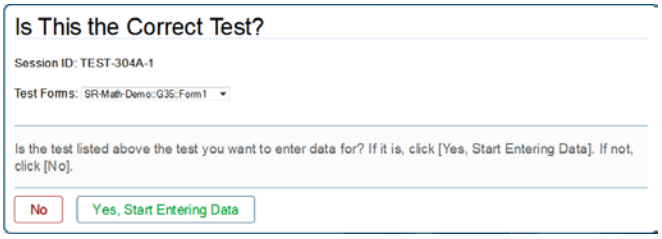


Note: Firefox is required to use this site.

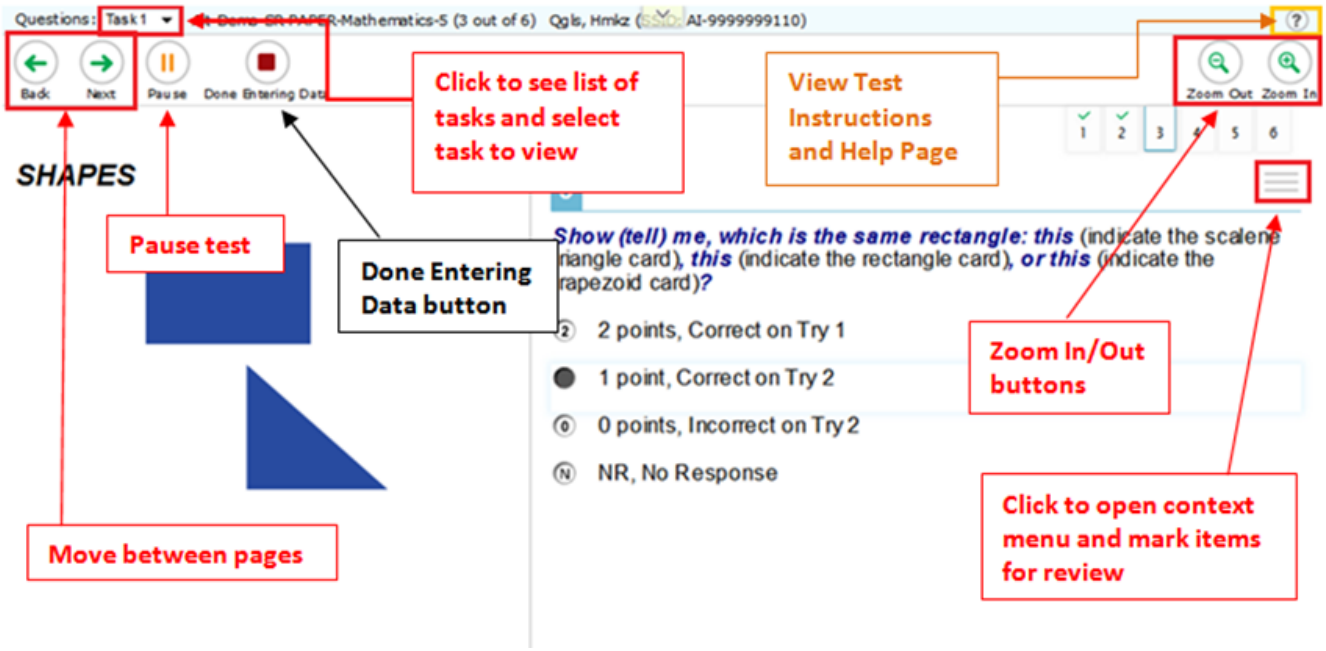
Login Process







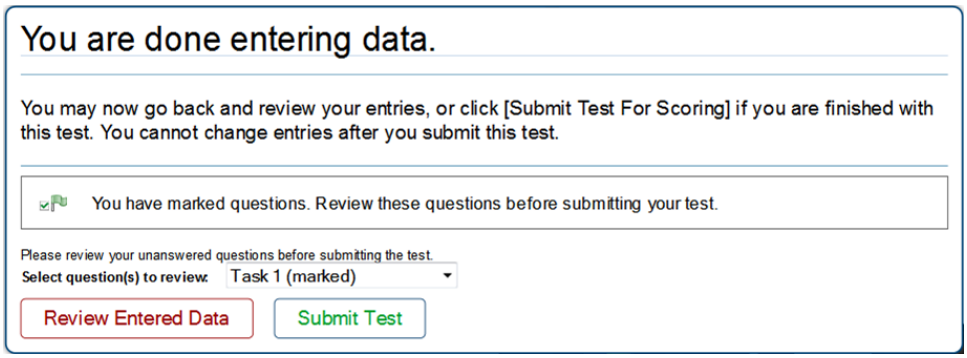
Test Layout and Tools



Reaching the End of the Test and Reviewing Selected Score Selections

After you have selected (entered) scores for your student's tasks, click the [**Done Entering Scores**] in the bottom-right corner of the screen. After you click this button, the following End Test screen will appear.

End Test Screen



To review the selected scores and go back to the test, select a task item or item page from the list and then click [**Review Entered Data**]. While reviewing the scores, the [**Done Entering Scores**] button will remain on the screen. To return at any time to the End Test screen and submit the test for scoring, click the [**Done Entering Scores**] button again.

To complete the testing process, click [**Submit Test**]. The results screen will appear.

APPENDIX E: HSA-Alt Paper/Pencil Dos and Don'ts

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
Test Preparation	
Do become familiar with the script.	Do not practice administering the assessment with another student.
Do keep all test materials secure in your classroom.	Do not leave any test materials on your desk.
Do examine all materials carefully. If something is missing, contact your Test Coordinator.	Do not use materials that are not age and grade appropriate.
Do determine whether you are going to accept what the student says or what the student points to as the correct answer and do this throughout the assessment administration.	Do not accept a different response mode on each item.
Accommodations	
Do provide accommodations that are listed in the student's IEP and that are used during instruction.	Do not change the accommodations provided during the administration.
Do gather all teacher-provided materials listed in the appendix of the *Test Administration Manual* (*TAM*).	Do not wait until the day of administration to locate assessment materials.
Do determine where you will administer the assessment (e.g., library, testing room, classroom).	Do not administer the assessment within the hearing of other students.
Do make sure that assistive technology or communication devices are working appropriately. Do consider administering the assessment to students who require the use of assistive technology at the beginning of the test window to allow time for malfunctions in their equipment.	Do not wait until the day of the assessment to check the availability of communication devices.
Do laminate the materials as needed. All materials are secure.	Do not allow school volunteers to handle any assessment materials. All materials are secure.
Do substitute a familiar picture symbol or photograph for a picture symbol provided.	Do not teach new photographs or picture symbols during the assessment.

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
Test Administration	
Complete the online TA Certification Course for Paper/Pencil Administration.	Do not administer this assessment if you have not completed the online TA Certification Course for Paper/Pencil Administration.
Do follow the script exactly.	Do not change the script. Do not improvise. Do not change the order of response options.
Do repeat the question as stated in the script until the student answers (if needed and done during instruction).	Do not re-administer or rescore any test item once you have a score for the item.
Do take breaks as needed.	Do not teach the skill while administering the task.
Do reread any passage or section as needed.	Do not guide the student to the correct answer in any way.
Do be careful with "Show/Tell." Say only one or the other, not both.	Do not lead the student to the correct answer by inflecting your voice, tapping the correct card, or using any other method.
Do administer the assessment in a one-to-one situation (one teacher with one student, except in the case of a required Second Rater).	Do not administer the assessment in a group.
Do encourage your student to begin working and stay on task.	Do not repeat a question after the student has given his or her answer.
Do mark A (Access Limited) when applicable for your student.	Do not administer the items that are marked access limited (blind, deaf, deaf/blind) if your student meets the criteria for these disabilities.
Do enter your student's scores on the Data Entry Interface.	Do not allow your student to enter his or her own scores.
Do enter the scores as soon as possible.	Do not wait to the end of the assessment window to enter the scores.
Returning Test Materials	
Do return all printed materials, including response cards, any student-generated items, scratch paper, picture cards that were substituted for picture symbols, test administration book, all reading passages/storybooks, and all brailed materials (if applicable).	Do not return foam shapes or other physical manipulatives provided by the vendor.
Do return all materials to your TC.	

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
Resources	
Do call HIDOE for questions regarding the Extensions and instructional ideas.	Do not call the AIR Help Desk for instructional support.
Do call HIDOE with questions regarding participation criteria, regulations or policy issues.	Do not call HIDOE with questions regarding extra materials or online test interface issues.
Do call the AIR Help Desk for questions regarding the Data Entry Interface (DEI).	Do not call HIDOE with questions regarding the Data Entry Interface (DEI).

APPENDIX F: HSA-Alt 2016 Starting Points Table

Based on spring 2015 HSA-Alt Scale Scores.

Starting Tasks for Reading

Grade Band	If the Student's Spring 2015 Reading Score Was in This Range …	Then Start the Student at …
Grade 3–5	100–271	Task 1
	272–287	Task 3
	288–500	Task 6
Grade 6–8	100–281	Task 1
	282–299	Task 3
	300–500	Task 6

Starting Tasks for Mathematics

Grade Band	If the Student's Spring 2015 Mathematics Score Was in This Range …	Then Start the Student at …
Grade 3–5	100–262	Task 1
	263–290	Task 3
	291–500	Task 6
Grade 6–8	100–267	Task 1
	268–299	Task 3
	300–500	Task 6

Spring 2015 Scale Scores may be accessed via the Online Reporting System at alohahsap.org.

**Note: The starting points table cannot be used for students in Grade 3 or Grade 11, for students taking the HSA-Alt Science Assessments at any grade level, and/or for students who did not take the HSA-Alt assessments in Spring 2015. Please use the online Starting Points Questionnaire (SPQ) to determine the starting task for those students.*

HSA-ALT
Grades 3–5

Reading

HSA-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

	Student does this accurately most of the time	Student does this accurately some of the time	Student does this accurately, but only rarely	No, student cannot do this
In the Literature strand, can the student:				
1. Answer inferential questions using details from a text?	○	○	○	○
2. Compare similarities between two texts?	○	○	○	○
3. Attend to visual, auditory, or tactile materials related to reading (e.g., grade-level and age-appropriate adapted literature materials)?	○	○	○	○
In the Informational Text strand, can the student:				
4. Match pictures or objects to words based on how they are used in text?	○	○	○	○
5. Identify the topic or main idea of a text?	○	○	○	○
6. Use text features or other sources to locate supporting details in a text?	○	○	○	○
In the Language strand, can the student:				
7. Determine the meaning of words or phrases from the context of a sentence?	○	○	○	○
8. Identify synonyms or antonyms of familiar words?	○	○	○	○
9. Sort words into categories?	○	○	○	○
(2) Write in the total number of bubbles you marked in each column	Col. 1	Col. 2	Col. 3	

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
(b) multiply and write the results in (b) below
(c) sum the results from (b) and write the sum in (c) and bubble the total score

	(a)		(b)
Column 1 Total		x 3 =	
			+
Column 2 Total		x 2 =	
			+
Column 3 Total		x 1 =	
			(c) Total SPQ Score

⓪	⓪
①	①
②	②
③	③
④	④
	⑤
	⑥
	⑦
	⑧
	⑨

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

If the total score is in this range	Starting task	Administer all items in at least these tasks
0–7	Task 1	1–5
8–13	Task 3	3–9
14–27	Task 6	6–12

HSA-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

	Student does this accurately most of the time	Student does this accurately some of the time	Student does this accurately, but only rarely	No, student cannot do this
In the Literature strand, can the student:				
1. Attend to visual, auditory, or tactile materials related to reading (e.g., grade-level and age-appropriate adapted literature materials)?	○	○	○	○
2. Identify the theme of a text?	○	○	○	○
3. Compare the text structure of two different texts?	○	○	○	○
In the Informational Text strand, can the student:				
4. Identify the main idea of a text or portion of a text?	○	○	○	○
5. Identify words or phrases in a text that set the tone or details that support the author's point of view?	○	○	○	○
6. Categorize relevant and irrelevant information in a text?	○	○	○	○
In the Language strand, can the student:				
7. Use context clues to determine the meaning of words?	○	○	○	○
8. Use familiar words acquired from a text?	○	○	○	○
9. Make real-word connections between words and their uses?	○	○	○	○
(2) Write in the total number of bubbles you marked in each column	Col. 1	Col. 2	Col. 3	

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
(b) multiply and write the results in (b) below
(c) sum the results from (b) and write the sum in (c) and bubble the total score

	(a)		(b)
Column 1 Total		x 3 =	
		+	
Column 2 Total		x 2 =	
		+	
Column 3 Total		x 1 =	
		(c) Total SPQ Score	

⓪	⓪
①	①
②	②
③	③
④	④
	⑤
	⑥
	⑦
	⑧
	⑨

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

If the total score is in this range	Starting task	Administer all items in at least these tasks
0–9	Task 1	1–5
10–16	Task 3	3–9
17–27	Task 6	6–12

HSA-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

	Student does this accurately most of the time	Student does this accurately some of the time	Student does this accurately, but only rarely	No, student cannot do this
In the Literature strand, can the student:				
1. Attend to visual, auditory, or tactile materials related to reading (e.g., grade-level and age-appropriate adapted literature materials)?	○	○	○	○
2. Sequence events from a text?	○	○	○	○
3. Compare one text to its source material?	○	○	○	○
In the Informational Text strand, can the student:				
4. Sequence events in a text?	○	○	○	○
5. Make inferences to show understanding of text?	○	○	○	○
6. Identify the author's point of view or an argument presented in a text?	○	○	○	○
7. Describe the connections between individuals, ideas, or events in a text?	○	○	○	○
In the Language strand, can the student:				
8. Use familiar words or phrases acquired from a text?	○	○	○	○
9. Use context clues, word structures, or reference materials to determine the meaning of unfamiliar words?	○	○	○	○
(2) Write in the total number of bubbles you marked in each column				
	Col. 1	Col. 2	Col. 3	

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a below
(b) multiply and write the results in (b) below
(c) sum the results from (b) and write the sum in (c) and bubble the total score

	(a)		(b)
Column 1 Total		x 3 =	
			+
Column 2 Total		x 2 =	
			+
Column 3 Total		x 1 =	
		(c) Total SPQ Score	

⓪	⓪
①	①
②	②
③	③
④	④
	⑤
	⑥
	⑦
	⑧
	⑨

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

If the total score is in this range	Starting task	Administer all items in at least these tasks
0–9	Task 1	1–5
10–16	Task 3	3–9
17–27	Task 6	6–12

HSA-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark <u>only one response</u> for each item. Please mark a response for <u>all items</u> below.

	Student does this accurately most of the time	Student does this accurately some of the time	Student does this accurately, but only rarely	No, student cannot do this
In the <u>Operations and Algebraic Thinking</u> domain, can the student:				
1. Attend to visual, auditory, or tactile materials related to mathematics (e.g., patterns, data collection and displays, geometric shapes, exponents, linear functions)?	○	○	○	○
2. Use multiplication or division to complete a table?	○	○	○	○
3. Continue a sequence of numbers?	○	○	○	○
In the <u>Number and Operations in Base Ten</u> domain, can the student:				
4. Identify whether a larger group of objects has been divided into equal smaller groups?	○	○	○	○
5. Divide whole numbers?	○	○	○	○
6. Multiply decimals by whole number multiples of ten?	○	○	○	○
In the <u>Measurement and Data</u> domain, can the student:				
7. Answer literal questions about data shown on a schedule?	○	○	○	○
8. Compare the lengths of objects using <, =, >?	○	○	○	○
9. Identify the volume of objects composed of unit cubes?	○	○	○	○
In the <u>Geometry</u> domain, can the student:				
10. Locate numbers on a number line?	○	○	○	○
11. Plot points in the first quadrant of a coordinate grid?	○	○	○	○
In the <u>Number and Operations—Fractions</u> domain, can the student:				
12. Identify the denominator of a fraction represented by a visual model?	○	○	○	○
13. Solve word problems involving fractions?	○	○	○	○
(2) Write in the total number of bubbles you marked in each column	Col. 1	Col. 2	Col. 3	

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a below
(b) multiply and write the results in (b) below
(c) sum the results from (b) and write the sum in (c) and bubble the total score

	(a)		(b)
Column 1 Total		x 3 =	
			+
Column 2 Total		x 2 =	
			+
Column 3 Total		x 1 =	
			(c) Total SPQ Score

⓪	⓪
①	①
②	②
③	③
④	④
	⑤
	⑥
	⑦
	⑧
	⑨

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

If the total score is in this range	Starting task	Administer all items in <u>at least</u> these tasks
0–11	Task 1	1–5
12–22	Task 3	3–9
23–39	Task 6	6–12

HSA-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

	Student does this accurately most of the time	Student does this accurately some of the time	Student does this accurately, but only rarely	No, student cannot do this
In the Geometry domain, can the student:				
1. Attend to visual, auditory, or tactile materials related to mathematics (e.g., patterns, data collection and displays, geometric shapes, exponents, linear functions)?	○	○	○	○
2. Match congruent shapes?	○	○	○	○
3. Identify shapes according to one attribute?	○	○	○	○
In the Ratios and Proportional Relationships domain, can the student:				
4. Extend a pattern involving numbers or objects?	○	○	○	○
5. Use multiplication or division to complete a table?	○	○	○	○
In the Expressions and Equations domain, can the student:				
6. Identify equivalent expressions involving exponents?	○	○	○	○
7. Determine the slope of a line?	○	○	○	○
In the Statistics and Probability domain, can the student:				
8. Match the graphs of linear functions?	○	○	○	○
9. Analyze a table of values to determine the relationship between the input (*x*-coordinate) and output (*y*-coordinate)?	○	○	○	○
In the Functions domain, can the student:				
10. Identify the coordinates of a point on a graph?	○	○	○	○
11. Differentiate between linear and nonlinear functions?	○	○	○	○
(2) Write in the total number of bubbles you marked in each column	Col. 1	Col. 2	Col. 3	

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
(b) multiply and write the results in (b) below
(c) sum the results from (b) and write the sum in (c) and bubble the total score

	(a)		(b)
Column 1 Total		x 3 =	
			+
Column 2 Total		x 2 =	
			+
Column 3 Total		x 1 =	

(c) Total SPQ Score

⓪	⓪
①	①
②	②
③	③
④	④
	⑤
	⑥
	⑦
	⑧
	⑨

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

If the total score is in this range	Starting task	Administer all items in at least these tasks
0–10	Task 1	1–5
11–20	Task 3	3–9
21–33	Task 6	6–12

HSA-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

	Student does this accurately most of the time	Student does this accurately some of the time	Student does this accurately, but only rarely	No, student cannot do this
In the Statistics and Probability conceptual category, can the student:				
1. Attend to visual, auditory, or tactile materials related to mathematics (e.g., patterns, data collection and displays, geometric shapes, exponents, linear functions)?	○	○	○	○
2. Identify a line that connects two points in a plane?	○	○	○	○
3. Identify the line of best fit?	○	○	○	○
4. Compute the mean, median, or mode of a data set?	○	○	○	○
In the Number and Quantity conceptual category, can the student:				
5. Identify equivalent expressions involving exponents?	○	○	○	○
6. Identify rational numbers?	○	○	○	○
In the Algebra conceptual category, can the student:				
7. Identify the *x*- and *y*-axis of a graph?	○	○	○	○
8. Match a linear equation to its corresponding graph?	○	○	○	○
9. Identify the equation that can be used to solve a word problem?	○	○	○	○
(2) Write in the total number of bubbles you marked in each column	Col. 1	Col. 2	Col. 3	

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a below
(b) multiply and write the results in (b) below
(c) sum the results from (b) and write the sum in (c) and bubble the total score

	(a)		(b)
Column 1 Total		x 3 =	
		+	
Column 2 Total		x 2 =	
		+	
Column 3 Total		x 1 =	
		(c) Total SPQ Score	

⓪	⓪
①	①
②	②
③	③
④	④
	⑤
	⑥
	⑦
	⑧
	⑨

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

If the total score is in this range	Starting task	Administer all items in at least these tasks
0–9	Task 1	1–5
10–16	Task 3	3–9
17–27	Task 6	6–12

HSA-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark <u>only one response</u> for each item. Please mark a response for <u>all items</u> below.

	Student does this accurately most of the time	Student does this accurately some of the time	Student does this accurately, but only rarely	No, student cannot do this
In the <u>Scientific Process</u> strand, can the student:				
1. Attend to visual, auditory, or tactile materials related to science (e.g., models, charts and graphs, safety equipment)?	○	○	○	○
2. Make observations using the senses?	○	○	○	○
3. Identify different technologies that affect the economy, demography, and/or environment?	○	○	○	○
4. Follow a plan to test a hypothesis?	○	○	○	○
In the <u>Life and Environmental Sciences</u> strand, can the student:				
5. Identify an organism?	○	○	○	○
6. Describe the type of habitat in which an organism survives?	○	○	○	○
7. Classify the roles of organisms in a food chain?	○	○	○	○
In the <u>Physical, Earth, and Space Sciences</u> strand, can the student:				
8. Identify the sun as a source of heat or light energy?	○	○	○	○
9. Identify fast and slow processes that reshape the land?	○	○	○	○
10. Identify the orbits of the Earth and moon?	○	○	○	○
(2) Write in the total number of bubbles you marked in each column	Col. 1	Col. 2	Col. 3	

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
(b) multiply and write the results in (b) below
(c) sum the results from (b) and write the sum in (c) and bubble the total score

	(a)		(b)
Column 1 Total		x 3 =	
		+	
Column 2 Total		x 2 =	
		+	
Column 3 Total		x 1 =	

(c) Total SPQ Score

⓪	⓪
①	①
②	②
③	③
④	④
	⑤
	⑥
	⑦
	⑧
	⑨

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

If the total score is in this range	Starting task	Administer all items in <u>at least</u> these tasks
0–6	Task 1	1–5
7–18	Task 3	3–9
19–30	Task 6	6–12

HSA-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark <u>only one response</u> for each item. Please mark a response for <u>all items</u> below.

	Student does this accurately most of the time	Student does this accurately some of the time	Student does this accurately, but only rarely	No, student cannot do this
In the <u>Scientific Process</u> strand, can the student:				
1. Attend to visual, auditory, or tactile materials related to science (e.g., models, charts and graphs, safety equipment)?	○	○	○	○
2. Match tools used in an experiment to their purpose?	○	○	○	○
3. Identify a model used to explain scientific data?	○	○	○	○
4. Link evidence from an investigation to a conclusion?	○	○	○	○
In the <u>Life and Environmental Sciences</u> strand, can the student:				
5. Identify how an environment can change?	○	○	○	○
6. Identify organisms that are adapted to surviving in their ecosystem?	○	○	○	○
7. Predict the effect on a population from a change in the ecosystem?	○	○	○	○
In the <u>Physical, Earth, and Space Sciences</u> strand, can the student:				
8. Describe the effects of gravity on an object?	○	○	○	○
9. Describe the effects of an earthquake?	○	○	○	○
10. Identify a process within the water cycle?	○	○	○	○
(2) Write in the total number of bubbles you marked in each column	Col. 1	Col. 2	Col. 3	

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
(b) multiply and write the results in (b) below
(c) sum the results from (b) and write the sum in (c) and bubble the total score

	(a)		(b)
Column 1 Total		x 3 =	
			+
Column 2 Total		x 2 =	
			+
Column 3 Total		x 1 =	

(c) Total SPQ Score

⓪	⓪
①	①
②	②
③	③
④	④
	⑤
	⑥
	⑦
	⑧
	⑨

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

If the total score is in this range	Starting task	Administer all items in <u>at least</u> these tasks
0–9	Task 1	1–5
10–18	Task 3	3–9
19–30	Task 6	6–12

HSA-ALT STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

	Student does this accurately most of the time	Student does this accurately some of the time	Student does this accurately, but only rarely	No, student cannot do this
In the Scientific Process strand, can the student:				
1. Attend to visual, auditory, or tactile materials related to science (e.g., models, charts and graphs, safety equipment)?	○	○	○	○
2. Identify the purpose of a type of scientific technology?	○	○	○	○
3. Differentiate between reliable and non-reliable sources of scientific information?	○	○	○	○
4. Determine whether the results of an investigation support the hypothesis?	○	○	○	○
In the Organisms and the Environment standard, can the student:				
5. Identify parts of an ecosystem?	○	○	○	○
6. Describe how a change to the environment causes a change to the dynamic equilibrium of a population?	○	○	○	○
7. Describe the movement of matter and energy through an ecosystem?	○	○	○	○
In the Structure and Function in Organisms standard, can the student:				
8. Identify a reaction to stimuli?	○	○	○	○
9. Match organs to organ systems?	○	○	○	○
10. Match parts of cells with their functions?	○	○	○	○
In the standard of Diversity, Genetics, and Evolution, can the student:				
11. Match organisms to a habitat?	○	○	○	○
12. Identify the function of DNA?	○	○	○	○
13. Use a Punnett Square to identify the possible traits of offspring?	○	○	○	○
(2) Write in the total number of bubbles you marked in each column	Col. 1	Col. 2	Col. 3	

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
(b) multiply and write the results in (b) below
(c) sum the results from (b) and write the sum in (c) and bubble the total score

	(a)		(b)
Column 1 Total		x 3 =	
			+
Column 2 Total		x 2 =	
			+
Column 3 Total		x 1 =	
			(c) Total SPQ Score

⓪	⓪
①	①
②	②
③	③
④	④
	⑤
	⑥
	⑦
	⑧
	⑨

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

If the total score is in this range	Starting task	Administer all items in at least these tasks
0–11	Task 1	1–5
12–22	Task 3	3–9
23–39	Task 6	6–12