



Hawai'i State Alternate Assessments

Paper/Pencil Directions for Administration

Spring 2018

Updated 2/18/2018

Hawai'i Department of Education

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Descriptions of the operation of the Test Delivery System, Test Information Distribution Engine, Online Reporting System, and related systems are property of the American Institutes for Research (AIR) and are used with permission of AIR under Contract Number CO-60111.

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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 English Language Arts (ELA), Mathematics, and Science in spring 2018. The online Test Delivery System will be the default method of administration for the HSA-Alt in spring 2018. For complete information about the HSA-Alt spring 2018 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 for students who have been approved by the HIDOE Assessment Section for a paper/pencil test kit accommodation. 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 accommodation for spring 2018. The *Test Coordinator's Manual* (TCM) is posted to the Resources >> 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 ELA, 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 Hawai'i's alternate assessment based on alternate academic achievement standards and is part of the Hawai'i 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.

HSA-Alt Code of Ethics
Exhibit the highest degree of professional ethics.
Follow all test security and test administration procedures.
Ensure that only certified Test Administrators administer the test.
Do <u>not</u> provide instruction with the sole intent of increasing test scores.
Provide HSA-Alt students with paper and pencil form training test opportunities prior to testing*. <ul style="list-style-type: none">• Familiarize students with test set-up, design, and procedures.• Try out student communication system.• Model metacognitive test-taking strategies for student. <p>*Training Tasks and Scoring Worksheets for Paper and Pencil Form are available at: https://hsa-alt.alohasap.org/users/training-sites.stml</p>
Plan for and include appropriate IEP-aligned accessibility supports during testing, including consideration of a student's familiar communication system.

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 Hawai'i Department of Education (HIDOE) trained personnel can administer and score the spring 2018 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
<i>Special education teacher, including those hired (full or part time) by a private recruiting agency</i>	<i>Must have a teacher license or credential (for Hawai'i or another state)</i>
<i>General education teacher (full or part time)</i>	<i>Must have a Hawai'i teacher license or credential</i>
<i>School counselor</i>	<i>Must have a master's degree in counseling</i>
<i>Instructors</i>	<i>Must be teaching a class independently in a content area where there is a shortage of Hawai'i licensed or credentialed teachers</i>
<i>Long-term substitute teachers</i>	<i>Not required to have a Hawai'i teacher license or credential if they are teaching a class independently</i>
<i>Identified public charter school employee</i>	<i>Qualified teaching staff member</i>
<i>District resource teacher</i>	<i>Hawai'i State Alternate Assessment Support Team member</i>
<i>Test Coordinator</i>	<i>Must have any one of the above requirements</i>

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.

The online HSA-Alt TA Certification Course for Paper/Pencil Administration is available via the HSA-Alt portal website at alohahsap.org.

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 (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.
 - Consider the student's IEP accommodations.
 - Plan for HSA-Alt test administration that includes delivery of *Designated Supports* aligned with student's documented accommodation needs.
 - 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 Data Entry Interface (DEI). Refer to Appendix B for additional information about the LCI.
 - Determine the student's starting point via the instructions on pages 12-15 of this manual.

Printed Materials

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

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

Test Booklets

The TA uses the HSA-Alt test booklets to administer the ELA, 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.)
- 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 ELA, 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 accessibility supports might be required (See "Including All Students with Disabilities in State Accountability Assessments" for more information);
- when considering what accessibility supports might be required:
 - ensure that these supports 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 12-15 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 2018. 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 HDOE'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 six related activities, called *items*. The responses to the items provide evidence of what a student knows and can do in English language arts, 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: if the visual stimulus of the response options cards is confusing or distracting for the student, and the student responds orally, the TA does not have to use the response cards 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 six 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 either the Scale Score Starting Points Table (for ELA 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 must 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 appears 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 (except when a student is non-responsive during TRY 1; see "Scoring Student Responses" beginning on page 16 for additional information).
- The 1-point items allow one try.
- The engagement items use a 4-point rubric.

Adaptive Instructions

In a few instances when additional accessibility supports are recommended for the presentation of an item, these recommendations 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 additional supports available. Refer to the section in this document that lists accessibility supports available to all students for all paper/pencil items, beginning on page 19.

Adaptive Instructions	
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
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 ELA 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 2018 starting task for ELA and Mathematics for grade bands 3–5 and 6–8 based on performance during the spring 2017 administration. In order to use this table, you must have a student's scores from spring 2017.

To use the Scale Score Starting Points Table, you should first look up your student's spring 2017 HSA-Alt scores for ELA 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 >> Reporting section of the HSA-Alt portal at the alohahsap.org website.

Once you have your student's spring 2017 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 ELA.

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 previous year'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 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)?	<input checked="" type="radio"/>	<input type="radio"/>
2. Use multiplication or division to complete a table?	<input type="radio"/>	<input type="radio"/>
3. Continue a sequence of numbers?	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input checked="" type="radio"/>
5. Divide whole numbers?	<input type="radio"/>	<input type="radio"/>
6. Multiply decimals by whole number multiples of ten?	<input type="radio"/>	<input type="radio"/>
In the Measurement and Data domain, can the student:		
7. Answer literal questions about data shown on a schedule?	<input checked="" type="radio"/>	<input type="radio"/>
8. Compare the lengths of objects using <, =, >?	<input type="radio"/>	<input checked="" type="radio"/>
9. Identify the volume of objects composed of unit cubes?	<input type="radio"/>	<input checked="" type="radio"/>
In the Geometry domain, can the student:		
10. Locate numbers on a number line?	<input checked="" type="radio"/>	<input type="radio"/>
11. Plot points in the first quadrant of a coordinate grid?	<input type="radio"/>	<input type="radio"/>
In the Number and Operations—Fractions domain, can the student:		
12. Identify the denominator of a fraction represented by a visual model?	<input type="radio"/>	<input type="radio"/>
13. Solve word problems involving fractions?	<input type="radio"/>	<input type="radio"/>
(2) Write in the total number of bubbles you marked in each column	3	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	$\times 3 =$	9
Column 2 Total	1	$\times 2 =$	2
Column 3 Total	3	$\times 1 =$	3
			(c) Total SPQ Score

1 4

(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:

- Write the column totals in the appropriate blocks,
- Multiply each total by the specified multiplier and write the resulting totals in the blocks to the right,
- 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	$\times 3 =$	9
Column 2 Total	1	$\times 2 =$	2
Column 3 Total	3	$\times 1 =$	3
			(c) Total SPQ Score

1 4

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 <u>at least</u> 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 two 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

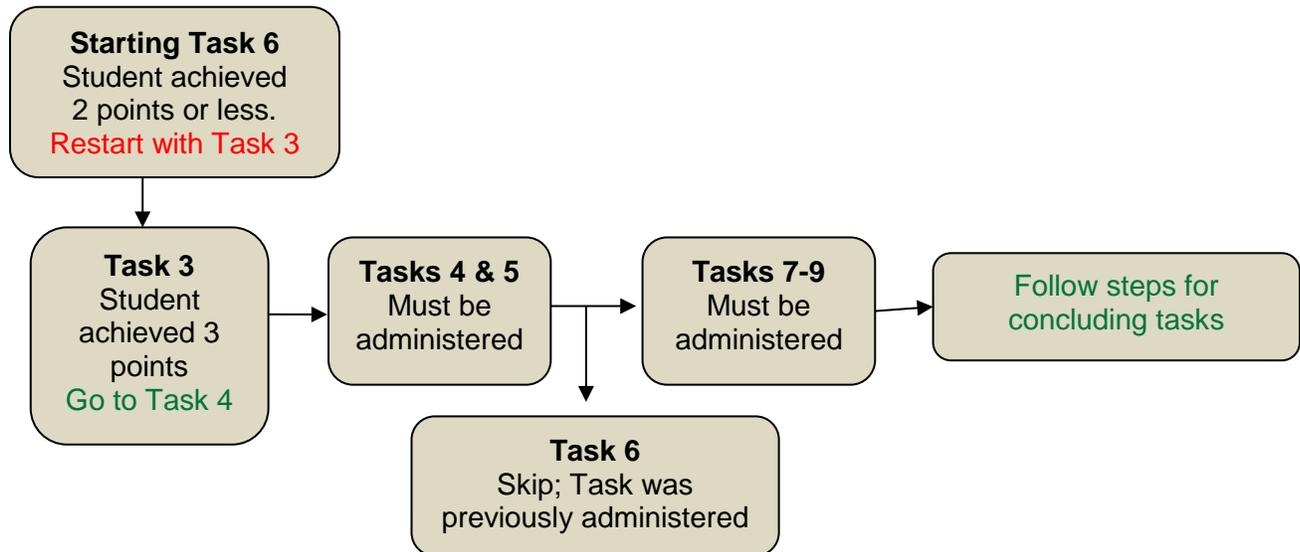
- Restart the student at Task 1.
- Continue the administration.
- After Task 2, **do not re-administer Task 3**.
- Move on to Tasks 4 and 5 (see the instructions for concluding the assessment).

Students who start at Task 6

- If the student does not respond successfully 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 **8 or more points** for all the items in a task, or the maximum total points for tasks with less than 8 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 **8 or more points** for all the items in a task, or the maximum total points for tasks with less than 8 possible total points), or the student reaches the end of the assessment (Task 12). **IMPORTANT: Please note this is a change in the stopping rule procedures for the spring 2018 paper/pencil administration.**

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. If a student fails to provide any response to the opening statement or first question, the TA is directed to move on to the next item.

- 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 provide any response after TRY 1.

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.**



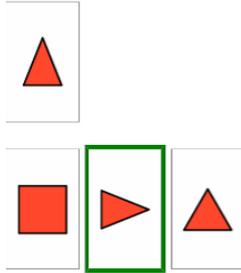
If the student fails to provide any response to either a 1-point or a 2-point item, the teacher will be instructed to record "N" and move to the next item. **"No response" means a student has not given any response to a particular item.**

Script Example with Scaffolded Scoring

Math Task 1:

Shapes: Item 5

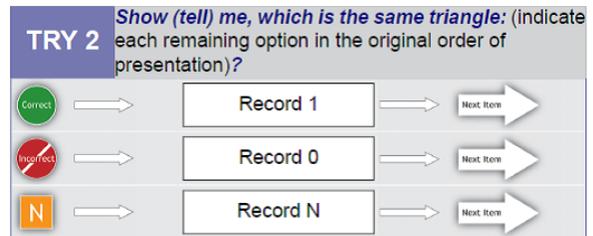
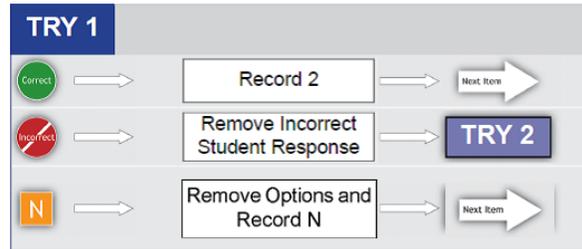
Setup



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 provision of accommodations, designated supports, and other accessibility features 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.

Laws and Regulations on Inclusion in Student Assessments: General Overview

Federal and state laws require that all students participate in certain tests in the Hawai'i Statewide Assessment Program, depending on the assessment and the student's instructional program. This section reviews those requirements to ensure that appropriate and effective accommodations enable students to demonstrate their academic achievement.

Elementary and Secondary Education Act, reauthorized as Every Student Succeeds Act (ESSA) in December 2015

Educating all students to high standards is the primary purpose of state assessment system requirements. Assessment systems must meet a set of "inclusion" requirements. Section 1111 (b) (3) (F) of Title I, affirms that state assessments shall provide for:

- the participation in such assessments by all students; and
- the reasonable adaptations and accommodations for students with diverse learning needs, necessary to measure the achievement of such students relative to state content standards;

The following points must be present to meet the compliance requirement under Title I:

- "Each state must have a comprehensive policy governing the use of testing accommodations." States have flexibility in selecting appropriate accommodation(s) based upon the needs of the individual student.
- For students with disabilities, whose IEP or Section 504 placement teams have determined that the standard state assessment would not appropriately show what those students know and are able to do, each state must have a statewide alternate assessment system or a comprehensive state policy governing locally developed alternate assessments.
- Each state must include in its accountability system all students in the grades being assessed.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

The Individuals with Disabilities Education Act (IDEA) Part B regulations governs the provision of services to students with disabilities. State education agencies, school districts, and charter schools receive federal funding to implement and develop special education programs and

appropriate individualized education programs to students who qualify under the 13 categories of disabilities as defined by the IDEA. IDEA (B) regulations include guidance that specifically addresses participation and access to state- and district-wide assessments with accommodations for students with disabilities when appropriate. These guidelines ensure that school districts and charter schools provide students with disabilities the same opportunities for participation and access to the general education curriculum as their peers. The IEP must include a statement of the required accommodations that the IEP team recommends to measure the academic achievement and functional performance of a student. If the IEP team determines that an alternate assessment is appropriate, a statement must be provided describing the reasons for recommending the alternate assessment.

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 or performance expectations for a student. Accommodations provided to a student during classroom instruction and assessment must be considered when planning accessibility support for summative testing. (Not all classroom accommodations align directly with the definitions and suggested use found for like-named accommodations within the HSAP. Consideration of the specific test construct and the appropriate, intended use is needed.)

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.

Who Selects Assessment Accommodations?

The applicable education team, including the teacher who is primarily responsible for instruction in the content area being assessed, determines which accommodations a student may receive.

- A student with an IEP (including an ELL with an IEP) receives the allowable accommodations in his or her IEP as determined by the IEP team who select assessment accommodations and document them in the IEP. It is important that IEP team members are well informed about a student's needs and the allowable accommodations available in the assessment content areas prior to the selection meeting. Accommodations selected for assessment must have instructional relevance and be associated with a specific skill deficit. The IEP team should be able to explain how a student's skill deficit affects the ability to demonstrate mastery of content areas assessed and how the accommodation will improve access to the assessment.

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

An allowable accommodation should have been used in daily instruction for a sufficient period of time prior to testing for a student to become comfortable with it. Using an accommodation during assessment that is not used during instruction might be detrimental to the student's performance on the assessment. Accommodations are selected on a case-by-case basis. Therefore, it is not allowable to indiscriminately provide an accommodation because it is typically administered to a group of students. Please note that decisions about selecting and using accommodations should be shared with a student's teachers as well as a student's parents/guardians.

Accessibility Supports

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). For the online version, all tasks and items may be read and reread by the audio playback function in the Online Testing System. For the paper/pencil version, tasks and items may be read and reread by the teacher following the script that is provided. In addition, testing for either test form is not timed, may be completed over multiple sessions, and can stop at any point within the test form, as needed.

Universal Tools and Designated Supports for the HSA-Alt

A variety of universal tools and designated supports are available for the HSA-Alt assessment. A listing of universal tools and designated supports that are available is provided in the tables below.

HSA-Alt Universal Tools

The universal tools that are available for the HSA-Alt are listed below. For the HSA-Alt paper/pencil test there is only one universal tool that can be managed in TIDE: *Suppress Score*.

Universal Tool	Description
Breaks	Breaks may be given as often as necessary at the discretion of the test administrator to reduce cognitive fatigue when students experience heavy assessment demands.
Refocusing prompts or gestures	TA may provide intermittent visual, tactile, physical, or auditory prompts for the purpose of refocusing the student's attention to the task at hand. The prompts must not provide any cues as to the correct response.
Repetition	Students may have all parts of the assessment presented to them as many times as is necessary, including passages/stimuli, question stem, and response options.
Timing or Scheduling	Students can be tested during their optimal time of day. Scheduling should account for a student who requires frequent breaks and rest periods, over an extended time period.

Universal Tool	Description
Scratch paper	Scratch paper to make notes, write computations, or record responses may be made available. Assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes. The assistive technology device needs to be consistent with the student's IEP or 504 plan. Access to internet must be disabled on assistive technology devices. All scratch paper must be collected and disposed of at the end of each test session to maintain test security. Digital notes entered into an assistive device, if used, need to be deleted.
Suppress Score	Student test results are not shown on screen at the end of the test; for the HSA-Alt the default position for this universal tool is <i>OFF</i> with student results automatically shown on screen when the test is submitted.

HSA-Alt Designated Supports (Online and Paper/Pencil)

The designated supports that are available for both HSA-Alt test forms (Online and Paper/Pencil) are listed below. Designated supports for the alternate assessment do not need to be set in TIDE.

Designated Support (Online and Paper/Pencil)	Description
Adjusted visual or tactile field	Test administration display items can be positioned to place the display and/or response options within the student's optimal field of vision and/or reach.
Altered setting	Provide for reduction in lighting, environmental sound or noise, visual stimuli or other features of the setting for students who are subject to sensory overstimulation. Provide for adaptive or special furniture or equipment for students who require it.
Calculators (mathematics assessment)	Students who regularly use a calculator during instruction may use the calculator during the administration of the mathematics assessment items, unless the item specifically does not allow for the use of a calculator.
Highlight text	Highlight text with flashlight, pointer, highlight marker, or other means of focusing student's attention to the response options. Focusing attention must not prompt the student to the correct answer.
Magnification	Magnification allows increasing the size of the test materials. It may also include the use of a magnifying lens overlay.
Noise Buffers	Ear muffs, white noise, and/or other equipment used to block external sounds.
Scribe	Students indicate their responses to a human who records verbatim. The scribe must follow the administration guidelines provided in the test administration manual.

Designated Support (Online and Paper/Pencil)	Description
Sensory integration challenges	Allow/encourage movement and/or allow unrelated manipulative (e.g., fidget tools, rubber bands) in free hand to aid concentration.
Separate Setting	Test location is altered so that the student is tested in a setting different from that made available for most students. The HSA-Alt is designed to be primarily administered in a one-to-one setting. Students who are easily distracted in the regular classroom setting, may need an alternate location to be able to take the assessment.

HSA-Alt Designated Supports (Paper/Pencil Form Only)

There are distinct supports that are only available on the Paper/Pencil form of the HSA-Alt; these are listed below. Designated supports for the alternate assessment do not need to be set in TIDE.

Designated Support (Paper/Pencil)	Description
Color overlays (Paper/Pencil Form only)	Color transparencies are placed over a paper-based assessment. This support also may be needed by some students with visual impairments or other print disabilities. Choice of color should be informed by evidence of those colors that meet the student's needs.
Concrete objects representing response options (Paper/Pencil Form only)	Students who are visually impaired or at a pre-symbolic communication level may require concrete objects in place of response option cards. TA may substitute concrete objects for response cards, if the objects meet the criteria. The objects must all be similar in size and color, so as not to cue the student to the correct answer.
Describe visuals (Paper/Pencil Form only)	Students who are visually impaired may require TA description of charts and graphs in order to access the assessment materials. Descriptions provided must not cue students to the current answer.
Masking (Paper/Pencil Form only)	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking. Masking allows the TA to hide and reveal portions of the stimulus, individual answer options, as well as all printed manipulatives, such as posters, as needed.
Read Aloud (Paper/Pencil Form only)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>HSA-Alt Test Administration Manual</i> and <i>Paper/Pencil Directions for Administration</i> . All portions of the content are to be read aloud, following the script provided.
Sign Language Interpreter (Paper/Pencil Form only)	Students who are deaf or hard of hearing and have a sign language interpreter assigned to them for classroom instruction, may have all parts of the assessment signed to them by that interpreter.

Designated Support (Paper/Pencil)	Description
Tactile sensitivity (Paper/Pencil Form only)	Replace the provided item with an analogous item that is less slippery, fuzzy, rough, and so forth; eliminate unnecessary stimuli.
Translated test directions and items (Paper/Pencil Form only)	Students who have limited English language skills can receive test directions and items in another language if this support is provided by a bi-literate adult trained in the administration of the HSA-Alt.

Accommodations for the HSA-Alt

There is only one accommodation for the HSA-Alt, namely, the HSA-Alt Paper/Pencil Test Kit. Requests for the use of the Paper/Pencil Test Kit accommodation on the HSA-Alt must be directed to the Assessment Section. The school’s Test Coordinator should submit this request well in advance of testing. Upon approval, test kits will be mailed directly to the school.

Accommodation	Description
Paper/Pencil Test	Some students with disabilities may be better able to access the assessment with the paper/pencil version of the HSA-Alt rather than the online version. If a student’s IEP care coordinator determines the student would be best served by the paper/pencil version of the HSA-Alt, due to the nature of his or her characteristics and needs, the student’s Test Administrator will need to contact the school’s Test Coordinator to order the Paper/Pencil test kit.

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 29, 2018**.

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 accommodation. 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 (ELA, Mathematics, and Science).
- The table on page 3 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: ELA

Subject	Grade Band	Task Number	Task Name	Material	Quantity
ELA	3-5	1	The First Day of School	Backpack	1
ELA	3-5	2	Pushing and Pulling	Ball	1

Subject	Grade Band	Task Number	Task Name	Material	Quantity
ELA	6-8	1	Planting a Garden	Flower	1
ELA	6-8	2	Ice Falls	Ice Cube	1

Subject	Grade Band	Task Number	Task Name	Material	Quantity
ELA	11	1	Mud Pie Recipe	Spoon for Stirring	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	Checkers	20
Math	6–8	12	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	Checkers	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 accommodation, 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 #2	Task #3	Task #4
Task Name	Task Name	Task Name	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 #6	Task #7	Task #8
Task Name	Task Name	Task Name	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 #10	Task #11	Task #12
Task Name	Task Name	Task Name	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

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 accommodation.

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 Administration >> Paper/Pencil Administration section of the HSA-Alt portal website at alohahsap.org 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 Hawai'i Single Sign-on System.

Go to the Hawai'i State Assessments Portal alohahsap.org.

Select the Hawai'i 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).

Available Tests – 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).

Choose a Test Form– 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

The screenshot shows the DEI Login Page with a yellow header. The main content is a form titled "Enter Student Information" with fields for "Student First Name:" and "Student ID:". A "Sign In" button is at the bottom right.

Login Process

The screenshot shows the "Is This the Student?" verification page. It lists student information: First Name: Demo, SSID: 99944473, Last Name: Student, Grade: 06, Date of Birth: February 22, 2003, School: Demo School AZ 1. A "Next Step" section asks to confirm the information with "Yes" or "No" buttons.The screenshot shows the "Available Tests" selection page. It lists four test options: Start Alt-Demo-PAPER-Mathematics-5 (paper), Start Alt-Demo-PAPER-Reading-5 (paper), Start Alt-Demo-SR-PAPER-Mathematics-5 (paper), and Start Alt-Demo-SR-PAPER-Reading-5 (paper). A "Next Step" section includes a "Back to Login" button.The screenshot shows the "Choose a Test Form" selection page. It displays the Session ID: IAT-8403-1 and a "Test Forms" dropdown menu. A "Next Step" section includes "Next" and "Back to Login" buttons.

Test Layout and Tools

Questions: Task 1 ← Demo-GR-PAPER-Mathematics-5 (3 out of 6) Qqls, Hmkz AI-9999999110

Back Next Pause Done Entering Data

SHAPES

Pause test

Done Entering Data button

View Test Instructions and Help Page

Zoom Out Zoom In

1 2 3 4 5 6

Click to see list of tasks and select task to view

Click to open context menu and mark items for review

Zoom In/Out buttons

Move between pages

Show (tell) me, which is the same rectangle: this (indicate the scalene triangle card), this (indicate the rectangle card), or this (indicate the trapezoid card)?

2 2 points, Correct on Try 1

1 point, Correct on Try 2

0 points, Incorrect on Try 2

NR, No Response

Submit Test

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 Navigation Bar at the top of the screen. After you click this button, the following screen will appear.

You are done entering data Screen

You are done entering data.

If you wish to review your entries, select a question number below.

Questions:

1 2 3

Next Step:

When you are done reviewing your entries, select **Submit Test**. You cannot change entries after you submit the test.

[Submit Test](#)

To review the selected scores and go back to the test, click on a numbered item shown on this screen. While reviewing the scores, the [Done Entering Scores] button will remain on the screen. To return at any time to the **You are done entering data** 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.
Designated Supports	
Do provide designated supports that are listed as accommodations in the student's IEP and that are used during instruction.	Do not change the accessibility features and supports that students regularly receive during instruction during test administration.
Do gather all teacher-provided materials listed in the appendix of the <i>Test Administration Manual (TAM)</i> .	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 or No Response is indicated. For scaffolded items for which No Response is indicated, do not provide second opportunity, move to the next item, instead.	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, section, or answer option 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 brailled 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 2018 Starting Points Table

Based on spring 2017 HSA-Alt Scale Scores.

Starting Tasks for ELA

Grade Band	If the Student's Spring 2017 ELA 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 2017 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 2017 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 2017. Please use the online Starting Points Questionnaire (SPQ) to determine the starting task for those students.*

APPENDIX G: Student Placement Questionnaires

The spring 2018 Student Placement Questionnaires (SPQs) for ELA, Mathematics, and Science for each grade band/grade are included on the following pages. Please refer to the **Using the Student Placement Questionnaire (SPQ)** section on pages 12-14 for instructions on completing the SPQ.

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 <u>Literature</u> strand, can the student:					
1. Attend to visual, auditory, or tactile materials related to reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Use details from a text to answer questions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Compare two texts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Informational Text</u> strand, can the student:					
4. Match pictures or objects to words based on how they are used in text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Identify the topic or main idea of a text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Use text features to locate supporting details in a text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Writing</u> strand, can the student:					
7. Select relevant facts to develop a topic?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Summarize information gathered from research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Express an opinion and support it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Language</u> strand, can the student:					
10. Determine the meaning of words or phrases using context clues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Identify synonyms or antonyms of familiar words?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Sort words into categories?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) Write in the total number of bubbles you marked in each column					
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5

(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					

①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	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
11–18	Task 3	3–9
19–36	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 <u>Literature</u> strand, can the student:				
1. Attend to visual, auditory, or tactile materials related to reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Identify the theme of a text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Compare the text structure of two different texts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Informational Text</u> strand, can the student:				
4. Identify words or phrases in a text that set the tone or details that support the author's point of view?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Locate details in the text that support the main idea of a text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Categorize relevant and irrelevant information in a text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Writing</u> strand, can the student:				
7. Select details to describe events, ideas, characters, or a point of view?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Paraphrase information from a source to answer questions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Organize evidence in a logical manner?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Language</u> strand, can the student:				
10. Use context clues to determine the meaning of words?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Use familiar words acquired from a text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Make real-word connections between words and their uses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(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				

①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	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
0–12	Task 1	1–5
13–22	Task 3	3–9
23–36	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 <u>Literature</u> strand, can the student:					
1. Attend to visual, auditory, or tactile materials related to reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Sequence events from a text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Compare one text to its source material?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Informational Text</u> strand, can the student:					
4. Make inferences to show understanding of text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Sequence events in a text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Identify the author's point of view or an argument presented in a text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Describe the connections between individuals, ideas, or events in a text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Writing</u> strand, can the student:					
8. Identify credible sources of information to answer a research question?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Revise texts by identifying precise, domain-specific language to present information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Identify an improved organizational structure to revise an argument?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Language</u> strand, can the student:					
11. Use familiar words or phrases acquired from a text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Use context clues, word structures, or reference materials to determine the meaning of unfamiliar words?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) Write in the total number of bubbles you marked in each column					
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5

(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 =		} <table style="margin-left: 10px; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">0</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">0</td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">1</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">1</td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">2</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">2</td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">3</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">3</td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">4</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">4</td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">5</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">5</td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">6</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">6</td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">7</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">7</td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">8</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">8</td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">9</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">9</td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> </table>	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9				
0	0																											
1	1																											
2	2																											
3	3																											
4	4																											
5	5																											
6	6																											
7	7																											
8	8																											
9	9																											
Column 2 Total		x 2 =																										
Column 3 Total		x 1 =																										
(c) Total SPQ Score																												

(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 these tasks</u>
0–12	Task 1	1–5
13–22	Task 3	3–9
23–36	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 <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)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Use multiplication or division to complete a table?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Continue a sequence of numbers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Divide whole numbers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Multiply decimals by whole number multiples of ten?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Measurement and Data</u> domain, can the student:					
7. Answer literal questions about data shown on a schedule?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Compare the lengths of objects using <, =, >?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Identify the volume of objects composed of unit cubes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Geometry</u> domain, can the student:					
10. Locate numbers on a number line?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Plot points in the first quadrant of a coordinate grid?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Number and Operations—Fractions</u> domain, can the student:					
12. Identify the denominator of a fraction represented by a visual model?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Solve word problems involving fractions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) Write in the total number of bubbles you marked in each column					
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5

(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 =		}	①
Column 2 Total		x 2 =			②
Column 3 Total		x 1 =			③
			+		④
			+		⑤
			+		⑥
					⑦
					⑧
					⑨
					⑩

(c) Total SPQ Score

(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

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 <u>Geometry</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)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Match congruent shapes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Identify shapes according to one attribute?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Ratios and Proportional Relationships</u> domain, can the student:				
4. Extend a pattern involving numbers or objects?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Use multiplication or division to complete a table?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Expressions and Equations</u> domain, can the student:				
6. Identify equivalent expressions involving exponents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Determine the slope of a line?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Statistics and Probability</u> domain, can the student:				
8. Match the graphs of linear functions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Analyze a table of values to determine the relationship between the input (x-coordinate) and output (y-coordinate)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Functions</u> domain, can the student:				
10. Identify the coordinates of a point on a graph?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Differentiate between linear and nonlinear functions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(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

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

①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	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
0–10	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 <u>Statistics and Probability</u> 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)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Identify a line that connects two points in a plane?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Identify the line of best fit?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Compute the mean, median, or mode of a data set?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Number and Quantity</u> conceptual category, can the student:					
5. Identify equivalent expressions involving exponents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Identify rational numbers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Algebra</u> conceptual category, can the student:					
7. Identify the x- and y-axis of a graph?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Match a linear equation to its corresponding graph?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Identify the equation that can be used to solve a word problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) Write in the total number of bubbles you marked in each column					
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5

(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 =		+	<table border="1" style="width: 100%; text-align: center;"> <tr><td>①</td><td>①</td></tr> <tr><td>②</td><td>②</td></tr> <tr><td>③</td><td>③</td></tr> <tr><td>④</td><td>④</td></tr> <tr><td>⑤</td><td>⑤</td></tr> <tr><td>⑥</td><td>⑥</td></tr> <tr><td>⑦</td><td>⑦</td></tr> <tr><td>⑧</td><td>⑧</td></tr> <tr><td>⑨</td><td>⑨</td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	①	①	②	②	③	③	④	④	⑤	⑤	⑥	⑥	⑦	⑦	⑧	⑧	⑨	⑨				
①	①																										
②	②																										
③	③																										
④	④																										
⑤	⑤																										
⑥	⑥																										
⑦	⑦																										
⑧	⑧																										
⑨	⑨																										
Column 2 Total		x 2 =		+																							
Column 3 Total		x 1 =		+																							
(c) Total SPQ Score																											

(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 these tasks</u>
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 <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)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Make observations using the senses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Identify different technologies that affect the economy, demography, and/or environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Follow a plan to test a hypothesis?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Life and Environmental Sciences</u> strand, can the student:					
5. Identify an organism?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Describe the type of habitat in which an organism survives?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Classify the roles of organisms in a food chain?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Identify fast and slow processes that reshape the land?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Identify the orbits of the Earth and moon?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(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 =		+		}	④
Column 2 Total		x 2 =		+			⑤
Column 3 Total		x 1 =		+			⑥
(c) Total SPQ Score							

①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	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
0–6	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 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 <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)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Match tools used in an experiment to their purpose?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Identify a model used to explain scientific data?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Link evidence from an investigation to a conclusion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Life and Environmental Sciences</u> strand, can the student:					
5. Identify how an environment can change?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Identify organisms that are adapted to surviving in their ecosystem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Predict the effect on a population from a change in the ecosystem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Physical, Earth, and Space Sciences</u> strand, can the student:					
8. Describe the effects of gravity on an object?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Describe the effects of an earthquake?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Identify a process within the water cycle?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) Write in the total number of bubbles you marked in each column					
	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5

(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					

①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	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 these tasks</u>
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 <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)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Identify the purpose of a type of scientific technology?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Differentiate between reliable and non-reliable sources of scientific information? ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Determine whether the results of an investigation support the hypothesis?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Organisms and the Environment</u> standard, can the student:					
5. Identify parts of an ecosystem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Describe how a change to the environment causes a change to the dynamic equilibrium of a population?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Describe the movement of matter and energy through an ecosystem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Structure and Function in Organisms</u> standard, can the student:					
8. Identify a reaction to stimuli?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Match organs to organ systems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Match parts of cells with their functions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the standard of <u>Diversity, Genetics, and Evolution</u>, can the student:					
11. Match organisms to a habitat?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Identify the function of DNA?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Use a Punnett Square to identify the possible traits of offspring?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) Write in the total number of bubbles you marked in each column	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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				

①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	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

Change Log

This Change Log can be used to identify specific changes that are made to any of the information included in the original document throughout the current school year.

Change	Section	Date
Updated the procedure for determining the student's concluding task to reflect the new 8-point stopping rule.	Determining the Concluding Task, pg 15	12/11/17
Inserted the Student Placement Questionnaires (SPQs) for spring 2018.	Appendix G, pg 45	12/11/17
Added new HSA-Alt Code of Ethics chart.	Test Security Guidelines, pg 2	1/20/18
Updated all AlohaHSAP.org hyperlinks.	Throughout	1/20/18
Updated HSA-Alt Code of Ethics chart.	Test Security Guidelines, pg 2	1/24/18
Updated charts of Universal Tools, Designated Supports, and Accommodations.	Including All Students with Disabilities in State Accountability Assessments, pg 22-25	1/30/18
Added "Describe Visuals" to the chart of Designated Supports for paper/pencil tests	HSA-Alt Designated Supports (Paper/Pencil Only), pg 38	2/18/18