

**Hawaii State Assessment-Alternate (HSA-Alt) Identification Criteria (Must Meet ALL Four Eligibility Criteria: A, B, C, D)**

**(A) The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical, or behavioral limitations. \*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.**

| If the following are true, student might <b>not</b> qualify for the HSA-Alt:                     | YES | Comments |
|--|-----|----------|
| 1. Reading G.E. $\geq$ 2.0 for grades 3 - 6, Reading G.E. $\geq$ 3.0 for grades 7 – 11.          |     |          |
| 2. On-grade reading comprehension when Text-To-Speech support is provided.                       |     |          |
| 3. On-grade 2018-19 ELL ACCESS 2.0 Listening Comprehension score.                                |     |          |
| 4. 80% accuracy or greater when multiplying and dividing single-digit numbers for grades 5 – 11. |     |          |
| 5. Previous Smarter Balanced Assessment test participation.                                      |     |          |
| 6. Exceeds performance level rating on the HSA-Alt ELA, Math, or Science assessments.            |     |          |
| 7. Typical functional performance and age-appropriate behaviors and self-help skills.            |     |          |
| 8. Functional needs or goals for the student are <b>not</b> included in the IEP.                 |     |          |

**(B) The student requires a highly specialized educational program with intensive modifications and supports in order to access grade level academic standards.**

| If the following are true, student might <b>not</b> qualify for the HSA-Alt:  | YES | Comments |
|---|-----|----------|
| 1. Age-typical engagement: student initiates and sustains social interactions.  |     |          |
| 2. Expressive communication: student uses words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal. |     |          |
| 3. Receptive communication: student independently follows 1–2 step directions and does NOT need additional cues.  |     |          |

**(C) The student's daily instruction is substantively different from that of their peers without disabilities and requires extensive, repeated individualized instruction and support, across multiple settings.**

| If the following are true, student might <b>not</b> qualify for the HSA-Alt:  | YES | Comments |
|---|-----|----------|
| 1. Instructional needs do <b>not</b> include substantially adapted materials and extensive repetition for skill transfer. |     |          |
| 2. Limited number of aids and services listed.  |     |          |
| 3. Typical accommodations such as extended time, preferential seating, checks for understanding are listed.               |     |          |

**(D) The student's difficulty with the demands of the general academic curriculum is not due to social, cultural, or environmental factors; expectation of poor performance; or excessive absences.**

| If the following are true, student might <b>not</b> qualify for HSA-Alt: | YES | Comments |
|--|-----|----------|
| 1. English Language Learner status.                                      |     |          |
| 2. Anticipated emotional and disruptive behaviors.                       |     |          |
| 3. Excessive absences.   |     |          |
| 4. Disability label, placement or services.                              |     |          |
| 5. Poor performance within accountability system.                        |     |          |
| 6. Administrator decision.   |     |          |

**TOTAL # OF FLAGS**

**Hawaii's Definition of Significant Cognitive Disability-** *"A student who is appropriately identified to be assessed by the HSA-Alt is expected to have significantly accommodated receptive and expressive communication systems (e.g., supplemented by pictures/symbols, assistive technology devices, etc.), expectations for performances that are significantly modified by reductions in difficulty and/or complexity from grade-level expectations, and materials which have been significantly modified in order to provide meaningful access to the general curriculum. These accommodations/modifications make how the student communicates, responds to the environment, and learns look significantly different from those same characteristics of peers without disabilities. An IQ score is not an acceptable criterion to determine if a student should participate in the HSA-Alt. The HSA-Alt has been developed solely for use by students who would be expected to score significantly lower than their peers without disabilities on standardized tests of knowledge and cognition (or may not achieve a valid score at all)."*

Source: Hawaii's State Alternate Assessments Test Administration Manual 2016 (pp. 7-8) [http://alohahsap.org/HSA\\_ALT/wp-content/uploads/2015/02/HSA-Alt-Spring-2016-TAM\\_Updated\\_120415.pdf](http://alohahsap.org/HSA_ALT/wp-content/uploads/2015/02/HSA-Alt-Spring-2016-TAM_Updated_120415.pdf)

### HSA-Alt Identification Criteria A, B, C, and D – Questions to Ask

- A. "What is the student's cognitive intellectual functioning and adaptive behavior? (Adaptive behaviors are actions essential for an individual to live independently and to function safely in daily life.) Does the cognitive disability significantly impact the student's educational performance and ability to generalize learning from one setting to the next? Does the student have communication difficulties that affect self-determination, behavior, social interactions, and participation in multiple learning environments? Does the student also have motor impairments that impede participation with grade level peers? Does the student's historical data (current and longitudinal across multiple settings) confirm the student's need for alternate assessment?" Significant cognitive disability should not be determined solely on the basis of a single IQ score.
- B. "Does the student require highly specialized instruction and social, psychological, and medical services to access educational programs? Does the student rely on adults for personal care and have medical conditions that require physical/verbal supports and assistive technology? Does the student have pervasive needs across settings and time periods? Does the student's level of need appear to be permanent and not temporary or of a transient nature?"
- C. "Does the student require extensive, repeated individualized direct instruction and substantial supports to achieve measurable gains on the challenging State academic content standards for the grade in which the student is enrolled? Does the student require individualized direct instruction to accomplish acquisition, maintenance, and generalization of skills in multiple settings (home, school, community)? Does the student require highly specialized instruction? Does the student need individualized ways of accessing information; these alternative ways go beyond the usual tactile, visual, auditory, and multi-sensory methods of instruction?"
- D. "Are there external factors that can potentially be mitigated or overcome that are influencing student cognitive scores, performance, and progress?" The least dangerous assumption is that the student's current performance is not due to a significant cognitive disability but rather the lack of educational program access, opportunity to learn, and the ability to demonstrate understanding. Until these three factors can be ruled out, one must assume that the student has the ability to perform within the general education classroom. For the disability categories: **SLD** (Specific Learning Disability), **ED** (Emotional Disability), **OHD** (Other Health Disability), **OD** (Orthopedic Disability), **VI** (Visually Impaired), **D** (Deaf) and **HOH** (Hard Of Hearing) special care must be taken to rule out the impact of the disability on the assessment and measurement of cognitive function and potential to learn when, and if appropriate supports are provided.

### Reference

Thurlow, M. L., Lazarus, S. S., Larson, E. D., Albus, D. A., Liu, K. K., & Kwong, E. (2017). Alternate assessments for students with significant cognitive disabilities: Participation guidelines and definitions (NCEO Report 406). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.